



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

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

as they pertain to products.

Overview of the PRIME Process

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

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

PRIME at a Glance

1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Finish Line for ELLs 2.0: English Proficiency Practice

Publisher: Continental Press

Materials/Program to be reviewed: Finish Line for ELLs 2.0 (Second Edition) Grades 1-12

Tools of Instruction included in this review: Student Books (SB), Teacher's Edition (TE), Audio Speaking CDs, Grades 1-12

Intended Teacher Audiences: Teachers working with English Language Learners in states giving WIDA's ACCESS for ELLs® 2.0, ELDA/ELPA21, NYSESLAT, and individual state tests based on the TESOL standards.

Intended Student Audiences: English language learners at intermediate, intermediate high and advanced levels

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

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

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

1. Social and Instructional Language (listed as "Conversational Language" which is not the way that WIDA defines the social and instructional language of school)
2. Language of Language Arts
3. Language of Mathematics
4. Language of Science
5. Language of Social Studies

WIDA Language Proficiency Levels included: The Language Levels indicated in the materials are *Intermediate*, *Intermediate High*, and *Advanced*, having been designed for "students with developing proficiency levels." Without a formal crosswalk of the levels indicated in the materials with WIDA's English Language Proficiency (ELP) Performance Definitions, the exact alignment between Finish Line 2.0's language levels and WIDA's ELP levels is not clear.

Most Recently Published Edition or Website: 2.0, shared on Continental Press's website at <https://www.continentalpress.com/finish-line-for-ells-2-0.html>

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

The site advertises these instructional materials to help “get ready for WIDA’s ACCESS for ELLs® 2.0. With the practice in *Finish Line for ELLs 2.0*, students can improve their performance across the language domains and become familiar with tested item types.”

The TE states, “The *Finish Line for ELLs 2.0: English Proficiency Practice* workbook was developed to help teachers prepare English language learners [in grades 1-12] for similar items found on English language proficiency assessments, such as ACCESS for ELLs 2.0 developed by the WIDA Consortium, ELD/ELPA21, NYSESLAT, and individual state tests based on the TESOL standards. By using this workbook, students will become familiar with the types of questions they will face on testing day: multiple choice, written response and oral response. The book is divided into four units, each one addressing a language domain: speaking, listening, reading, and writing. The content is written for students with developing proficiency levels, overlapping the intermediate, intermediate high, and advanced levels. Each unit begins with a model lesson to work through with the students. The lessons in each unit address a content theme and are organized by a specific context for language acquisition: conversational language, academic language arts, academic mathematics, academic science and academic social studies.”

Each TE includes answer keys, directions for administering each lesson, and comprehensive skill activities to provide additional practice, as well as audio CDs, parent letters in multiple languages, answer sheets with rubrics, and a chart that connects the skills from each unit to additional instructional materials to promote English practice.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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

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

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

1. Students' assets and contributions are considered mainly through the Extension Activities. The purpose of this set of instructional materials is to prep for large-scale summative language proficiency assessments through practice in answering the question types of multiple choice, written and oral responses; therefore, instructional opportunities to integrate student assets and contributions is limited to the aforementioned Extension Activities. Some of the productive tasks in the Speaking and Writing units, particularly in the area of Conversational Language, allow for connection to students' backgrounds and assets. See examples below.
2. Student assets and contributions are considered systemically, as noted above, through some of the Extension Activities and productive language tasks. The Extension Activities indicate that teachers can use these suggestions to extend the lesson and engage students through their own experiences, ideas and backgrounds.

Examples:

2nd grade Speaking Extension Activity from Unit 4 Lesson 33 promoting students to share a physical activity they enjoy.

Extension Activity

Have students choose a physical activity that they enjoy. Ask them to draw a picture of the activity and/or equipment that is necessary for the activity. Give each student a chance to show and tell about his or her picture. [I, IH, A]

6th grade Writing task from Lesson 25 in Unit 3 where students can share their background and assets in relation to the prompt of why he or she would be qualified for a job as a class officer

25 Character Development

CONVERSATIONAL
LANGUAGE



Say: Imagine your school is holding elections for class officers. Decide which of the following offices you would like to have.

- **President**—leads the group; helps members make decisions and carry out plans
- **Vice president**—helps the president; takes over for the president when he or she cannot be at a meeting
- **Secretary**—takes notes about what happens at meetings; writes letters and emails and makes phone calls for the group
- **Treasurer**—keeps records concerning the group's money; pays the group's bills

Write a speech of 8 to 10 sentences telling why you would be good for the job you have chosen. Give details about your qualifications. Use language that will convince the voters.

2. Academic Language

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

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

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

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

1. The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Each grade level’s TE and SB are sequenced around 35 lessons that move through the four language domains of Listening, Reading, Writing and Speaking in the form of four units. In addition, each unit contains a Model Lesson demonstrating how to administer the items in different contexts for language use (Conversational Language, Language Arts, Mathematics, Science and Social Studies). Each lesson contains a series of questions, or “items”, that students respond to through intermediate through advanced level tasks. Each task, or item, corresponds to one of Finish Line for ELLs 2.0’s Language Levels--Intermediate, Intermediate High, or Advanced. The tasks have students respond to items aligned to “Performance Objectives” for each level. Additionally, these Performance Objectives are featured within the Speaking and Writing Units where the objectives are connected to each item for language use.
2. The language features at the discourse dimension are addressed systematically throughout the materials. Each grade contains its own series of aforementioned 35 lessons advancing through the Language Levels in each item. The Language Levels correspond “Types of Student Responses” for each domain’s units where students are asked to list, state, compare/contrast, for example, information in the areas of either Conversational Language, Language Arts, Math, Science or Social Studies through extended discourse like writing or speaking in extended discourse and reading and listening to extended text or directions.

Examples:


8th grade writing item from Listening Model Lesson’s Performance Objectives provide teachers with a range of ways students could provide expanded discourse on a writing task.

Language Level	Types of Student Responses	
Intermediate	<ul style="list-style-type: none">Sort or identify picturesLocate or classify informationFollow two-step directionsMatch information to pictures	<ul style="list-style-type: none">Identify numbers and operationsIdentify uses of objectsIdentify people or events from picturesIdentify angles
Intermediate High	<ul style="list-style-type: none">Locate, select, or order informationCategorize or sequence information, events, or processesIdentify ways to do something	<ul style="list-style-type: none">Differentiate among items presented in tables, charts, or graphic organizersIdentify reasonsIdentify meaning using context clues
Advanced	<ul style="list-style-type: none">Compare/contrast relationshipsAnalyze and apply informationIdentify cause and effectDraw conclusions	<ul style="list-style-type: none">Compare examples of numbers and operationsPredict responsesInterpret effects

1st grade Writing lesson from Unit 3 Lesson 28 where students have the opportunity to write extended discourse using sequencing words.

28 Number Sense

ACADEMIC
MATHEMATICS



Say: The four cars had a race. Use the words *first*, *second*, *third*, and *last* to tell about the race. Write 3 to 5 sentences about the race.

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

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

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

1. The materials address language features at the sentence dimension for all of the identified proficiency levels. The TE and SB for each grade level are sequenced around 35 lessons that move through the four language domains (in the form of units)--Listening, Reading, Writing and Speaking. Each lesson contains a series of questions, or “items”, that students respond to. Plus each unit contains a Model Lesson with extension activities. Each item within a lesson corresponds to Finish Line for ELLs 2.0’s Language Level, as defined by these instructional materials to be Intermediate, Intermediate High, or Advanced. In each task, students respond in intermediate to advanced level items by choosing answers (Listening and Reading) or producing sentences (Speaking and Writing) to questions aligned to “Performance Objectives” for each level.
2. Language features at the sentence dimension are addressed systematically in that each grade contains its own series of aforementioned 35 lessons advancing through the Language Levels in each item. The Language Levels correspond “Types of Student Responses” for each domain’s units where students are asked to describe, classify, or state, for example, information in the areas of either Conversational Language, Language Arts, Math, Science or Social Studies.

Examples:

5th grade Writing item from Unit 3 Lesson 23 where students are asked to describe school activities using sentences in extended discourse with supporting details. The Performance Objectives state what educators might expect at the different Language Levels as defined in these instructional materials.

23 Getting Involved



Say: Suppose you are telling a new student about some of the activities at your school. Describe at least two activities that the new student could get involved in. Tell about activities that you are involved in. Write a four-paragraph essay describing activities and clubs at your school. Use details to support your writing.

Now turn the page.

Standard	Language Level	Performance Objective
Academic Language Arts	Intermediate	Students will list clubs and activities at the school.
Conversational Language	Intermediate	Students will describe events related to personal experience with school clubs and activities.
Academic Language Arts	Intermediate High	Students will use sentences to describe clubs and activities.
Conversational Language	Intermediate High	Students will explain personal involvement in school clubs and activities.
Academic Language Arts	Advanced	Students will discuss the functions of different school clubs and activities.
Conversational Language	Advanced	Students will use descriptive language to elaborate on personal preference for school activities.

7th grade Reading lesson from Unit 2's Model Lesson where students listen to the prompt and are read the potential answers in complete sentences.

MODEL LESSON:
The Recycling Center

ACADEMIC
SCIENCE



The recycling center wants paper to be separated by type and prepared in special ways. Ben bundles the newspapers and ties the bundles with twine. He flattens cardboard boxes. Paperboard boxes, like cereal, tissue, and pizza boxes, are special. First, Ben removes the plastic sleeve inside that holds the cereal. He makes certain the paperboard is clean and has no pizza scraps clinging to it. Then he breaks apart the glued ends of the box. Next, he flattens the boxes. Finally, Ben puts the flattened boxes in a paper grocery bag and takes them to the recycling center.



2. What does Ben do last before taking paperboard boxes to the recycling center?
- A First, he removes the plastic sleeve that holds the food.
 - B Finally, he puts the flattened boxes in a grocery bag.
 - C Then, he breaks apart the glued ends of the box.
 - D Next, he flattens the paperboard box.

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

- | | | |
|---|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | Yes | No |

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

1. Language features at the word/phrase dimension are addressed in the materials for all of the identified proficiency levels. As previously stated, each grade level’s TE and SB are sequenced around 35 lessons that move through the four language domains of Listening, Reading, Writing and Speaking. Each lesson contains a series of questions, or “items”, that students respond to. Each item corresponds to a Language Level--Intermediate, Intermediate High, or Advanced--where students response in intermediate to advanced items aligned with “Performance Objectives” for each level. Tasks where students use language at the word and/or phrase level are structured for each of the Language Levels.
2. Words and phrases are represented in context so that students are using language across the different contexts--Conversational Language, Language Arts, Mathematics, Science and Social Studies--arranged through 35 thematic units. See examples below.
3. The general, specific and technical words are appropriate for the identified and targeted proficiency levels in the materials. The Language Levels, as defined by Finish Line for ELLs 2.0, correspond to language expectations from the Intermediate, Intermediate High or Advanced levels. See examples below.
4. Language features at the word/phrase dimension are addressed systematically. Each grade contains its own series of aforementioned 35 lessons advancing through the Language Levels in each item. The Language Levels correspond “Types of Student Responses” for each domain’s units where students are asked to use language within context at the word/phrase dimension in the areas of Conversational Language, Language Arts, Math, Science or Social

¹

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

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

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

Studies.

Examples:

1st grade Listening item from Unit 1 Lesson 14 on Safety Rules where students are asked to identify the picture of the “straight line” based off of teacher directions. The phrase “straight line” is presented in context and, as the first task in this set of Listening items, is appropriate for the Intermediate Level.

1 Safety Rules CONVERSATIONAL LANGUAGE 



1.   

A **B** **C**

3rd grade Reading item from Unit 2 Lesson 19 on Ecosystems--The Food Chain where the Performance Objectives explain what to expect at this level (Intermediate High) in the context of Science using more specific and technical vocabulary to describe relationships and sequencing.



2. What living thing gets energy from the mice?

- A The owl
- B The sun
- C The grass

Item	Language Level	Performance Objective
2	Intermediate High	Students will sequence the transfer of energy in a food chain.
Connection: <i>ELA, RI 3.3:</i> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to times, sequence, and cause/effect.		

3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

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

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

1. The materials differentiation between the proficiency levels, as defined by Finish Line for ELLs 2.0 as Intermediate, Intermediate High and Advanced, and are clearly differentiated throughout each set of items across all units. Because the purpose of these materials is to prep for large-scale summative language proficiency tests, the structure mirrors the increasingly complexity of language demands through each lesson, starting with Intermediate and ending with Advanced.
2. The differentiation of language proficiency is developmentally and linguistically appropriate for the designated proficiency levels for these materials. See examples of how the materials show the correlation of task to proficiency levels below, as well as two rubrics provided in the materials to score student speaking and writing. As stated in the Introduction section of this correlation, without a formal crosswalk of the levels indicated in the materials with WIDA’s English Language Proficiency (ELP) Performance Definitions, the exact alignment between Finish Line 2.0’s language levels and WIDA’s ELP levels is not clear.
3. The differentiation of language is systematically addressed throughout the materials. Again, because the materials are set up to advance through the proficiency levels in each item in each lesson and in each unit, Finish Line for ELLs 2.0’s Language Levels are evident and differentiated as such.

Examples:

3rd grade Listening Unit’s introduction showing the Language Levels and Types of Student Responses for this set of items.

Language Levels and Types of Student Responses

In each Listening lesson, practice items address intermediate (I), intermediate high (IH), and advanced (A) levels. Listening lessons also include illustrations and/or other graphics to support student understanding at these levels. The chart below lists the kinds of responses students may be asked to give in this unit.

Language Level	Types of Student Responses	
Intermediate	<ul style="list-style-type: none"> Sort or identify pictures Locate or classify information Match information to pictures 	<ul style="list-style-type: none"> Identify uses of objects Identify people or events from pictures
Intermediate High	<ul style="list-style-type: none"> Locate, select, or order information Follow multi-step directions Compare and contrast 	<ul style="list-style-type: none"> Categorize or sequence information, events, or processes Identify changes
Advanced	<ul style="list-style-type: none"> Analyze and apply information Identify cause and effect Hypothesize changes 	<ul style="list-style-type: none"> Compare examples of numbers Categorize geometric figures Interpret information from tables, charts, or graphic organizers

5th grade Scoring Rubric for Oral-Response Questions that provides guidelines for scoring students' tasks in the Speaking Unit. It also states to refer to state department of education websites for more information on state-specific rubrics.

Scoring Rubric for Oral-Response Questions					
6	5	4	3	2	1
<ul style="list-style-type: none"> Complex sentence structure Precise vocabulary Clear, fluent response with no errors 	<ul style="list-style-type: none"> Varied sentence structure with increasing complexity Complex vocabulary Complete, clear response with few, if any, errors 	<ul style="list-style-type: none"> Varied sentence structure showing emerging complexity Varied vocabulary Fairly clear, complete response with some errors that do not interfere with communication 	<ul style="list-style-type: none"> Simple sentences showing emerging complexity Simple vocabulary Weak but passable response; errors somewhat interfere with communication or cause confusion 	<ul style="list-style-type: none"> Phrases or short sentences Limited vocabulary Weak response with many errors that interfere with communication 	<ul style="list-style-type: none"> Single words Limited vocabulary or memorized language Limited response; does not address question

For individual state-approved ELL scoring rubrics, visit your state's department of education website.

8th grade Scoring Rubric for Written Responses Question which also provides guidelines for scoring and directions to look at specific state websites for state-specific rubrics.

Scoring Rubric for Written-Response Questions

6	5	4	3	2	1
<ul style="list-style-type: none"> • Thorough topic/idea development and elaboration • Effective use of examples and details • Rich and effective use of language • Full control of written English with few, if any, errors in grammar, syntax, capitalization, and punctuation 	<ul style="list-style-type: none"> • Full topic/idea development and brief but effective elaboration • Strong examples and details • Appropriate use of language • Few errors in grammar, syntax, capitalization, and punctuation; errors do not interfere with communication 	<ul style="list-style-type: none"> • Moderate topic/idea development with brief or little elaboration • Adequate examples and details • Some variety in language • Some errors in grammar, syntax, capitalization, and punctuation; errors do not interfere with communication 	<ul style="list-style-type: none"> • Rudimentary topic/idea development and little elaboration • Basic examples and details • Some variety in language • Some errors in grammar, syntax, capitalization, and punctuation; errors do not substantially interfere with communication 	<ul style="list-style-type: none"> • Limited or weak topic/idea development • Very few examples or details • Simplistic language with some content specific vocabulary • Many errors in grammar, syntax, capitalization, punctuation, and spelling; errors somewhat interfere with communication 	<ul style="list-style-type: none"> • Little or no topic/idea development • Almost no examples or details • Only simplistic language evident • Little or no control of sentence structure, grammar, usage, and mechanics; errors seriously interfere with communication

For individual state-approved ELL scoring rubrics, visit your state's department of education website.

B. Representation of Language Domains

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

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

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

1. All four language domains of Listening, Speaking, Reading and Writing are targeted in the domains. In fact, the four units in each grade level's set of materials are set up to target each of these domains explicitly.
2. The targeted language domains (all four) are presented within the context of language proficiency levels as defined by Finish Line for ELLs 2.0--Intermediate, Intermediate High and Advanced. See example task below that shows the context for a task targeted a Language Level.
3. The targeted domains are systematically integrated throughout the materials so that each grade level presents units in the order of Listening, Reading, Writing and Speaking. Each unit contains 6-10 lessons with items that advance through the Language Levels. See how this is explained in the TE below.

Examples:

9th-12th grade introduction to the Teacher's Edition explaining how the units are presented in units with the format of the lessons, the types of questions and how the items are scored.

Each unit begins with a model lesson to work through with the students. The lessons in each unit address a content theme and are organized by a specific context for language acquisition: conversational language, academic language arts, academic mathematics, academic science, and academic social studies.

Unit	Basic Format	Question Type	Scoring
Listening	Students listen to information read by the teacher or on an audio CD and then answer questions.	Multiple choice	<ul style="list-style-type: none"> Fill in responses in book or use answer sheets
Reading	Students read paragraphs and respond to questions.	Multiple choice	<ul style="list-style-type: none"> Fill in responses in book or use answer sheets
Writing	Students read text and use graphics to formulate ideas in order to write answers to constructed-response questions.	Written response	<ul style="list-style-type: none"> Write answers to questions in book Rubrics provided in back of teacher's edition
Speaking	Students use text and graphic clues to help them speak in response to questions asked by the teacher or on an audio CD.	Oral response	<ul style="list-style-type: none"> Scored by teacher during administration Rubrics provided in back of teacher's edition

5th grade Listening items from Unit 1 Lesson 14 that shows how Item 1 corresponds to the Intermediate Language Level and Item 2 corresponds to the Intermediate High Language Level.


Say: Now turn the page.




Item	Language Level	Performance Objective
1	Intermediate	Students will match descriptions to illustrations.

Item	Language Level	Performance Objective
2	Intermediate High	Students will categorize or sequence information.


CONVERSATIONAL LANGUAGE

1 Personal Experiences



1.   

A
B
C



2. A She ate lunch.
B She walked through a butterfly garden.
C She made a terrarium.

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

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

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

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

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

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

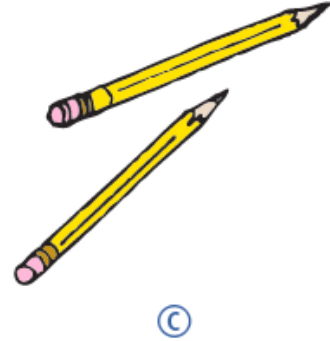
1. The materials explicitly connect the language development standards (as identified in these materials as Conversational Language, Language Arts, Mathematics, Science and Social Studies) to state English Language Arts (ELA) academic content standards in the TEs for the following grades: Grade 1, Grade 3, Grade 7, Grade 8, Grades 9-12. Throughout the lessons in these grade levels, the ELA academic standards are referred to explicitly in connection to items. See examples below.
2. The academic content standards are systematically represented throughout the materials in the five grade levels mentioned above. Each of the units from Grades 1, 3, 7, 8, 9-12 represent one language domain (Listening, Reading, Writing and Speaking) and lessons throughout each unit show how items connect to academic standards. See example below.
3. The WIDA Standards are present in the materials as named by Finish Line for ELLs 2.0 as Conversational Language, Language Arts, Mathematics, Science and Social Studies for all of the grade levels. WIDA defines the social and instructional language of school differently than does Finish Line for ELLs 2.0. The language development standards are visible throughout the materials since the lessons in each unit are based on the areas of Conversational Language, Academic Language Arts, Academic Science and Academic Social Studies. Several of these standards are combined; for example, Grade 1’s Speaking Unit contains Lesson 34 on Number

Operations based on Academic Mathematics and Science.

Examples:

1st grade Reading item from Unit 2 Lesson 11 where the academic standards are referred to below the item in the TE for this Intermediate level task.

1. What does Caleb use to draw?



Item	Language Level	Performance Objective
1	Intermediate	Students will identify items given descriptions and visuals.
Connection: <i>ELA, RI 1.7:</i> Use the illustrations and details in a text to describe its key ideas.		

7th grade Writing task from Unit 3 Lesson 29 where students prepare to write about characteristics, opinions and contributions of 19th century historical figures and support their claims with evidence.

29 American Perspective



Say: Carnegie and Rockefeller ended up giving away most of their money. Carnegie built public libraries in towns across the country. Rockefeller founded a university and gave \$500 million for medical research. But Carnegie was remembered as the “robber baron” whose workers had been shot by hired guards. They had been trying to form a union. And Rockefeller was remembered for having built his fortune by bribing officials and cheating the poor.

Standard	Language Level	Performance Objective
Academic Social Studies	Intermediate	Students will identify good and bad characteristics of two 19th century figures.
Academic Social Studies	Intermediate High	Students will state an opinion about two 19th century figures.
Academic Social Studies	Advanced	Students will evaluate the contributions of two 19th century figures and support their opinion with reasons.

Connection: *ELA, W 7.1:* Write arguments to support claims with clear reasons and relevant evidence.

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

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

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


- The materials present an opportunity for language learners to engage in various cognitive functions regardless of their language level. Because the materials are designed specifically for Intermediate through Advanced Language Levels, the language levels focused on are intermediate and above, so there are not opportunities necessarily for beginning language learners to engage. For the identified language levels, the cognitive functions are present and they are presented within what Finish Line for ELLs 2.0 states are “five common English language proficiency standards”--the language of Conversational Language, the language of Academic Language Arts, the language of Academic Mathematics, the Language of Academic Science and the Language of Academic Social Studies”. See examples below.
- The opportunities for engaging in higher order thinking are systematically addressed in the materials.

Examples:

9th-12th grade Writing task from Unit 3 Lesson 27 where students at the identified range of proficiency levels engage in the set of writing tasks--describing, comparing/contrasting, discussing and interpreting data distributions of one variable.

Lesson
27 Data Distributions

ACADEMIC
MATHEMATICS



Standard	Language Level	Performance Objective
Academic Mathematics	Intermediate	Students will describe statistical differences in data distributions of one variable.
Academic Mathematics	Intermediate High	Students will compare and contrast information in data distributions of one variable.
Academic Mathematics	Advanced	Students will discuss and interpret data in data distributions of one variable.
<p>Connection: ELA, WHST 9–10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, and technical processes.</p>		

6th grade Speaking item from Lesson 34 in Unit 4 where students can identify,

compare/contrast, interpret and analyze information about wavelengths.

34 Light



Say: Now it is your turn. How do the wavelengths of orange and violet light compare to the wavelength of green light?

Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.

Instruct the student to turn the page.

Standard	Language Level	Performance Objective
Academic Mathematics	Intermediate	Students will identify wavelength as the distance between points.
Academic Science	Intermediate	Students will interpret information about the wavelengths of the colors of visible light.
Academic Mathematics	Intermediate High	Students will compare and contrast wavelengths of electromagnetic radiation.
Academic Science	Intermediate High	Students will analyze information about the electromagnetic spectrum.

C. Supports for Various Levels of Language Proficiency

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

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

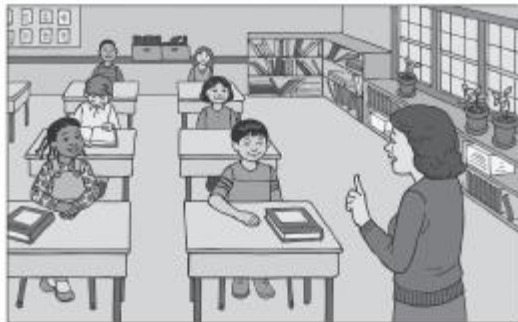
1. The materials provide scaffolding supports for students to advance within a proficiency level. The materials are designed specifically for Intermediate through Advanced Language Levels and the supports include visuals, maps, figures, diagrams, limited text on a page, and oral support in the Audio CDs for the oral language tasks. See examples below.
2. The materials provide scaffolding supports for students to progress from one proficiency level to the next. Because these instructional materials are designed to move progressively between the levels from Intermediate to Intermediate High to Advanced, students can demonstrate their language development within and between these levels. The aforementioned supports scaffold students to use language within the various contexts (Conversational Language, Language Arts, Mathematics, Science and Social Studies) so they can attempt tasks with higher language demands.
3. The scaffolding supports are presented systematically throughout the materials. The introduction of each set of items that move through proficiency levels contains visual support to activate background for the student. The subsequent set of items have corresponding scaffolds to support the area of academic language where students are practicing their language use. In addition, the Extension Activities provide other ideas for support that is beyond the graphic and visual support in the SB; interactive support is encouraged through these activities where students can work together to have more practice with the academic language presented in the items.

Examples:

2nd grade Unit 1 Lesson 1 Listening item for using language around everyday classroom objects. The introductory page in the SB shows a full page picture for students to refer to as the teacher provides the context and subsequent instructions.



The Second-Grade Classroom



3rd grade Reading Extension Activity from Unit 2 Lesson 12 with ideas for the teacher to extend the learning and allow for deeper language use and practice with the additional support of cooperative groups and conversation.

Extension Activity

1. Reread the story aloud and have students pantomime the actions. Discuss why it is important to perform all of the actions in the correct order. [I]
2. Introduce the term *sequence*. Write the story on the board or chart paper and have students underline all of the sequence signal words. Then have students create a sequence chain that shows all of the actions in the story. [IH]
3. Have partners write a series of instructions on how to do something. Remind them to include sequence words. Invite pairs to read their instructions aloud and have other students act them out. [A]

D. Accessibility to Grade Level Content

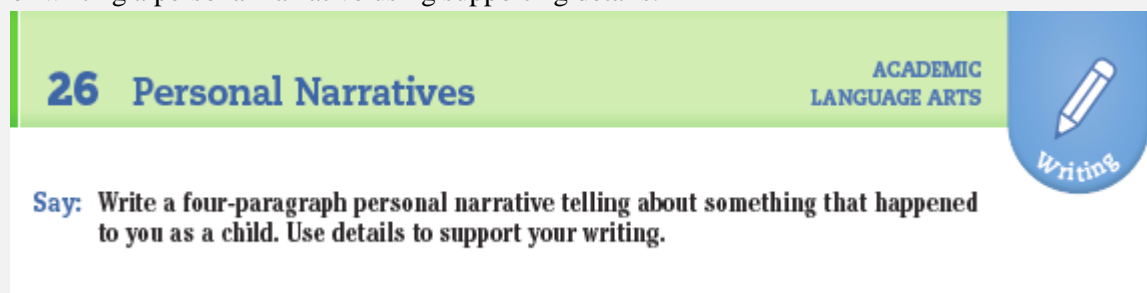
- | | | |
|---|------------|----|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes | No |
| 3) Is the grade-level content systematically presented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

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

1. The content is linguistically and developmentally appropriate for the designated grade levels. The set of instructional materials ranges from grades 1 up to grades 9-12. Each grade level corresponds to academic language--the language of Conversational Language, the language of Academic Language Arts, the language of Academic Mathematics, the Language of Academic Science and the Language of Academic Social Studies with tasks appropriate for that grade level. It appears that grades 9-12 is presented as one grade band and not necessarily specifically differentiated for grade 9, grade 10, grade 11 and grade 12 respectively. For an example of a grade level task, see below.
2. The grade-level content is accessible for the targeted levels of language proficiency. Because Finish Line for ELLs 2.0 is designed for overlapping proficiency levels from Intermediate, Intermediate High and Advanced, the items in each lesson move through the Language Levels in the academic language of Conversational Language, Language Arts, Mathematics, Science and Social Studies. See example below.
3. The grade-level content is presented systematically throughout the materials. Each unit moves through the academic language areas. See example of a grade level table of contents below that shows the content presented systematically.

Examples:

8th grade Writing task from Unit 4 Lesson 26 where students respond to a grade-level appropriate task of writing a personal narrative using supporting details.



26 Personal Narratives ACADEMIC LANGUAGE ARTS Writing

Say: Write a four-paragraph personal narrative telling about something that happened to you as a child. Use details to support your writing.

4th grade’s TE Table of Contents showing part of the Reading Unit’s lessons connected to grade-level appropriate academic language themes.

Unit 2	READING	48
---------------	----------------	-----------

Model Lesson	Caring for Pets	49
	ACADEMIC SCIENCE	
Lesson 11	Rules and Procedures	53
	CONVERSATIONAL LANGUAGE	
Lesson 12	Realistic Fiction—Sequence	57
	ACADEMIC LANGUAGE ARTS	
Lesson 13	Time	61
	ACADEMIC MATHEMATICS	
Lesson 14	Energy—Batteries	65
	ACADEMIC SCIENCE	
Lesson 15	America’s Story	69
	ACADEMIC SOCIAL STUDIES	
Lesson 16	Special Events	73
	CONVERSATIONAL LANGUAGE	

E. Strands of Model Performance Indicators

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

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

1. The materials include a range of language functions. Each unit is focused around a language domain Listening, Reading, Writing and Speaking; the lessons wherein show "Performance Objectives" for the language functions--i.e. identify, order, categorize--in the tasks. See example below.
2. The language functions are incorporated into communicative activities in the domain-focused units of Listening, Reading, Writing and Speaking. See example chart of how the language functions are situated within communicative tasks below.
3. The language functions support the progression of language development in that the tasks are sequenced by increasing language demand from Intermediate to Intermediate High to Advanced language levels. Students can progress through these Language Levels and/or demonstrate their increasing levels of language development by engaging in the sequenced tasks.

Examples:

4th grade Reading Unit 2 Lesson 11 showing the Language Levels and the Performance Objective for that item



3. Which rule is the same for the library and the playground?

- A Sit quietly and read.
- B Ask for permission if you have to leave.
- C Share the equipment with other students.

Item	Language Level	Performance Objective
3	Advanced	Students will compare school procedures for different situations.

7th grade item from Unit 1 Lesson 2 where this listening task has students use context clues to draw information from the text

Say: Now listen to Mr. Walker.

Mr. Walker says, “The ballad is narrated by the mule drover, the person who walked the mule along the towpath. Here are some more lines from the ballad.

‘Oh, where would I be if I lost my pal?
Fifteen years on the Erie Canal.
Oh, I’d like to see a mule as good as Sal,
Fifteen years on the Erie Canal.’”

How does the speaker feel about Sal the mule?

Pause for students to mark an answer.

Item	Language Level	Performance Objective
2	Intermediate High	Students will select the meaning of a word from context clues in information presented orally.



Connection: ELA, L 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Item	Language Level	Performance Objective
3	Advanced	Students will draw conclusions from oral information.


Connection: ELA, RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 Ballads


ACADEMIC LANGUAGE ARTS



2. A Read about
 B Rode a horse
 C Operated a boat



3. A He thinks Sal is a lot of trouble.
 B He thinks Sal is a good worker and friend.
 C He thinks Sal is too old to work on the canal anymore.



Language Levels and Types of Student Responses

In each Reading lesson, practice items address intermediate (I), intermediate high (IH), and advanced (A) levels. Reading lessons also include illustrations and/or other graphics to support student understanding at these levels. The chart below lists the kinds of responses students may be asked to give in this unit.

Language Level	Types of Student Responses	
Intermediate	<ul style="list-style-type: none">• Locate or classify information• Identify facts and explicit messages• Match written information to pictures• Select language patterns associated with facts• Make predictions	<ul style="list-style-type: none">• Identify rhyme scheme• Identify time and coins• Classify parts of systems• Sort descriptive phrases• Sequence events• Interpret graphic organizers
Intermediate High	<ul style="list-style-type: none">• Sort relevant from irrelevant information• Sort language with fact or opinion• Sequence pictures, events, or processes• Categorize or sequence information	<ul style="list-style-type: none">• Identify main ideas• Use context clues to determine meaning of words• Evaluate elapsed time
Advanced	<ul style="list-style-type: none">• Compare/contrast relationships• Analyze and apply information• Find supporting details related to main idea• Differentiate between facts and opinions• Make predictions using prior knowledge	<ul style="list-style-type: none">• Identify cause and effect• Identify main ideas and details in longer texts• Determine author's purpose• Interpret information or data