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Utah Course Codes

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Core Subject Area: English Language Arts



PRIME™

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional 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 assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together 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 page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

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): iLit ELL ©2016

Publisher: Savvas Learning Company

Materials/ Program to be Reviewed: iLit Program ELL, Grades 4 through 8

Tools of Instruction included in this review: iLit Program ELL, Online Courses; specific references from Grade 7

Intended Teacher Audiences: Grades 4–8

Intended Student Audiences: Grades 4–8

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: All WIDA English Language Proficiency Standards

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: © 2016

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

Even though iLit is designed for struggling readers as well as ELL students, iLit is centered around on-grade-level anchor texts and shorter literary works that are read during Read Aloud, Think Aloud. The program provides scaffolding and support to help the students comprehend these texts. In addition, students are given the opportunity to read independently and to engage in close reading practices at their current reading level. This instruction is incorporated with listening, speaking, reading, and writing activities to help all students succeed.

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. Savvas iLit ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk of becoming or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level. At point of use, iLit provides scaffolds for the different language proficiency levels to ensure students get the support they need to continue to grow in language proficiency in reading, writing, listening, and speaking. iLit is centered around on-grade-level anchor texts and shorter literary works that are read during Read Aloud, Think Aloud. The program provides scaffolding and support to help the students comprehend these texts. In addition, students are given the opportunity to read independently and to engage in close reading practices at their current reading level. Students read independently every day in iLit, choosing from a library of high-interest trade books and texts. See Grade 7 Read Aloud, Think Aloud Unit 2, Lessons 2, 3, 4.

B. As a comprehensive digital reading intervention program with the following proven instructional model for students, iLit addresses the linguistic complexity for all levels and is easily adapted to meet the needs of individual students: Time to Read; Vocabulary; Read Aloud, Think Aloud; Classroom Conversation; Whole Group; Work Time; Wrap Up. iLit provides teachers with scaffolds to support language development by providing instructional strategies to support the different language proficiency levels. See Grade 7 Vocabulary Unit 2, Lessons 2, 3, 4.

C. As a complete digital program, iLit identifies student performance and provides the instruction that will correctly adapt to the students based on their abilities and needs. There is whole-class and small group instruction in the three types of writing, and students have regular opportunities to write both shorter and longer pieces of writing—narratives, informative writing, and argument/opinion. Extensive scaffolded support is provided to help English Learners of all levels with their writing, including sentence frames and other proven strategies. Students engage in structured collaborative conversations and have opportunities for more formal speaking to build a strong foundation for academic discourse. Scaffolded support is provided to help students of all ELD levels engage in the conversations and succeed in the more formal speaking opportunities. Students will have access to sentence frames at point of use in the Student App.

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

A. The Vocabulary section focuses on selection vocabulary, academic vocabulary, and conversational vocabulary from the whole-class anchor texts. Vocabulary instruction has a central role in the iLit instructional model. The vocabulary lessons feature instructional support for all ELD levels, suggestions for adapting instruction to speakers of various native languages, and instantly scored whole-class assessments. The vocabulary words are taught again in context during Read Aloud, Think Aloud and during a Vocabulary pause later in the lesson, in which students are asked to capture the vocabulary words and definitions in a Word Bank in their digital Notebooks. There are also independent game-like activities in which students demonstrate their learning of all of the vocabulary words. See Grade 7 Vocabulary Unit 2 Lessons 9, 12, 13, and 14.

B. Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allows readers to use content words and academic terms in the real-world reading setting. A variety of activities also helps students learn the terms as they use them in game-style activities. The ELL notes found in all lessons provide scaffolds to meet the different language levels found in an ELL classroom. See Grade 7 Work Time: Vocabulary Pause Unit 2 Lessons 12, 13, and 14.

C. The iLit program has been carefully and systematically structured to promote vocabulary and language development so that students succeed in learning general and specific language in order to read and comprehend many different types of texts. This consistently developed framework promotes a systematic presentation throughout the program. See the Grade 7 Vocabulary Unit 2 Lessons 17, 18, and 19.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

A. In the iLit program, Vocabulary: Word Study focuses on whole-class instruction in Word Study in skills ranging from letter-sound combinations to word origins and word parts. Instructional strategies are always offered for modifying the instruction to the ELD levels. Later in the lesson, students practice the word study skills—both in isolation and in context, within texts written by Freddy Hiebert. There are also small group mini-lessons for students needing more help to ensure language development. The instruction also includes basic grammar skills. Skill development incorporates the listening, speaking, and writing structures for language learning. The development is enhanced by the interactive lessons that help students participate in the learning experiences. Every aspect of Work Time helps students develop, use, and apply language skills. Instruction throughout iLit involves electronic tools and devices to escalate the learning process and to also adapt to the needs of the individual learner. See Grade 7 Unit 2 Vocabulary Instruction in Lesson 2, 5, and 16.

B. The iLit program identifies the language level and provides the learner with appropriate program tools to learn the skills, practice them in context, and apply the skills to successfully obtain and master language concepts. The adaptive assignments and personalized study plans let students gradually master all essential skills as they are involved with the reading, writing, listening, and speaking activities throughout the program. See Grade 7 Unit 2 Vocabulary Oops! section in Lesson 3 and the Vocabulary Word Study in Lesson 5 with the ELP support icon for emerging, expanding, and bridging levels.

C. The systematic nature of the iLit program allows each student to grow and develop skills in all phases of language development. The materials include videos, images, graphics, and audio support to help students learn about, practice, and apply language skills to successfully progress. The program provides many tools for the teacher to monitor and address the learning levels. The program’s monitoring tools help keep a watch over the achievement, and the tools aid instruction by carefully selecting the assignments that meet the needs of each individual. See Grade 7 Unit 2 Vocabulary for an example where the study of plurals begins in Lesson 1 and continues in Lessons 3, 5, and 16.

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. Savvas iLit ELL includes more than 1600 high quality texts—both for reading as a class or in small groups and for independent reading. There is an appropriate balance of literary and informational texts appropriate for the grade levels and consistent with the grade-level standards, and the texts features extensive coverage of topics related to content-area standards. There are full-length novels, nonfiction texts, and plays, as well as a broader range of shorter texts. All of the texts have English audio support, translation support—both written and spoken—in 44 languages, and have every word linked to dictionaries and picture dictionaries. See Grade 7 Unit 4 Lessons 2–4 for examples.

B. The design of the program promotes the integration of all phases of language development to help students learn a variety of content. The lessons are designed to reinforce instruction, provide additional practice, and review the key information, ideas, and concepts. The systematic structure of iLit serves to reinforce the integration of the topics and curriculum content throughout all lessons. See Grade 7 Unit 2 Lessons 1–5 for examples.

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

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

A. Students write and speak every day in Savvas iLit ELL. The program uses a carefully designed set of lessons that involve all aspects of reading and writing and incorporates the listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application. Teachers model how to ask and answer text-dependent questions during Read Aloud, Think Aloud. Students are then called on to respond orally to text-dependent questions and complete text dependent tasks related to the anchor text during Classroom Conversation and in writing during Work Time. In addition, text-dependent questions—that must be answered by highlighting or dragging and dropping passages of text—and writing tasks are built into the Interactive Readings that students complete individually every week. The Classroom Conversation portion of the lesson gives students opportunities to engage in academic discourse. See Grade 7 Unit 2 Lessons 1–5 for Vocabulary, Classroom Conversation, and Whole Group instruction to see how the language domains are targeted in the materials.

B. Every day in the iLit classroom, students engage in structured academic discussions focused on the anchor texts they are reading. Students engage in structured collaborative conversations and have opportunities for more formal speaking and build a strong foundation for academic discourse. Scaffolded support is provided to help students of all ELD levels engage in the conversations and succeed in the more formal speaking opportunities. Virtually all of the instruction and activities in iLit center around texts students are reading, including Independent Reading, which students write about every day, and Read Aloud, Think Aloud anchor texts, which are the focus of the majority of whole-class, small-group, and independent work each day. See Grade 7 Unit 2 Lessons 6–10 for Vocabulary, Classroom Conversation, and Whole Group instruction to see how the language domains are targeted in the materials for various levels of language proficiency.

C. iLit provides a highly systematic approach to present, practice, use, and apply reading, writing, listening, and speaking in a wide variety of interactive learning exercises. By the nature of the program, students are working at an appropriate proficiency level. The program takes them through the instructional plan and helps them grow. This has been substantiated with the many success stories found in the iLit Overview available at the Savvas iLit site. See Grade 7 Unit 2 Lessons 11–15 for Vocabulary, Classroom Conversation, and Whole Group instruction to see how the language domains are targeted in the materials and are systematically developed.

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 lessons in the Teacher App provide explicit direct instruction and specific strategies for modifying instruction for the different levels of English learners, along with frequent teaching suggestions focused toward speakers of specific languages—Spanish, Vietnamese, etc. One of the hallmark features of the lessons is Read Aloud, Think Aloud, in which teachers read aloud the complex on-grade-level anchor texts and model reading strategies, teach vocabulary in context, and leverage the texts to help develop students’ language proficiency. iLit can offer each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students as well as track their progress. The goal of the program is to have materials that specifically address the learning needs of every level of language proficiency. See Grade 7 Unit 2 Lessons 1 and 2 Time to Read; Vocabulary; Read Aloud, Think Aloud; Classroom Conversation; Whole Group; and Work Time. Note the icons on the sections for the ELP, SIOP, and other informative suggestions.

B. The iLit instructional model centers around Read Aloud, Think Aloud and students comprehend on-grade level texts and develop their language proficiency. When reading independently, students choose from a library of more than 1200 high-interest texts that includes hundreds of texts with visual support, features 180 texts with Lexile levels ranging from BR to 200 and also includes titles with Lexile levels as high as 1500. Students can search for texts at their own reading level, which is automatically assessed and adjusted each week in the app. In addition, students have a number of other regular independent reading practice opportunities, including Interactive Readers—high interest nonfiction readings at nine text complexity bands—starting with Lexile levels as low as 100—with embedded technology enhanced comprehension checks. See the Grade 7 Planner page for Unit 2 Lessons 1–5 to understand how the sections accommodate various levels. Also see the icons within the lesson sections as well as the ELL icons.

C. The interactive nature of the materials addresses the differentiation of language through all materials. The program delivery allows teachers to quickly identify the appropriate instructional level and set up the learner in an environment that develops skills needed to succeed. Students participate in activities and are monitored for their ability to work in the activities related to everything from phonics to vocabulary, comprehension, fluency, grammar, and spelling strands in the lessons. See the Grade 7 Planner page for any Unit and Week with ELL icons.

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

YES NO

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

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

A. All of the instruction includes scaffolded support for different language needs. The iLit program provides students with sentence frames, graphic organizers, and other tools to support the different levels of language proficiency that can be found in a classroom. The iLit program was designed to adapt and personalize instruction with quick, formative assessments woven into iLit’s instructional model to help teachers customize instruction. Instruction, assessment, and data are all available in a single teacher app. iLit uses a gradual release approach, with teacher modeling, guided practice, small-group mini lessons, and independent practice. In addition, iLit cultivates responsibility and independence through daily independent reading and by having students manage the pace and order in which they work through activities during Work Time. Students are led through questions and tasks that focus on deep comprehensions before extending to higher level analysis and interpretation of texts. For example, the Interactive Readings feature embedded comprehension checks and are followed by a Summary Writing task that provides a performance-based assessment of comprehension. Students then engage in a Read Critically task in which they are called on to do higher level evaluation or interpretation. See Grade 7 Unit 1 Lesson 3 Work Time for activities to help students advance.

B. The iLit program is based on proven instructional design that combines modeling, direct instruction, and guided practice to give students the strategies they need to succeed in both reading and writing. The program is delivered on multiple devices (iOS, Android, Windows, and web browser) and designed with touchscreen use for optimal efficiency, engagement, and tracking. With the complete tracking program in iLit, teachers can use the data to inform and adapt instruction with the program. To support those at the beginning levels of language growth, students have access to dictionaries, picture dictionaries, and translation capabilities in 44 languages that adapt text. See Grade 7 Unit 1 Lesson 3 Work Time for activities such as the Interactive Reading Routine that help students advance.

C. By the nature of the program, iLit is loaded with the tools teachers need to monitor performance, provide support, and adapt instruction. Teachers can access class data with the teacher app’s Performance Dashboard. From such data, they can adjust the materials and provide support in needed areas of instruction. The program is designed to be totally flexible to meet individual needs and promote skill acquisition. See the Vocabulary, Read Aloud, Think Aloud, and Work Time sections in the Lessons to see how the structure is systematically presented.

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 curriculum-based materials use of a wide variety of context to help present information and address the development of language skills. In iLit, students read significantly more nonfiction than fiction. All of the weekly Interactive Readings are nonfiction texts. Half of the Read Aloud, Think Aloud trade books are nonfiction and the other half is fiction. Seventy percent of the shorter texts read during Read Aloud, Think Aloud are nonfiction. And half of the titles in the Independent Reading Library are nonfiction. These sets of materials allow each individual to proceed at his or her own level to interact with materials that help each one grow and master related skills. See Grade 7 Unit 2 Lesson 7 Classroom Conversation with collaborative discussions, Vocabulary that connects text to experience and knowledge, and Work Time to see the range of language functions based on context that are an integral part of each lesson.

B. The interactive nature of the lessons in the iLit program helps to develop language context as students work with words in the reading process and in the word study areas as they perform a variety of activities. Teachers read aloud from an on-level anchor text, model reading strategies and the prosody of the English language, teach vocabulary in context, and leverage the texts to help develop students' language proficiency. There are built-in stopping points that teachers simply tap or click to launch the instruction and modeling support they use to teach the strategies. Students follow along on their tablets or computers as teachers read. Teachers have the option of playing professionally recorded audio instead of reading the texts themselves. The lessons progress from simple to complex and are tracked to provide corrective feedback and assistance to promote mastery. See Grade 7 Unit 2 Lesson 3 Vocabulary, Whole Group, and Work Time sections to see how the language functions related to context are included in each lesson.

C. The iLit program and the related activities were designed to help students work through the content in an organized structure. The lesson provides a variety of ways to use the lesson content and context to insure language development. The practice is coordinated with the appropriate remediation since the online lessons provide a wide variety of techniques to motivate learning and provide meaningful interactive exercises. This allows for instruction and practice within a level and between levels. See Grade 7 Unit 2 Lesson 4 Vocabulary, Classroom Conversation, and Work Time sections to see how the language functions support language development in each lesson.

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- 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. During Time to Read, students engage in sustained self-selected reading, choosing from an Independent Reading Library of more than 1200 titles with Lexile levels ranging from BR to 1500 and featuring a blend of high interest, culturally appropriate fiction and nonfiction. The iLit program was built to meet the Common Core State Standards (Specific state standards are also available.) and includes all aspects of higher order (critical) thinking skills. Questions to understand the selections are based on analysis, evaluation, synthesis, and related questioning techniques. For each selection, the Read Aloud, Think Aloud section engages the whole class in careful reading of complex anchor texts. Through scaffolding, modeling, and the application of reading strategies, even the most challenged readers are able to comprehend these texts and respond to questions related to higher order thinking skills. See Unit 2 Time to Read in Lesson 1 and the Whole Group six lesson screens on Making Inferences as representative examples that engage students in higher order thinking skills.

E. Higher order (critical) thinking concepts and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to the testing concepts of the Common Core State Standards. The Unit Planner for each lesson section lists skills presented in the lessons. Skills from analyze theme to making inferences to author’s purpose involve students in higher order thinking skill development. See the higher order thinking skills presented in the Read Aloud, Think Aloud sections and reinforced in the Whole Group and Work Time sections in the lessons in all units.

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IVB. Content Stem

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

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

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

A. The selections in the program reflect the areas from curriculum-based instruction for state and local content standards. The many nonfiction texts across the program (Read Aloud, Think Aloud and the Independent Reading Library) deal with the curriculum content topics related to math, science, or social studies. See the Planner for All Units to identify various genre included in the program. See Grade 7 Unit 1 Technology that Saves Lives, Unit 2 How Plants Grow, and Immigration at Angel Island. These titles represent some of the varied science and social studies content included in the program at every grade level.

B. iLit provides easy access to identify the learner’s level. The program then strives to identify the appropriate lessons to cover content. In order to present instruction with highly engaging lessons appropriate to a student’s functional level, the program provides feedback with reteaching as necessary, and provides opportunities to apply critical thinking skills in a variety of content. Students also have access to a vast collection of books that are searchable by content and key word. See Grade 7 Unit 2 for the following content area titles: Many World, One Team (informational text), Trino’s Choice (realistic fiction), “Famous” (poetry), “Out of Many” (speech). All readers can be involved in using the content and language.

C. Curriculum from many content areas is included and was selected based on various topics to make language learning a real-world experience in the iLit program. The design of the program includes using content topics throughout the lessons in the grades. Every unit has an assortment of topics related to content. Review the Grade 7 listings above for representative content selections.

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Is the grade level content systematically presented throughout the materials? |

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

D. The selections for the Read Aloud, Think Aloud and Independent Reading Library materials include nonfiction materials focusing on social studies (history and geography), science (earth, life, and physical), mathematics, and literature were selected. There is a focus on the STEM topics for Science, Technology, Engineering, and Mathematics. The content is grade level appropriate and designed to address the learning style and skills of the reader. The interactive program keeps everyone involved in the learning process both linguistically and developmentally. The Read Aloud, Think Aloud is always on grade level, thus ensuring students are exposed to on-grade level content. See the Time to Read and the Read Aloud, Think Aloud section in Unit 2 Lessons 1–5 for examples.

E. The lessons follow a consistent format that supports the establishment of instructional routines and facilitates planning; and there are point-of-use notes throughout the teacher app that provide suggestions for modifying and adapting instruction for a wide range of needs and goals. Because the program is designed to identify the level of the learner and place the learner at the correct level of language proficiency, the varied content selections are found at all levels and are accessible to all learners. The variety of leveled support activities and the interactive nature of the program helps to create instruction for the targeted levels of language proficiency. See the Time to Read and the Read Aloud, Think Aloud section in Unit 2 Lessons 1–5 for examples and the ELP icons in the lesson sections that show instruction is accessible to all.

F. The lessons in the program have been developed to work with all aspects of learning in various modalities that guide the learner to master the specific skills. Exploring each type of Work Time lesson shows the extensive mixture of lessons with interesting learning tools available to motivate students. See the Time to Read and the Read Aloud, Think Aloud section in all Units of the level and the ELP icons within the lesson sections to see how the grade-level content is systematically presented.

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. There is an assortment of ways to provide sensory supports throughout all parts of the iLit instructional model. Along with the teacher conferencing, the writing tasks use visual supports to work on the comprehension of independent reading texts. During independent work, students complete a range of activities, including interactive digital activities that practice comprehension through highlighting and drag and drop, summary writing tasks, higher order critical reading tasks, daily activities, weekly writing tasks, and unit-level projects and essays. All of the tools provide extensive sensory supports. See Grade 7 Unit 1 with the six major sections (Time to Read; Vocabulary; Read Aloud, Think Aloud; Classroom Conversation; Whole Group; Work Time), which contain sensory supports within every section.

B. The iLit program includes a range of instructional techniques that motivate students to hear, say, see, and touch while learning lesson concepts. This very interactive approach in a digital program truly provides a wealth of sensory supports to motivate the learning process. See Grade 7 Unit 2 Lesson 2 and the Classroom Conversation, and Work Time), which contain sensory supports for communicative goals.

C. In every learning experience in iLit, sensory supports are used in, around, and through the activities. As students work with each concept, sensory supports are embedded in the learning to help students develop language proficiencies in a variety of areas. See Grade 7 Unit 3 Lessons 1–3 for the six major sections (Time to Read; Vocabulary; Read Aloud, Think Aloud; Classroom Conversation; Whole Group; Work Time). Many of these sections are included in every lesson in every unit and provide a systematic approach.

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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. To deepen students' understanding of the texts and to apply the reading strategies needed for comprehension, rich multimedia—videos, images, graphics, and audio support—is woven throughout iLit. A wide range of interactive exercises and lesson capabilities in the iLit system provide personalized support for whole-class, small-group, and individual instruction. The system provides instantly scored whole-class assessments and instantly adapted instruction that the teacher can use based on student responses. It provides small-group recommendations for teachers based on student performance on a range of automatically scored and teacher scored assessments. It features the latest in automated writing scoring, with instant scoring and feedback for summary writing, paragraph writing, and essay writing. And it features interactive assessments that call on students to perform the types of tasks—like highlighting and drag and drop—that will be featured on the new assessments. See Grade 7 Unit 3 Lessons 1–3 for the six major sections (Time to Read; Vocabulary; Read Aloud, Think Aloud; Classroom Conversation; Whole Group; Work Time) that present a wide variety of graphic support.

E. The iLit program shows how all aspects of the program have been designed to actively involve the learners with a unique assortment of graphics to practice the skills and strategies to help students master the content. This interactive approach and well-developed structure provides a meaningful context for practicing the language in real-world situations. A review of any of the lessons at any level shows how uniquely the graphics are used to promote the language to be learned. This structure is used with all skills and concepts presented. See the Making Inferences instruction with pictures and graphic organizers in the Whole Group section in Grade 7 Unit 2 Lesson 1 that is representative of the varied graphic supports for achieving communicative goals as well as reinforcing all aspects of language learning.

F. The digital program provides the audio and video state-of-the-art animations as tools that help students learn content and concepts and develop language proficiency. All the materials at every level in every lesson provide a complete array of interactive graphic supports that use a wide variety of visuals. In addition, students have access to a digital picture dictionary at point of use to support their language needs. See Grade 7 Unit 1 Lesson 1 for the major lesson sections that are a consistent part of every lesson to verify that graphic support is included with a systematic approach for all learners.

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation Form for Educators

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. All levels teach reading and writing skills in well-constructed lessons in an interactive multimedia approach in the iLit digital program. The program is designed to provide instruction and practice in essential and critical reading skills. The instruction includes interactive supports with an assortment of teacher modeling, guided practice, small-group mini lessons, and independent practice. In addition, iLit cultivates responsibility and independence through daily independent reading and by having students manage the pace and order in which they work through activities during Work Time. In the writing assignments, students receive immediate feedback on their writing to support their learning. See Grade 7 Unit 2 Lesson 1 to easily identify that interactive supports are included in and presented in the iLit lessons.

H. The program has research that confirms how the iLit approach has interactive supports that are included in all activities and are relevant to mastery based on the school improvement records available for the program. The interactive learning supports are included in every lesson in every level. Students learn to apply the strategies they learn as a class independently. Students are led through questions and tasks that focus on comprehension skills before extending to higher level analysis and interpretation of texts. See Grade 7 Unit 1 Lesson 1 for a representative example of interactive supports that provide access to concept attainment for the targeted levels of language proficiency in all of the iLit lessons.

I. The information in parts G and H explains how the program was designed to provide varied and systematic interactive supports at all phases of each activity. The iLit program helps all learners participate in activities in which they work with skills and concepts, vocabulary, language, and content in meaningful real-world situations and develop functional language skills. As students complete each lesson activity, instant feedback shows them their level of accomplishment and guides them into activities that continue to help them master the skills and concepts. See Grade 7 Unit 2 Lessons 1–5 for a representative example of a week of instruction and application.

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.