



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

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

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**

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Part 1: Information About Materials

Publication Title(s): Rosetta Stone English Version 3

Publisher: Rosetta Stone

Materials/ Program to be Reviewed: Rosetta Stone (American) English Levels 1-5 (examples taken from Level 3)

Tools of Instruction included in this review: Interactive Program, Teacher's Guide, Student Workbook, Supplemental Materials CD-ROM, Administrator, User's, and Training Guide

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, and paraprofessionals

Intended Student Audiences: English Language Learners grades K-12, Collegiate, and Adults

WIDA Framework(s) considered: Summative and Formative

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

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

WIDA language proficiency levels included: 1-5

Most Recently Published Edition or Website: 2012 www.rosettastone.com

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

Rosetta Stone is a fast and easy way to get English language learners speaking, reading, writing, and understanding English. Because Rosetta Stone is immersion-based, it can be integrated into the bilingual, dual immersion, or limited English proficiency programs.

Rosetta Stone stands apart because it focuses on ESL/ESOL learners' innate strengths. Rosetta Stone uses our reliance on our visual sense of understanding the world to start learning English. It moves students through a carefully structured sequence of pictures, encouraging them to associate images they understand with words that they do not.

Rosetta Stone can be used to complement classroom teaching or to allow students to work independently, building their basic speaking, listening comprehension, reading, and writing skills. To measure student progress, teachers can set minimum-score thresholds for activities that practice these language skills or use the default score thresholds provided in the product.

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.

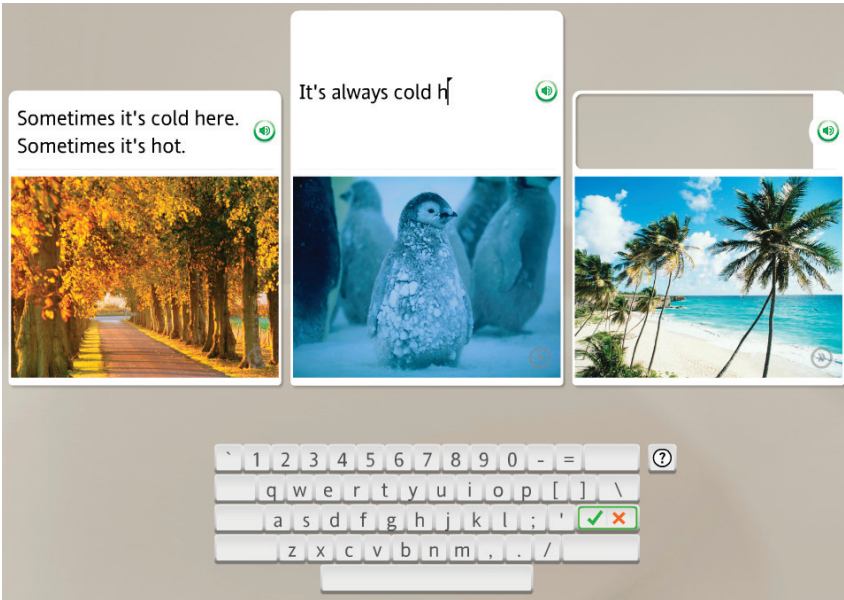
A. Rosetta Stone Version 3 is a 5-level program that takes into account linguistic complexity for all levels of language learners. The program creates a full immersion environment through the use of visual scaffolds, audio of native speakers, and interactive instruction. Each level contains 4 units, and each unit is structured with a core lesson, practice activities, and reviews. Students learn new language content in the core lesson, which is followed by a sequence of listening, speaking, vocabulary, pronunciation, grammar, reading, and writing practice activities to develop the skill. Rosetta Stone’s speech recognition software assists students in pronunciation of syllables, words, and sentences by evaluating student speech patterns and providing immediate feedback. Writing includes practice using the alphabet and listening to a native speaker and typing the word, phrase, or sentence. In the end-of-unit Milestone activity, students practice key skills learned in the unit in an interactive simulated conversation based on a real-life scenario. The Teacher’s Guide (TG) provides interactive and multisensory lessons for the classroom to reinforce the software content. For example, students practice discussing, role-playing, journaling, and writing reports based on research. In addition, the Student Workbook (WB) includes writing practice for each lesson.

B. Rosetta Stone instruction gives opportunities for all targeted levels of learners to practice speaking and writing in English in every lesson. Teachers can adjust the curriculum within the Rosetta Stone Manager to focus on certain language domains like listening and speaking or writing. Students work at their own pace, and all instruction is reinforced with audio, visual, and interactive scaffolds. In the TG, lessons are labeled according to difficulty and can be adjusted to grade level or learners’ needs.

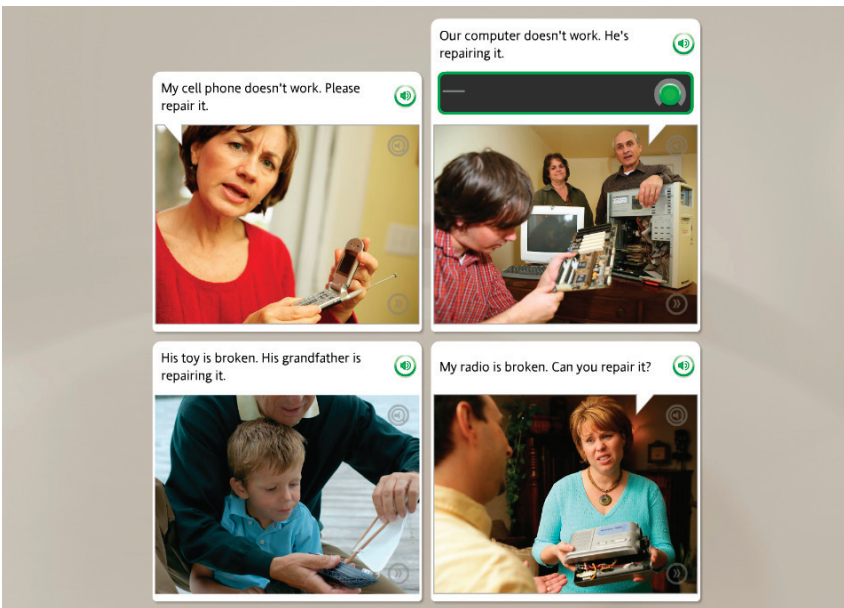
C. Rosetta Stone is a complete immersion environment in which linguistic complexity is systematically integrated into each lesson. Please visit the Rosetta Stone demo at www.rosettastone.com/demo to view the types of listening, speaking, and other screens used in the software. Note that the demo includes examples of Rosetta World and Rosetta Studio which are not included in Version 3. Examples found in this correlation can be found within Level 3 but are representative of most content in every level.

Teacher’s Guide, pp. 2, 3, 6, 13, 19, 21, 23: Pages 2-3 provide descriptions of all classroom lessons within Unit 1. Example lessons include an interactive lesson teaching prepositions, a group cultural activity, discussions, writing chore lists, and a sales pitch.

Student Workbook, pp. 2, 3, 9, 10: Writing activities include scaffolds like graphic organizers.



This example writing screen teaches how to spell and familiarizes students with the alphabet.



In this listening and speaking screen, students practice speech by repeating after a native speaker.

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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. In Rosetta Stone, learners progress naturally from images, words, and phrases to sentences and conversations in real-world contexts. Vocabulary and concepts are first introduced in the core lesson with sights, experiences, and sounds. Focused vocabulary practice is then addressed in the practice activities found after the core lesson. Within the activities, students practice vocabulary in a range of visually supported listening, speaking, reading, and writing exercises. The design of the program is a structured sequence. The process uses pictures to teach words and phrases, intuition to associate visual clues with a new language context, and interaction with the program as students practice and apply new language skills. In speaking exercises, vocabulary instruction is guided using native speakers to model and repeat language usage and pronunciation. In screens using ‘Contextual Formation’, learners produce new or novel language from words and phrases they have already learned. Interactive speech recognition software provides feedback on pronunciation of words, phrases, and sentences and compares student pronunciation with a model of native speakers. At the end of each unit, students use the vocabulary in a simulated real-world conversation in the Milestone activity.

B. Vocabulary instruction is appropriately supported for all targeted levels of proficiency. Words, phrases, and expressions are introduced, taught, and practiced with visual and audio scaffolds. To correct pronunciation, the program uses native speakers to model and interactive speech recognition to assist. In addition, classroom lessons in the TG, WB, supplementary audio files support further vocabulary practice.

C. General, specific, and technical language are systematically presented and practiced throughout the Rosetta Stone levels. Each lesson introduces new vocabulary and situations that use the terms and phrases in context. See the following examples of the Rosetta Stone method:

Unit 1: Vocabulary instruction is thoroughly integrated into each core lesson, and then specifically targeted in the vocabulary practice activities.

Unit 1, Lesson 1, Vocabulary Practice Activity: A range of visually supported vocabulary exercises are included in each lesson, including matching spoken term to image, speaking sentences, and practicing conversing with the vocabulary skills.

Unit 1, Milestone: End-of-unit activity gives students the opportunity to participate in a conversation using correct vocabulary, grammar, and pronunciation.

The following diagram clearly illustrates the Rosetta Stone method.

The Rosetta Stone Method of instruction uses images to introduce the language, intuition to use the terms in phrases, and interactive practice and instruction to use the language skills in real-life scenarios.



Dynamic Immersion®

The complete immersion environment puts your native language-learning skills to work, eliminating your dependence on tedious translation and memorization.

Immersion



Images

In Rosetta Stone you learn the meaning of new language from clear, real-life **images**.



In this activity you learn colors.



Intuition

You advance using language you've learned and clues from new images. That's your **intuition** at work.

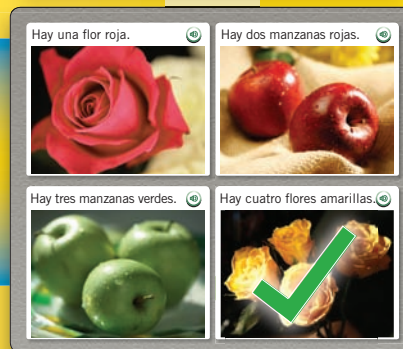


Now that you know colors, you can easily grasp the meaning of the new words...



Interactivity

Throughout Rosetta Stone, you constantly **interact** with the program to confirm your intuition.

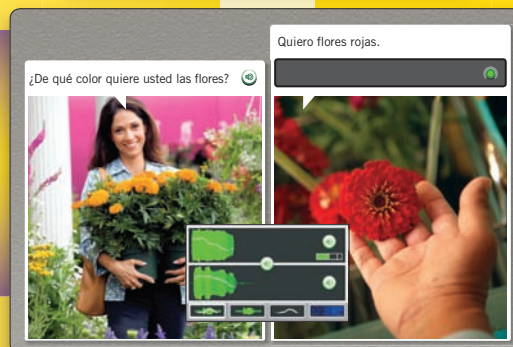


...and then check what you've learned.



Instruction

From beginning to end you build systematically toward your language-learning goals, for the most effective and enjoyable **instruction** anywhere.



And finally, you get the fun of trying your new language in a real-life simulation. Speech recognition shows you exactly how you're doing.

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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?

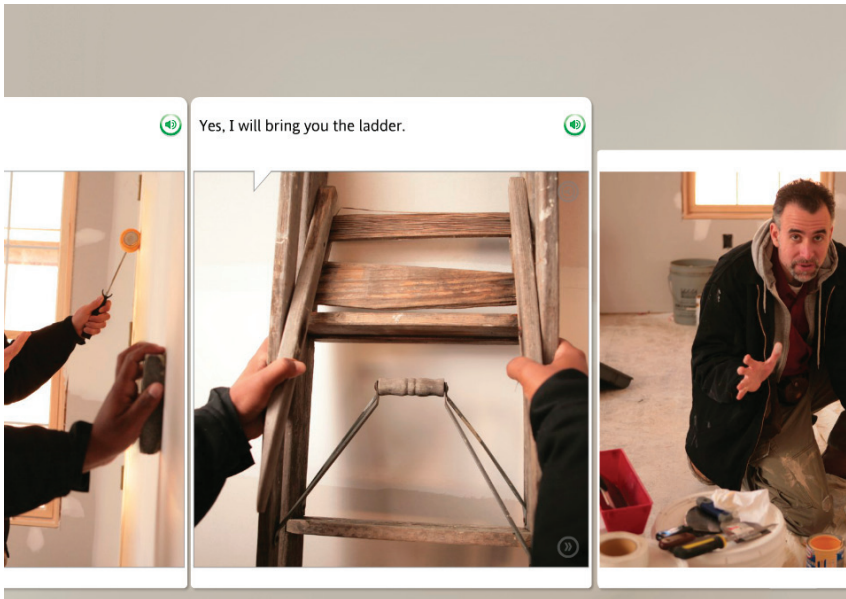
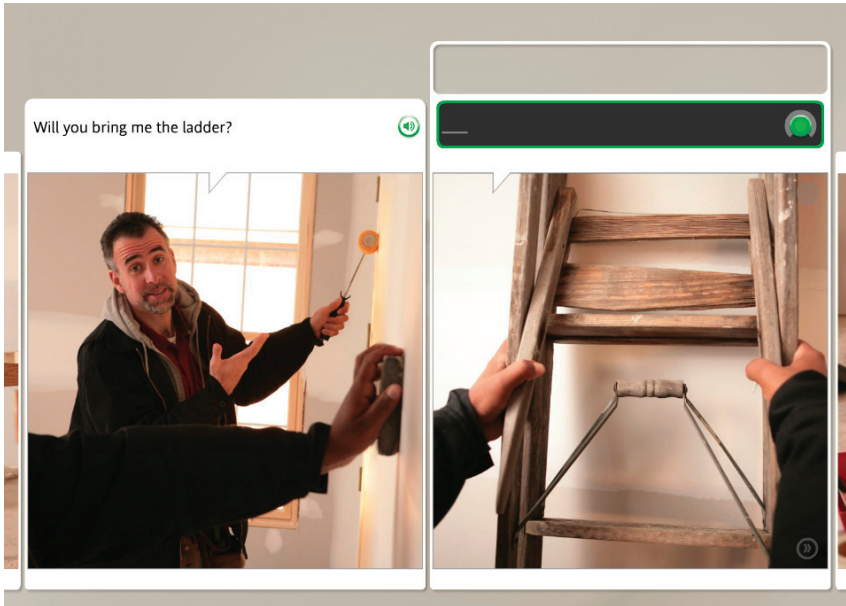
Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Rosetta Stone presents opportunities to demonstrate language control in every unit and lesson. The program is designed to teach English in the same manner that the student learned their first language. This methodology breaks down language development into sequential steps to provide a full immersion environment that systematically builds toward language goals. The consistent spoken and written interaction with the software gives students the opportunity to begin speaking English before their first lesson is completed. In the 4 units that comprise each level, core lessons are enveloped with grammar, vocabulary, writing, speaking, listening, and reading practice activities. These activities focus primarily on practice and demonstration of the core language skills taught within the unit. Within the Milestone and ‘Contextual Formation’ activities, learners generate new language from words and phrases they have already learned. The Milestone activity presents an opportunity for students to demonstrate language control in an simulated real-life scenario, like assisting with a home remodel or asking for help when a car breaks down. Students view a series of screens that present the scenario, and they produce language appropriate for the situation. In addition, classroom and workbook activities focus on demonstration of language through peer/group/class cooperative learning and a range of leveled writing lessons.

B. Opportunities to demonstrate language control in Rosetta Stone at all times corresponds to the targeted level of language proficiency. The program is designed to be responsive to the learner, guiding the student and providing audio assistance and answers whenever the student requires. The level of difficulty increases throughout the unit as scaffolds are decreased and students produce language without supports. The TG and WB are supported with a variety of speaking and writing scaffolds like language frames and graphic organizers.

C. Opportunities to demonstrate language control are systematically presented within each level, unit, core lesson, practice activity, and Milestone. View the following screen shots of an end-of-unit Milestone activity. Students watch the pictures tell a story as they slide across the screen. The people speak and ask the students questions. Students then respond to the conversation prompts with speech that fits the scenario.

Further examples of language control demonstration:



View the demo at www.rosettastone.com/demo to experience the interactive nature of Rosetta Stone. Another Demo about the Rosetta Stone Method described in part A, is available to view at www.rosettastone.com/totaledemo (choose the Method demo).

Teacher's Guide, pp. 24, 29, 31, 35: Classroom lessons are interactive and range in difficulty. These examples include discussion, journaling, writing a biographical report, and using gestures and body language. Sentence starters and language frames scaffold communication lessons.

Workbook, pp. 21, 33, 38, 51: View the types of writing practice found in the workbook.

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II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

A. Social and instructional language and the language of language arts, mathematics, science, and social studies are present in Rosetta Stone Version 3. The 4 units within each level contain thematic content. For example, Level 3 units are titled “Home and Health,” “Life and World,” “Places and Events,” and “Talking About the World.” Within each unit, the core lessons and activities spiral from the theme and include content area connections to language arts, math, science, and social studies. For example, in Level 3 all of the WIDA language proficiency standards are addressed within the lessons. Within Unit 2, “Life and World,” science content is interwoven into core lessons 2-4 as students learn botanical, marine, mammal, amphibian, and insect terms. Students absorb mathematical content in Unit 3 as they learn language using measurement, shapes, and portions. In Unit 4, students learn about political and media terms, government leaders, nationalities, and world religions. Language arts content is present in each unit with practice activities in grammar, reading, writing, listening, and speaking. The examples from Level 3 are representative of the integration of the WIDA ELP standards found in every level of Rosetta Stone.

B. Social and instructional language is integrated into the content of Rosetta Stone. Social interactions are included as an essential routine when practicing and applying language and content. Students view text and listen to audio of conversations, interact with audio support, and converse independently. Social language is incorporated into each level as students practice language in real-world situations like greetings, giving directions, shopping, vacationing, going to a museum, traveling in a foreign country, and hosting a party. Within the TG, social and instructional language is interwoven with one of more of the WIDA ELP standards in each lesson. For example, students may journal about ways in which people, animals, and plants coexist to enrich life (TG, p. 78).

View the following examples of the integration of social and instructional language with Rosetta Stone content in Level 3:

Unit 2, Lesson 3: Students practice pronunciation, grammar (possessive pronouns), and science related vocabulary in interactive activities that include social conversations.

Unit 4, Lesson 4: Unit content contains Social Studies topics like cultural celebrations, nationalities, and political terms. Students interact in multiple social situations using unit terms, phrases, and social expressions.

Teacher’s Guide, pp. 82, 84, 86, 88: Examples show how social and instructional language is integrated into science content.

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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. Listening, speaking, reading, and writing are targeted in each unit within Rosetta Stone Version 3. The program can be used as a complement to classroom teaching, or students can work independently to build their speaking and listening comprehension, reading, and writing skills. Rosetta Stone uses native speakers to guide and model correct pronunciation and interact in activities that encourage listening and speaking comprehension. The speech recognition software supports correct pronunciation, and speaking exercises give multiple opportunities to hear correct pronunciation, intonation, and expression. Students read words, phrases, and sentences as they acquire new language, and targeted reading practice is found within the lessons. The writing activity screens offer practice with the alphabet and spelling through various writing activities, including writing words and phrases as the student hears them. Reading and writing is also practiced in the Student Workbook, which reinforces instruction in the program. In addition, the TG includes classroom activities that represent instruction in all language domains. Typical lessons include research projects, reading newspapers or magazines, and writing an autobiography.

B. Listening, speaking, reading, and writing activities are consistently appropriate for the level in which the student is working. Each lesson is supported with images, native language speakers, and interactive instruction and practice activities. Lessons within the TG can be adapted to suit all levels of learners including high ability students who benefit from enrichment lessons. In addition, the program can be adjusted to focus on individual domains like writing or speaking/listening to adapt to individual or groups language goals.

C. The Rosetta Stone program systematically integrates listening, speaking, reading, and writing into each unit and lesson sequence. Within the software, the Explore View shows all activities within the unit. This screen shot is a representative example of practice activities within a typical unit. Notice the systematic presentation of listening, speaking, reading, and writing.

Explore View

The screenshot shows the RosettaStone English (American) Level 3 interface. At the top, there is a navigation bar with the RosettaStone logo, the course title "English (American) Level 3", and a "Sign Out" button. Below the navigation bar, there are four unit thumbnails: "Unit 1: Home and Health", "Unit 2: Life and World", "Unit 3: Everyday Things", and "Unit 4: Places and Events". A "Return to Home Screen" button is located above a row of five photos: a girl jumping rope, a woman with a refrigerator full of food, a beach scene, a boy eating, and a man holding an apple. Below the photos, the text "Explore all activities for Unit 1" is displayed. The main content area features a grid of activity icons for Unit 1, organized into four columns. Each column is headed by a "Core Lesson" icon (1, 2, 3, and 4 respectively) and a "Milestone" icon (a red diamond with a white circle). The activities listed in each column are: Pronunciation, Vocabulary, Grammar, Listening and Reading, Reading, Writing, Listening, Speaking, and Review.

View the following examples within Level 3:

Unit 3, Lesson 5, Milestone: Students listen, read, and respond to a simulated real-world scenario at the end of each unit.

Teacher's Guide, pp. 60, 64, 79, 88, 94, 107: The TG includes lessons using all language domains. Examples include students reading textbooks, newspapers, and cookbooks.

Student Workbook, pp. 16, 32, 44, 47, 58, 85: Writing and reading comprehension practice.

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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. Rosetta Stone is a leveled program that differentiates its contents into 5 language levels. Level 1 builds a foundation of basic vocabulary and fundamental language structure. Students master basic conversational skills, including greetings and introductions, and simple questions and answers. Level 2 builds upon the language acquired in level 1 while students learn how to navigate within their surroundings. For example, students give and ask for directions, use transportation, tell time, dine out, and interact socially. Level 3 builds upon the language learned in levels 1 and 2 and connects it to the world. Students learn to share ideas and opinions, express feelings, talk about everyday life, current events, interests, and work. Level 4 deepens the students’ understanding of language as it builds upon what was achieved in levels 1-3. Students develop conversational skills to navigate the workplace, care for their health, arrange repairs, arrange moving abroad, and much more. In level 5, students develop a command of the English language and refine the communication skills acquired in levels 1-4. Students develop complex communication skills like handling emergency situations or discussing the government. The overlapping of skills through the levels and the systematic instructional routines create a program in which students can successfully progress from one ELP level to the next.

B. Each level is developmentally and linguistically appropriate for the targeted proficiency level. As students move through the levels, they build upon previous vocabulary and language structures while adapting new material to more complex situations. Rosetta Stone includes one review per lesson that brings back material from the core lesson in a variety of interaction types (reading, listening, and speaking). Adaptive Recall tracks learners progress and success on completed reviews, and determines when it would be best for them to repeat that activity.

C. As stated in parts A and B, differentiation is systematic within the leveled Rosetta Stone program. Within each level, audio and visual scaffolds help to differentiate content for learners working above and below level. The TG provides flexible classroom activities and lesson plans to reinforce the concepts introduced in the software. See the following examples of differentiation in the program:

Contents: Contents within all levels can be viewed in the Supplemental Education Materials CD-ROM or the Training Guide. View the language progression from simple greetings in Level 1 to complex social interaction in Level 5.

Teacher’s Guide, pp. 93, 101, 107: Each lesson is labeled on a continuum of easy to difficult. Lessons can be further differentiated for learners’ needs.

Teacher’s Guide, Index of Lesson Activities, pp. 193-196: A quick reference for all lessons within the TG. Lists the amount of time needed for the activity and level of difficulty.

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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. Each level in the Rosetta Stone program provides scaffolding supports for students to advance within a proficiency level. To support this advancement, vocabulary and language instruction is presented with visual, audio, and interactive supports in every lesson. Real-life images introduce new language, advance understanding of the language, and provide clues in conversations and interactive activities. The meaning of language is communicated and modeled by native speakers. Students respond, and the interactive program provides immediate feedback, confirming or correcting learner pronunciation and usage. Within the program, students can work at their own pace moving toward the goals the teacher creates with the Manager tool. As students progress through the lessons and units, the scaffolds gradually release, and more complex language demonstration is encouraged. Classroom activities found in the Teacher’s Guide supply opportunities for students to learn cooperatively in exercises that include discussions, connection to self and native culture, conversations with peers, and partner/group projects. In addition, the Student Workbook supports instruction with scaffolds like graphic organizers, visuals, and multisensory activities.

B. The scaffolding supports described in part A help support progression from one proficiency level to the next. Rosetta Stone provides systematic reviews and assessments for students and teachers to monitor progress through the levels. To measure student progress, teachers can set minimum-score thresholds for activities that practice these language skills or use the default score thresholds provided in the product.

C. Scaffolding supports are presented systematically throughout the levels, units, and lessons. View the following examples of supports found within the program:

www.rosettastone.com/demo: View the course demo to comprehend the instructional method that utilizes audio and real-life visual supports within each lesson.

Teacher’s Guide, pp. 22, 29, 35, 38, 41, 59, 97: Discussions, peer and group learning, interactive supports, use of manipulatives, hands-on learning, dramatic play, and language frames are all used within the TG to scaffold instruction.

Student Workbook, pp. 10, 38, 47, 67: Scaffolds such as graphic organizers, language starters, and visuals are represented in each leveled workbook. These examples include a word web, chart, table, and Venn diagram.

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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 Rosetta Stone Version 3 program includes a range of language functions. Within the software students sort, match, repeat, choose, produce, select, and evaluate as they progress through the core lesson and practice activities. The Teacher’s Guide contains language functions in every classroom activity. For example, students will discuss a folk tale, report research, describe habitats, draw a picture, list foods, explain a solution, critique recipes, and present a family tree. In addition, the Student Workbook uses an array of academic vocabulary and language functions in the instructional language.

B. Language functions are used widely in the instructional language, practice exercises, and application of content within the Teacher’s Guide and Student Workbook. Whether students are describing what they need or matching phrases to complete sentences, the language functions are always used within the context of a communicative exercise or other practice activities. Although the software applies the essence of language functions, like sorting, choosing, repeating, the Rosetta Stone software methodology does not employ textual references to the language functions. As explained previously, the software creates a complete immersion environment that utilizes images, intuition, and interactivity to progress through the content. Instruction language typical in textbooks is not used within the software but is common in the Teacher’s Guide and Student Workbook.

C. As stated in A and B, language functions are presented throughout the Rosetta Stone program to support the progression of language development. View the following examples in Level 3:

Teacher’s Guide, pp. 29, 35, 46, 47, 56, 58, 69, 81: View the use of language functions within the TG. These examples use the following language functions: present, discuss, list, share, create, and describe.

Student Workbook, pp. 3, 14, 23, 44, 57, 69: Use of language functions are always used within context of a practice activity. These examples use the language functions explain, match, and describe.

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- | YES | NO | Higher Order Thinking |
|-------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are opportunities for engaging in higher order thinking systematically addressed in the materials? |

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

D. Opportunities to engage in higher order thinking are present for students of various levels of English language proficiency. The end-of-unit Milestone activity requires the students to fuse content taught within the unit to a simulated real-life situation that often requires problem solving skills. Students must evaluate the situation and produce the appropriate responses for the situation. In the Teacher’s Guide, each classroom lesson is labeled according to their placement on a Bloom’s Taxonomy learning continuum (application, comprehension, synthesis, analysis, and evaluation). This labeling system allows teachers to quickly reference which lessons include the higher order thinking skills of synthesis, analysis, and evaluation.

E. Opportunities to engage in higher order thinking are systematically presented in every unit in the software and within the classroom activities in the Teacher’s Guide. As stated in D, each lesson within the Teacher’s Guide has a Bloom Taxonomy label. View the following examples found in Level 3:

Unit 4, Milestone: These end-of-unit activities require students to synthesize unit skills, evaluate a simulated real-life situation, and often problem solve (see screen shot of the Milestone activity in section IC. Language Control/Conventions).

Teacher’s Guide, Index of Lesson Activities, pp. 193-196: A catalog of all lessons in the TG. Lists which higher order thinking skill is used as well as the level of difficulty.

Teacher’s Guide, pp. 133, 148, 153: Examples of lessons that utilize synthesis, evaluation, and analysis.

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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. Rosetta Stone Version 3 correlates to state and national standards for both English as a second language studies and world language studies. Documents outlining how Rosetta Stone units, lessons, and activities correlate to national and state standards are available for download. See the comprehensive list of correlations to state and national standards, including to the 2007 WIDA example topics and standards, on the Rosetta Stone website at www.rosettastone.com/schools/solutions/standards. Units are thematic and successfully interweave language arts instruction, science, mathematics, and social studies content into the instruction. Grammar, pronunciation, vocabulary, and morphology is taught in every unit along with listening, speaking, reading, and writing activities. The TG contains multisensory classroom lessons that promote connection to self and native culture associations. In addition, instruction is reinforced in the Student Workbook.

B. In each level, topics are made accessible to the targeted English language proficiency levels by using consistent instructional routines and a range of visual, audio, and textual scaffolding. In the software and Teacher’s Guide, the Rosetta Stone program employs interactive instruction and activities to constantly engage learners and reinforce instruction. For easy reference, each lesson in the TG is labeled with the degree of difficulty, the time it takes to complete the lesson, and where it fits on Bloom’s Taxonomy scale (See part D in the section Higher Order Thinking).

C. Topics are presented systematically throughout the levels, units, and lesson. Every unit is thematic, and practice activities include all domain instruction. View the following representative examples:

Contents: Contents and example topics within all levels can be viewed in the Supplemental Education Materials CD-ROM or the Training Guide.

Teacher’s Guide, pp. 142, 143: Each unit begins with an introduction to content and a description of all lessons. Lessons include but are not limited to enrichment, journaling, grammar, and review activities.

Unit 4, “Places and Events”: Each unit represents a range of topics. Topics included in Unit 4 include politics and media, languages and business, learning and memory, and celebrating holidays.

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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 Rosetta Stone program is appropriate for learners of all ages and grade levels. Learners are enabled to acquire language similar to the way they learned their first language: through constant exposure to the language, consistent feedback in pronunciation and vocabulary definition, and associating words and objects with meanings. As a result of the immersive environment, and regardless of age or grade level, students can acquire language skills quickly using their innate language-learning abilities. The software and lessons within the Teacher’s Guide can be modified for the learner. Teachers can customize the software’s curriculum with the Rosetta Stone Manager and focus on specific language domains like speaking and listening to make the program compatible for lower grade levels, learner needs, and instructional goals. Lessons’ adaptations in the TG take into account the skill and language levels of the students. For example, when teaching pre-literate learners, teachers are directed to use lessons in which pictures and sound accompany text. For emergent readers, lessons focus on communicative and meaningful words. Lessons within the TG are labeled on a continuum from simple to difficult for easy reference.

E. Content is made accessible for the targeted levels of language proficiency within all levels, units, and lessons in Rosetta Stone. Content is supported with images, audio, and interactive learning activities throughout the program. Real-life images and scenarios create a self-to-content connection that assists in language production. Classroom lessons that are multisensory and rated for level of difficulty are included within the TG. In addition, the Student Workbook reinforces content taught in the units and includes scaffolds like graphic organizers and step-by-step instruction.

F. From beginning to end, content and skills are built systematically toward students’ language learning goals. The first level builds a foundation of basic vocabulary and language structure. Levels 2-5 build upon each other, covering a multitude of content that includes all WIDA ELP standards. See the following examples of the systematic presentation of content:

Contents: Contents and topics within all levels can be viewed in the Supplemental Education Materials CD-ROM or the Training Guide.

Teacher’s Guide, Index of Lesson Activities, pp. 193-196: A catalog of all lessons in the TG. Lists which higher order thinking skill is used as well as the level of difficulty.

Teacher’s Guide, pp. 142, 143: Each unit begins with an introduction to content and a description of all lessons. Lessons include but are not limited to enrichment, journaling, grammar, and review activities.

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

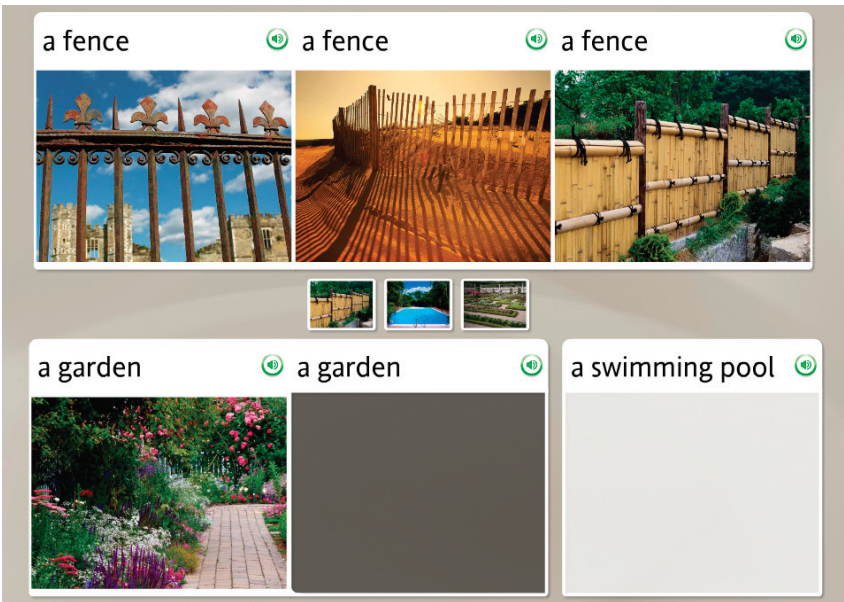
- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented 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.

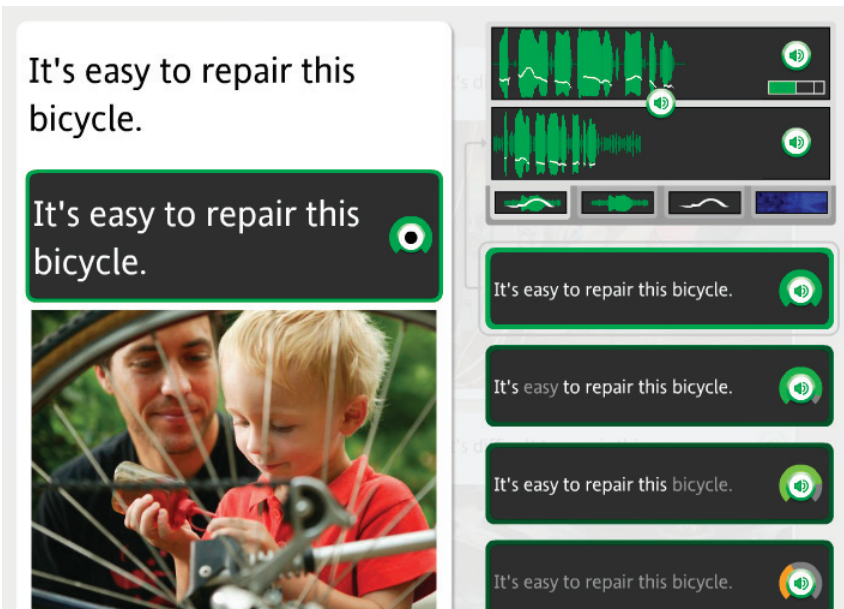
A. The Rosetta Stone program employs sensory supports to assist students in accessing content necessary for communication and language acquisition. Sensory supports utilized in the program include visual and graphic supports, native language models, feedback, and interactive learning. Real-life photographs introduce vocabulary and guide learners in the production of language and within the context of conversations. In all lessons, native speakers model language and interact with students in speaking activities. On any ‘speech practice’ screen, students can click on a speech analysis icon to hear slowed-down versions of the native speech and to analyze their own pitch and energy in comparison to the native speaker. Speech graphs give a visual comparison and are used to evaluate and improve speech (See screen shot below). The software is fully interactive and includes many screen options in which students respond to the visual prompts and receive immediate feedback. The end-of-unit Milestone activity is a conversation-based interaction that requires students to react to a simulated real-life situation using skills acquired within the past levels, units, and lessons. The lessons in the Teacher’s Guide utilize multiple intelligences defined by Dr. Howard Gardner, and lessons are labeled either bodily kinesthetic, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, naturalist, verbal-linguistic, or visual-spatial. The lessons incorporate sensory supports such as manipulatives, photographs, maps, newspapers/magazines, picture sequences, multicultural content, decks of cards, and auxiliary texts like cookbooks or history textbooks. See example pages in the TG: Magazine/Newspapers, pp. 36, 148; Maps, pp. 72, 78, 146; Measuring tools, pp. 124, 122.

B. Sensory supports within Rosetta Stone are relevant to concept attainment and reinforce language goals for the targeted levels of proficiency. Language is taught and practiced within the software using visual, audio, and interactive supports. Classroom activities reinforce instruction with lessons that are interactive and address multiple learning styles and intelligences. Lessons can be adapted to fit the students’ language goals and proficiency levels. In addition, supplemental audio files are available for download for further language practice.

C. Sensory supports are used systematically in every level, unit, and lesson within the Rosetta Stone program. View the following example screen shots of sensory supports found within the software:



Visual supports: real-life images introduce, teach, and guide language acquisition.



Speech analysis software evaluates students' speech patterns and compares them to a model of native speakers.



Interactive screen utilizes sight, hearing, and speech to successfully complete the activity.

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- | YES | NO | Graphic Support |
|-------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are graphic supports present and varied in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Are graphic supports systematically presented throughout the materials? |

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

D. Graphic and visual supports are ever present and varied within the Rosetta Stone program. Each level builds language using a series of common, easily recognizable images found in everyday situations. These graphic supports help to fully immerse students into the program and successfully develop and apply verbal and written communication. Within the Teacher’s Guide, the same images used in the software border the lessons to amplify the connection to content. Visuals are used as materials in the lessons as students use supports like photographs, drawings, and maps to complete projects. The Student Workbook writing activities include graphic organizers like Venn diagrams, word webs, tables, charts, and tree diagrams. The workbook, including the lessons that utilize graphic organizers, is available in a digital format included with the program on a CD-ROM.

E. All graphic supports are relevant to concept attainment and reinforce communicative goals for each proficiency level. Graphic supports, like visual sequences and graphic organizers, provide multiple pathways to learning for English learners and aid comprehension for all students.

F. Graphic supports are presented systematically throughout the Rosetta Stone levels. Core lessons and practice activities are strongly supported with visuals. View the following representative examples of graphic supports in Level 3:

Visit the Rosetta Stone demo at www.rosettastone.com/demo to view how images guide content and create an immersive environment.

Teacher’s Guide, pp. 4, 5, 8, 13: Visuals are used to guide instruction and are included as manipulatives within the lessons.

Student Workbook, pp. 10, 38, 47, 67: Graphic organizers are represented in each level of the workbook. This example includes a word web, chart, table, and Venn diagram.

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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. Throughout Rosetta Stone students interact with the program. Within the lessons and practice activities there are numerous screen types that require student and software interaction. These screens vary in difficulty and gradually release audio and textual supports as students progress. Examples of some typical interactive screens include the “choose image” and “speech practice” screens. On a “choose image” screen, students listen to a word or phrase and choose the picture that matches the phrase they hear. In the interactive “speech practice” screen, students repeat after a native speaker and receive immediate feedback; students have many opportunities to repeat and correct the phrase and language. To view a range of interactive screen types, visit the Rosetta Stone demo at www.rosettastone.com/demo. As stated in part A, in speaking activities students can use the speech analysis software to evaluate their pronunciation in comparison to native speakers. The end-of-unit Milestone activity is an interactive scenario. Students follow the situation by watching the pictures slide across the screen. The pictures tell a story, and the people in the story speak and ask the students questions. Students must respond to these conversational prompts with language that fits the context. Classroom lessons found in the Teacher’s Guide are interactive, include peer and group cooperative learning, and address multiple learning styles and intelligences. Lessons include discussions, conversations, research, games, role-playing, native culture connections, multimedia presentations, and journaling.

H. As stated in part G, the interactive supports in the Rosetta Stone program are an essential tool in the systematic presentation and application of language. They are used to reinforce instruction and concept attainment for the targeted language proficiency levels.


I. Rosetta Stone utilizes varied interactive supports that are systematically presented throughout the program. View the following representative examples of interactive supports within the program.


Teacher’s Edition, pp. 22, 29, 35, 38, 41, 59, 97: The classroom lessons are intended to reinforce software instruction through cooperative and hands-on learning. Example lessons include the game Simon Says, role-playing, group projects, pair work and presentations, and class discussions.

This swimming pool is outside. 





Choose Image: Students select an image to match the audio prompt

Do you know my boyfriend Nicholas? 

 Yes. We used to work in the same office. 



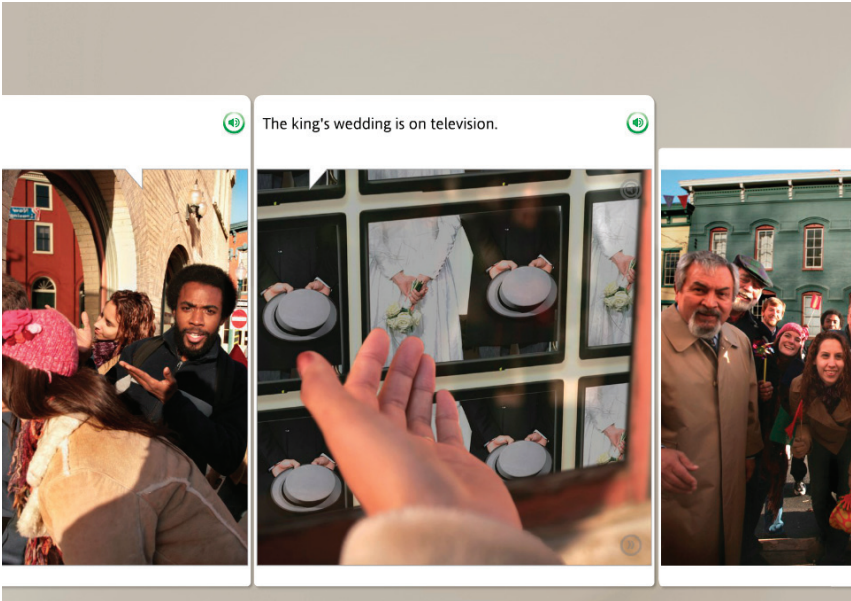
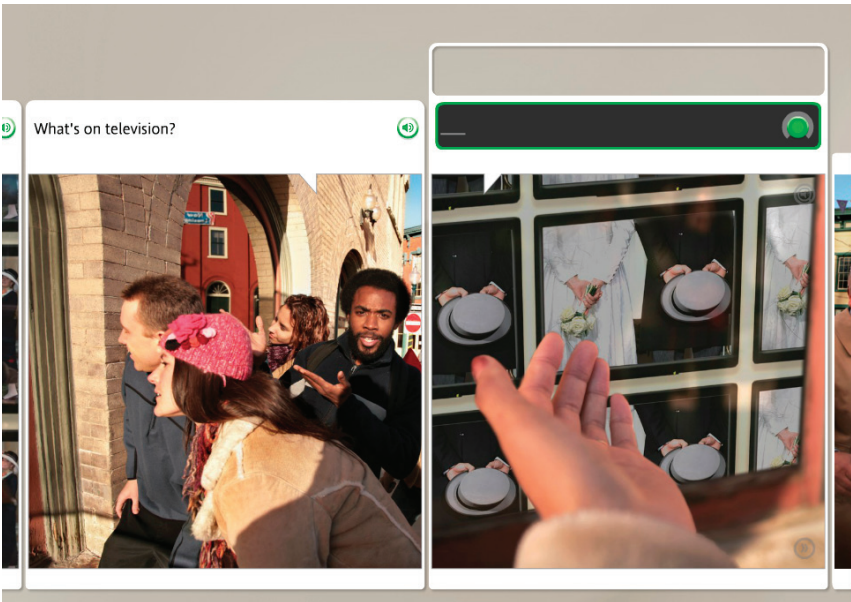
Do you know my girlfriend Maria? 

No. Nice to meet you, Maria. 



Speech Practice: This screen offers the opportunity to practice new language. The native speaker models the phrase and the student repeats.

Milestone: Pictures slide across the screen to create an interactive real-life scenario.



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.

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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.