



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**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](mailto: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

| <b>Standards Framework Elements Included in the PRIME Inventory</b>              |
|--|
| 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): **Istation Reading**

Publisher: **Istation**

Materials/Program to be Reviewed:

**Istation Reading digital resources, Istation Reading supplementary teacher resources**

Tools of Instruction included in this review:

**Istation Reading Program, Interactive User Guide, Istation Reading formative and summative assessment reports**

Intended Teacher Audiences:

**Educators of ESL students receiving ELD instruction in the mainstream classroom, small, supported group settings, or remote learning opportunities grades K-8.**

Intended Student Audiences:

**Tier 1 ESL students receiving ELD supported instruction in the mainstream classroom small, supported group settings, or remote learning opportunities**

Language domains addressed in material:

**Reading, Writing, Listening and 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).

**Istation Reading is a digital language and literacy curricula with literary resources supporting all WIDA Standards: Standard 1, Social and Instructional Language; Standard 2, Language of Language Arts; Standard 3, Language of Mathematics; Standard 4, Language of Science; Standard 5, Language of Social Studies**

WIDA Language Proficiency Levels included:

**English Language Proficiency Level 1, Entering to Level 5 Bridging**

Most Recently Published Edition or Website:

<https://www.istation.com/>

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

Istation Reading collection provides a variety of resources and tools to support English Language Learners and ESL programming. Istation Reading provides research-based resources and teaching tools specifically designed to support language and literacy development in the preK-8th grade classroom. Istation Reading provides access to the digital subscription platform focused on literacy and language development with the 5 key reading areas including: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Istation Reading provides evaluative tools to help educators both monitor student's language and literacy progression and adapt instruction to best meet their needs.

## 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.

- |  |            |    |
|--|------------|----|
| <b>1) Are the student assets and contributions considered in the materials?</b>                        | <b>Yes</b> | No |
| <b>2) Are the student assets and contributions systematically considered throughout the materials?</b> | <b>Yes</b> | No |

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

- 1) Istation Reading offers consistent considerations for student's linguistic assets in both a digital platform and teacher guided classroom support materials. The resources, instructional tools, and guided independent practice provide opportunities for students to achieve both social and academic English in English Language Proficiency Levels 1 to Level 5. The Istation Reading curriculum is specifically created with adapted resources designed for a variety of possible implementations including whole-group, teacher guided instruction, small-group supported instruction, guided independent practice and home-learning extensions.

The example below highlights Istation Reading (Timeless Tales 2.0) design for English Language Proficiency Level 1-Entering to Level 5-Bridging PreK to 5<sup>th</sup> Grade Students with a consistent consideration of student's linguistic assets. The program provides an adaptive series of on-screen lessons that ensure the students are getting the language and literacy support needed at the appropriate language proficiency level:



## Timeless Tales 2.0: NexLevel

Timeless Tales 2.0: NexLevel is the next generation in game-based reading instruction for middle school. Designed to maximize student agency and provide authentic learning experiences, TT 2.0: NexLevel offers branching narratives, relatable characters and environments, an adaptive arcade, and an engaging overall game narrative, all of which are deeply rooted in and aligned with the standards.

In TT 2.0: NexLevel, student players journey with their guide, SAGE, to explore a digital world where stories are disappearing, data is mysteriously corrupted, and the power of knowledge extends far beyond what they'd ever expect.

**SAGE**

- SAGE serves as a guide and mentor for student players.
- SAGE allows students choice and agency. He advances the game narrative by challenging students to explore and discover this brand new world for themselves.
- SAGE doesn't waste time talking at students. Instead, SAGE is the Help button, providing context and support when students need it and giving them space to read and think when they don't.
- SAGE provides content on demand that enables students to learn more about topics and concepts that interest them.
- SAGE reviews concepts and provides direct instruction via reteach sequences for student players who demonstrate a need.

**The Hub**



- The Hub is an exploratory space inspired by Kolb's experiential learning model.
- It is the first location where comprehension skills and concepts are introduced and explored.
- Here students meet the Hubsters: a diverse group of virtual peers with whom they'll interact throughout TT 2.0.
- Modeled after an escape room, the Hub requires students to speak with Hubsters to collect missing data pieces and apply their knowledge to unscramble clues.
- As students explore and interact, data points based on their actions and answers are recorded with Istation's reporting feature.

**The Arcade**

- **Tony the Bouncer**
  - Interactive dialogue with Tony the Bouncer is an authentic check for student players' understanding of concepts explored in the Hub.
  - If successful, students enter the Arcade. If not, Tony provides additional guidance and scaffolding.
  - A variety of answer choices are available during the interaction with Tony, and these interactions are recorded in the Priority Report.
- **Arcade games**
  - Students receive computer-adaptive instruction in vocabulary and word analysis, with new games and content at every level (aligned with 6th through 8th grade standards).
  - Content includes vocabulary in context, word-building, root words and affixes, spelling, and analogies.
  - Arcade game database includes over 400 SAT words, categorized from 5th to 10th grade level.
  - High scores are saved over time and across grade levels!




**The Virtual World**

- Students crack the code in the Hub and power up in the Arcade to open the portal to the Virtual World.
- In the Virtual World with SAGE, students deepen and extend their knowledge of concepts.
- Branching narratives let students choose different story paths, which lead to different endings.
- Students see a different world on every visit with a fresh look and feel every time!



**World of Wonders**

- WOW is a self-selected reading library with five new texts per level.
- It has a new, modern look and offers access to the Notes and Lexicon features within the program.
- Students choose passages and stories to read, and then they publish their written responses to the texts for teacher review.

**Special features:**

- **Note Taking** – Students are shown, encouraged, and later required to take notes throughout each level. Notes are stored across levels.
- **Fluency Journal** – This is a reflection piece that reinforces the skills students learned and what students did in each level.
- **Results Screen** – This feature shows students their results per game and per level.
- **Edit Profiles** – Students can choose their avatar and update their in-game profiles.
- **Lexile** ranges from 750L to 1200L.



**2) The learning materials offered in Istation Reading provides opportunities for students to engage with core curriculum content with Language Arts, Science, Math and Social Studies concepts. The students thematic reading, listening comprehension components, grammar and vocabulary development ensure the students make cross-curricular connections with the content, new vocabulary, and concepts. Istation Reading provides immediate feedback as the student progresses through the program ensuring the student is connecting previous on-screen thematic lessons and concepts. Highlighted below is an overview of the Istation Reading comprehensive Reading system for educators to support the multilingual learner with targeted and adapted instruction based on in-program development:**

In the highlighted examples below Istation Reading provides an adaptive instruction model with individualized feedback features. When students struggle with a new concept the students are provided additional scaffolding and real-time feedback. The scope and sequence documentation highlighted below is adaptive with real-time data to support educators with additional small-group instruction and ideas for reteaching key concepts. The individualization provided in the Istation Reading platform takes the students assets and contributions into consideration both on and off screen. A students performance data provides real-time instructional feedback for both the student and their educator to provide individualized language and/or literacy support.

# FORMATIVE ASSESSMENTS

*Designed specifically for Spanish literacy by Spanish language educators, nationally normed Istation's Indicators of Progress (ISIP™) measure student growth with engaging, computer-adaptive diagnostic and screening programs.*

**Automatic screener and progress monitoring** in 30 minutes every month save time while providing the frequency for effective data integrity.

**On-demand assessments** offer more frequent progress monitoring to support aggressive intervention.

**Precise measurements** track student ability and skill development within subtests.

**Seamless placement** automatically puts students on individual learning paths based on their abilities.

**Assessment modeling for young learners** helps students practice and become familiar with the experience before taking an actual assessment.

## ISIP™ Subtests

Students begin with an assigned set of grade-based assessments. More or less challenging subtests will be added based on each student's estimated overall reading ability score.

| Grade/Level Starting Points | ISIP Lectura Temprana |   |     |     |     | ISIP Lectura Avanzada |     |
|-----------------------------|-----------------------|---|-----|-----|-----|-----------------------|-----|
|                             | Pre-K                 | K | 1st | 2nd | 3rd | 4th                   | 5th |
| Listening Comprehension     | X                     | X |     |     |     |                       |     |
| Phonological Awareness      | X                     | X | X   |     |     |                       |     |
| Writing Conventions         |                       |   | X   | X   | X   |                       |     |
| Vocabulary                  | X                     | X | X   | X   | X   | X                     | X   |
| Reading Comprehension       |                       | X | X   | X   | X   | X                     | X   |
| Spelling                    |                       |   | X   | X   | X   | X                     | X   |
| Text Fluency                |                       |   |     | X   | X   | X                     | X   |

## Lesson Design

Teacher Resource lessons help students reach mastery level in a particular skill. Each lesson includes the following instructional cycle: Warm-Up, Guided Practice, and Independent Practice. The lessons suggest an instructional sequence to master targeted and prerequisite skills needed to improve listening comprehension.

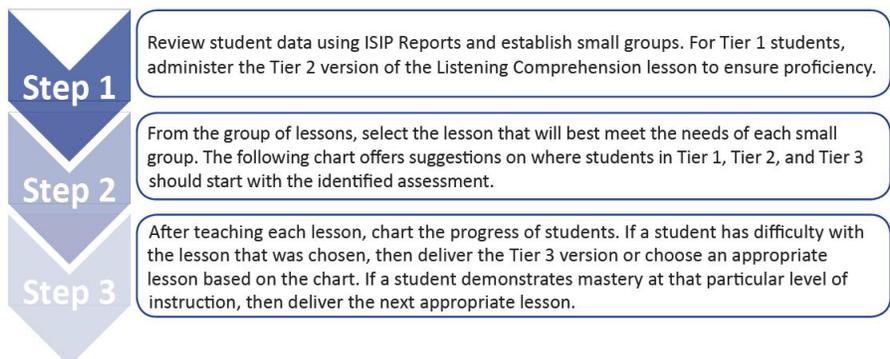
## Grouping for Differentiated Instruction

The lessons were written for small groups of students. Students who have difficulty with specific skills should receive explicit instruction in small groups. However, if two-thirds (66%) of the students in one class are struggling with a specific skill, the Warm-Up and Guided Practice may be presented in whole group. Continue practicing the skill with small groups while closely monitoring student responses. Modify lessons according to student needs. Use data recorded on the Teacher Observation page to plan and regroup students for additional instruction as needed.

## Assessment Overview

There are two test item types that assess understanding of certain language skills and structures. Students are asked to match a corresponding illustration to a spoken sentence to assess understanding of frequently occurring prepositions; common, proper, and possessive nouns; verb tense; pronouns; and adjectives. Students also choose an illustration that represents the best completion to spoken sentences.

## Procedure for Managing Teacher Resource Lessons



## 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)

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

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

- 1) Istation Reading addresses language features at the discourse dimension in a consistent manner. Istation Reading provides differentiation within each targeted cycle of study and each lesson has modifications to best support language and literacy development. The teacher resources and teacher-led priority report interventions inform educators of ways to provide small group instruction or individualized supported exploration at the discourse dimension.

The resource example below illustrates a 4th grade teacher-led review and retell lesson. Teachers provide students with discussion prompts at the discourse dimension to build background knowledge.

|  |  |
|--|--|
| <b>Materials</b> <ul style="list-style-type: none"> <li>highlighter</li> <li>scissors</li> <li>baggies</li> <li>Student Pages 1, 2, 3</li> </ul> | <b>ESL Modifications</b> <ul style="list-style-type: none"> <li>Students can draw pictures on the graphic organizer instead of writing sentences.</li> <li>Provide small objects such as blocks for students to use to demonstrate sequencing signal words.</li> </ul> |
|--|--|

**Teach** 10-15 minutes

- Distribute the passage "A Beach Vacation," Student Page 1. **We are going to read a selection about a girl named Ariel who is going to the beach for the first time. Has anyone ever been to the beach?** Allow students to respond and, if necessary, show pictures of a beach to build background knowledge. Then, say: **Let's read the selection to learn about Ariel's trip.**
- Read the passage aloud or chorally, stopping after each paragraph for a quick comprehension discussion.
- After paragraph 1:
  - What do we know from the text so far about Ariel?** (*She lives in the city and is traveling in a car to the ocean. She seems excited about seeing the ocean for the first time.*)
  - I also see the word *landscape* in bold print. When I break this word into parts, I see the word *land*, which tells me that this word has to do with the way the land looks. The sentence also gives me a clue when it says that it was different from the city landscape she was used to seeing. So, I think that landscape means the way the land looks.**
  - What is another way the word *landscape* is sometimes used?**
- After paragraph 2:
  - How does Ariel feel about her vacation so far?** (*She is excited and happy.*)
  - What in the text supports your answer?**
- After paragraph 4:
  - I see two more words in bold print in this paragraph. The first word is *reluctantly*. Let's use context clues to try to figure out what this word means.**
  - If necessary, use the following to guide students: **The text says that Ariel *reluctantly* walked back to the house to help. Since Ariel was having so much fun earlier, and she had to leave to do something that wasn't very fun, like unpacking, I think that *reluctantly* means that she really didn't want to do it, but she knew she had to.**
  - The second word is *uncontrollably*. This word has a prefix and a suffix.**

The lesson plan example below highlights the guided practice to build background knowledge and discourse dimension discussions:

**Guided Practice**

- Let's play a matching game. I want you to help me match the correct main idea statement to a paragraph.
- Display the passage *Butterflies Need Their Colors* (cover-up second paragraph) and the prewritten main idea statements (*Butterflies hide in plain sight* / *A butterfly can change colors*) below it on a pocket chart.
- Here is the first paragraph of the passage titled *Butterflies Need Their Colors* and below it are two main idea statements. Only one of the statements is the correct main idea for this paragraph.
- Let's choral read this paragraph. Read the sentences at a normal pace. Sweep under the sentences with a pointer as they are read.
- Briefly discuss the paragraph.
  - What do bright colors do for butterflies?** (help them blend in a garden) Affirm. Yes, the colors help them blend in.
  - Where does a brown butterfly stop to rest?** (stop to rest on trees or the ground) Affirm. Yes, they rest on the ground or trees.
  - Who does it want to hide from?** (birds) Affirm. Yes, birds, they eat butterflies.
- What are all of these details about?** Turn to your partner and talk about it. Allow students a brief time to share.
- Tell me what did you and your partner think the details in paragraph 1 were mostly about.
- Teacher tosses beanbag (or similar object) to a student. (They were mostly about how butterflies can stay hidden). Affirm. Yes, Good job. Beanbag is returned to teacher.
- All of these details were about how butterflies can stay hidden. These details helped you to know what the paragraph was mostly about. The paragraph was mostly about how butterflies can hide in a garden, tree, or the ground. Since the main idea is what a paragraph is mostly or mainly about, the main idea of this paragraph is butterflies can hide where they are.



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The example below illustrates the reading resource students would see on-screen to generate discourse dimension discussions:

## Lesson 2

Redistribute or have students take out the poem, "A Word from the Unwelcome." **Let's practice reading this poem together.** Read the poem aloud with the students. Discuss places in the poem to pause and appropriate words to emphasize. **What is the author's message?**

**What do you know about poems? What are some of your favorite poems?** Have students share.

Discuss the various types of poems authors write. Discuss poetry types appropriate for your grade level. Some to consider are ABC, cinquain, rhyme, ballad, haiku, free verse, limerick, etc.

Distribute the copies of a set of four different poems to the students. Read each poem aloud fluently, and discuss the author's message and the poem's type.

Tell students that they each will read one of these poems aloud for the group. Tell them to think of the one they like best.

## Lesson 3

Place students in groups of three or four. Make sure each student has a copy of the four poems. Have students practice reading each poem aloud chorally, or altogether. Walk around and listen to students read. Model fluent reading when necessary.

Next, have students pick the poem they like best, or assign each student a poem.

Assign partners. Have students take turns reading their poems to each other. Walk around and listen to each pair of students. Comment on students' phrasing, intonation, expression, and rate.

## Lesson 4

Assign partners. Have students take turns reading their poems to each other. Walk around and listen to each pair of students. Comment on students' phrasing, intonation, expression, and rate.

- 2) The language features at the discourse dimension are addressed systematically throughout Istation Reading materials. Istation Reading supports discourse dimension language development with a broad range of lessons and tools for content- and thematic-based instruction. The collection of materials provides personalized reading instruction for a range of English Language and Literacy Proficiency levels.

The example below highlights the discourse dimension support features in Istation Reading. In this *Life Cycle of a Frog* text sequence students recount and sequence events.



Through the parent-portal families are encouraged to engage in the following discourse-level discussions through prompted questions: sequence of events, restate and conclude, explain and justify. The visual provided below is an example of the many parent-portal resources available.

**Istation Reading - Ipractice 2020**

**Sounds**

| Activity              | Grades    | Time*     |
|-----------------------|-----------|-----------|
| Rhyming Ralph         | Pre-K - 2 | 5-15 mins |
| Magical Miss Mouseley | Pre-K - 2 | 5-15 mins |
| Clapping Clara        | Pre-K - 2 | 5 mins    |
| Tab                   | Pre-K - 5 | 5-15 mins |

**Parent Portal Resources**

**Cycle 0**

- Blending Separate Spoken Sounds into Words
- Listening for Beginning Sounds

**Cycle 2**

- Identifying Letters and Short Vowel Sounds for /a/ and /i/
- Listening for the Middle Sound

**Letters and Words**

**Parent Portal Resources**

**Cycle 1**

- Identifying the Initial Short Vowel Sound /a/
- Reading Sentences with High-Frequency Words

**Cycles 1-5**

- Word Bank Cards

**Cycle 2**

- Identifying Letters and Short Vowel Sounds for /a/ and /i/
- Listening for the Middle Sound
- Phonogram Cards

**Cycle 3**

- Reading oa Words
- Reading Words with Beginning Blends sl, sn, sp, st

**Cycles 3-5**

- Phonogram Cards

| Activity            | Grades    | Time*     |
|---------------------|-----------|-----------|
| R-Controlled Vowels | Pre-K - 2 | 5-15 mins |
| Digraphs            | Pre-K - 2 | 5-15 mins |
| Letter Room         | Pre-K - 2 | 5 mins    |
| Detective Dan       | Pre-K - 5 | 5 mins    |
| Oddballs            | Pre-K - 2 | 5-15 mins |
| Sound Room          | Pre-K - 2 | 5 mins    |
| Long Vowels         | Pre-K - 2 | 5 mins    |
| Onset Rime          | Pre-K - 2 | 5-15 mins |

**Cycles 3-5 (cont.)**

- Word Masters Cards

**Cycle 4**

- Reading ea and ee words

**Cycle 5**

- Spelling CVCe Words with a and o

**Cycle 8**

- Reading Words with Digraph th

**Cycle 9**

- Reading Two-Syllable Words with the VCCV Pattern

**Vocabulary**

**Parent Portal Resources**

**Cycle 4**

- Reading Sentences with High-Frequency Words

**Cycle 8**

- Reading Compound Words

**Cycle 9**

- Reading and Sorting Words with oy and oi

**Cycle 11**

- Reading Words with Prefixes
- Reading Words with Suffixes

| Activity                            | Grades    | Time*     |
|-------------------------------------|-----------|-----------|
| Inflected Endings                   | Pre-K - 2 | 5-15 mins |
| Inflected Endings: Nouns/Verbs      | Pre-K - 2 | 5-15 mins |
| Prefixes                            | Pre-K - 2 | 5-15 mins |
| Using Context Clues                 | Pre-K - 5 | 5-15 mins |
| Inflected Endings: Double Consonant | Pre-K - 2 | 5-15 mins |
| Compound Words                      | Pre-K - 2 | 5-15 mins |
| Suffixes                            | Pre-K - 2 | 5-15 mins |



**Read to Understand**

**Parent Portal Resources**

- Cycle 3**
  - Writing Extension: Dots and Spots
  - Writing Extension: The Toads Are Lost
- Cycle 4**
  - Reading Sentences with High-Frequency Words
  - Writing Extension: Fred Has Ten Hens
  - Writing Extension: My Dog Has Fleas
- Cycle 5**
  - Reading with Expression
  - Writing Extension: Fun at Home
  - Writing Extension: Late for the Game
- Cycle 11**
  - Reading Words with Prefixes
  - Reading Words with Suffixes
- Cycle 12**
  - Writing Extension: Earth: The Changing Surface
  - Writing Extension: Mission Incredible
  - Writing Extension: The Moon
  - Writing Extension: Fields of Change: Spring and Summer

| Activity               | Grades    | Time*     |
|------------------------|-----------|-----------|
| Nonfiction Genres      | 3 – 5     | 5-15 mins |
| Sequencing             | Pre-K – 2 | 5 mins    |
| Characters             | Pre-K – 2 | 5-15 mins |
| Text Structures        | Pre-K – 5 | 5-15 mins |
| Passages               | 3 – 5     | 5-15 mins |
| Story Elements         | Pre-K – 2 | 5-15 mins |
| Main Ideas and Details | Pre-K – 5 | 5-15 mins |
| Summarizing            | Pre-K – 5 | 5-15 mins |
| Inferencing            | Pre-K – 5 | 5-15 mins |
| Compare/Contrast       | Pre-K – 5 | 5-15 mins |
| Cause/Effect           | Pre-K – 5 | 5-15 mins |

- Cycle 12 (cont.)**
  - Writing Extension: Earth: Day, Night, and Seasons
- Cycles 12-14**
  - Summarizing
  - Identifying the Main Idea
  - Making Inferences
  - Identifying Causes and Effects

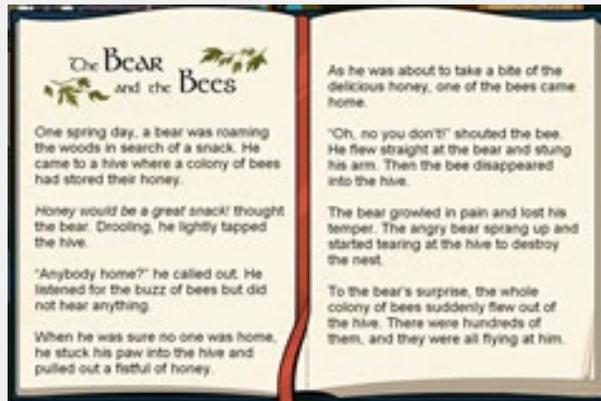
**B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

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

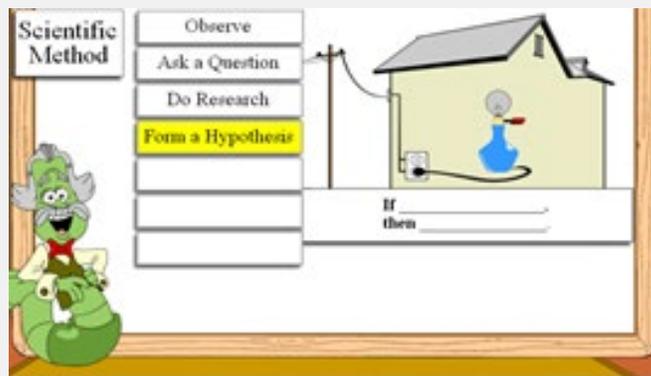
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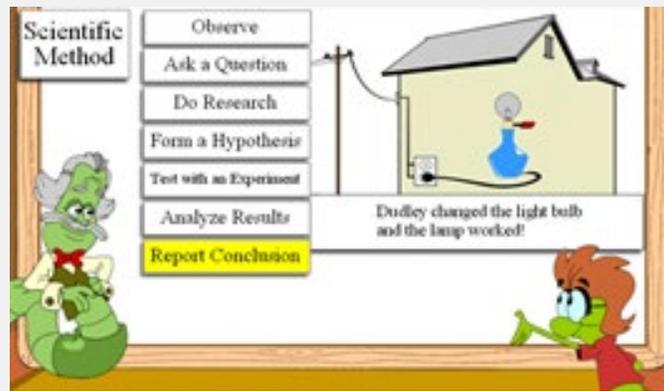
- 1)** Istation Reading addresses language features at the sentence dimension in a consistent manner for English Language Proficiency Level 1- Entering to Level 5- Developing. Istation Reading provides differentiation within each targeted unit of study and each lesson addresses student language needs across all four language domains. Educators are provided ways to support students at their individual language acquisition levels.

The following activity sequence supports Grade 2-3 students with sequential language:



An example of Istation Reading supporting students to create complete sentences with modified sentence frames identifying components of the Scientific Method:





2) The language features at the sentence dimension are appropriate for the identified proficiency levels in the Istation Reading materials. The multilingual learner is supported with a variety of language and literacy-based activities focused on grammatical support activities embedded into each cycle of study.

The following text structure on-line activity illustrates the Istation Reading resources to support writing with cloze sentence vocabulary practice for key unit vocabulary:

**Text Structure**

Have you ever wondered why teeth get cavities? It starts with germs that live in your mouth. The germs grow in a slimy coating that sticks to your teeth. As they grow, they make an acid that can eat into a tooth and cause a little hole to form. If you don't brush often, the hole gets deeper and bigger. That hole is a cavity. A deep cavity can hurt a lot. That's because it touches nerves inside your tooth. They send pain messages to the brain.

To stop a cavity from growing, you must go to the dentist. The dentist takes out the rotted part of the tooth and puts a filling in the hole. That makes the tooth as good as new. There is no more pain!

**Teach**

**Text Structure**

What would you see if you spent a day on the moon? The moon's landscapes would probably look pretty dull to you. Instead of blue or green, you would see only gray. That's because the moon has no water or plants. It is covered with rocks and dust. Land on the moon is not flat, though. It has deep craters and tall mountains. It also has wide open areas that are like dry seas or plains. A day on the moon would show you a whole new point of view. It would also make you really glad to get back home!

**Guided Practice**

View on the Moon

- Shades of gray
- Dull rock and dust all around
- Craters, mountains, and open plains

What text structure did the author use in writing this passage?

- sequence
- cause and effect
- description
- compare and contrast

3) The language features at the sentence dimension are addressed systematically throughout Istation Reading. The resources are sequenced around cycles of study, with opportunities across all four language domains: Listening, Reading, Writing and Speaking within the sentence dimension. The materials provide additional sentence dimension scaffolded support as highlighted in the teacher-directed off-line support sequence. In the guided practice section students are encouraged to product complete sentences using guided picture cards to sequence events.

#### Teach: Sequencing

- Today we are going to practice putting pictures in order.
- I am going to show you three pictures, and we are going to put them in the order of what happened first, second, third, and fourth.
- Show the pictures of the apple being eaten in random order.
- I am going to put the whole apple first. I am going to put the apple with some bites eaten second. Can you tell me which one needs to go last?
- Good, the one that only has the core left.
- Now let's do another set and you can help me decide in what order they should go.
- Show the pictures of the snowman being built in random order.
- Here are some pictures of a snowman being built. Choose a student to pick the first picture.
- What do you think happened first? (Affirm or correct.)
- Choose another student to pick the next picture. Repeat this process until the cards are in order. (Affirm or correct as necessary.)
- Let's do one more. Show the pictures of the lollipop being eaten in random order.
- Repeat steps.

#### Guided Practice

- Have 4 sets of sequencing cards ready. (blocks, birthday cake, cookie, slide)
- Let's play a game putting these pictures in order.
- Choose the first student and ask him or her to pick the first picture. Repeat process with additional students until sequence is complete. Provide praise and feedback as necessary.
- Repeat with remaining sets of sequencing cards.

#### Monitor Progress through Independent Practice

- Now let's see how well you have learned to sequence pictures.
- Follow same procedure from the *Guided Practice* section using 4 to 6 different sets of cards.
- Teacher listens to each student and gives affirmation or corrective feedback.
- Provide multiple opportunities for students to demonstrate skill mastery.
- Observe and chart progress. Use data to plan and group instruction.

#### Reteach (for students requiring more instruction and practice)

*Note: Provide explicit instruction with modeling and guided practice in small groups.*

- Follow same steps from the *Guided Practice* section.
- If the students are having difficulty sequencing, teacher will provide reasoning for what should come next. The teacher could also use cards that have already been sequenced and help the student understand why they are in that order.

The example below is a teacher-directed off-line writing lesson focused on sequencing:

#### Writing Prompt 2

Germes can make you sick. In *A Big Sneeze*, the story tells us to keep our hands clean. Use a sequencing graphic organizer to write or draw the sequence of steps you use to keep your hands clean. Then use your notes from the graphic organizer to write about how to keep your hands clean. Be sure to include every step in full detail.

**C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)**

- |   |            |    |
|---|------------|----|
| <b>1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?</b> | <b>Yes</b> | No |
| <b>2) Are words, expressions, and phrases represented in context?</b>   | <b>Yes</b> | No |
| <b>3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?</b>                                     | <b>Yes</b> | No |
| <b>4) Is the general, specific, and technical<sup>2</sup> language systematically presented throughout the materials?</b>                       | <b>Yes</b> | 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 a consistent manner for all identified proficiency levels. Istation Reading supports Language Proficiency Level 1 to Level 5, Developing. Each language and literacy cycle of study identifies tiered academic vocabulary at a tier 1 (the most common basic words used in everyday language), tier 2 (high-frequency words and multiple-meaning words across the content areas), tier 3 (low-frequency words that are used in specific content area or domains) as aligned to the level of complexity.

The following example highlights the Leveled Reader activity for the text, *Properties of Matter* in which students learn content-specific vocabulary in a consistent manner for all identified proficiency levels with supported scaffolds throughout each vocabulary sequence:

---

<sup>1</sup>General 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.e

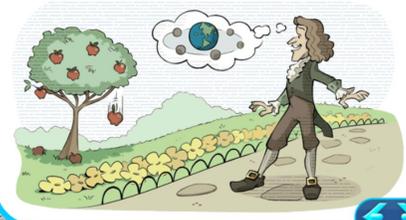
**force**

physical power or energy applied on an object, can be a push or a pull



Gravity is a **force** that pulls objects toward Earth.

Isaac completed grammar school and then attended Trinity College. After receiving his degree, Isaac returned home to continue his studies. One day, Isaac was strolling in the garden. According to legend, he spotted an apple fall to the ground. He began to **ponder** why it fell to the ground. Isaac concluded that a **force** caused the apple to fall. He reasoned that the same force kept the moon in orbit around Earth and held the planets in orbit around the Sun. This force is called **gravity**.



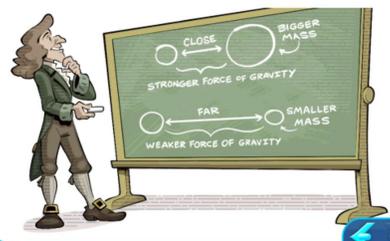
**universe**

all of the things that exist or are thought to exist in all of space



Think about this: the Sun is just one of hundreds of billions of stars in our galaxy, the Milky Way. The Milky Way galaxy is just one of hundreds of billions of galaxies in the **universe**! The **universe** is HUGE!

Gravity acts between any two objects in the **universe**. It pulls the Moon toward Earth. It also pulls the planets toward the Sun. Newton discovered that objects with greater **mass exert** a larger force of gravity. Distance also affects gravitational **attraction**. As distance between two objects grows, the attraction gets weaker. When two objects are closer together, the force of gravity is stronger.



The following examples in Istation Reading NexLevel Arcade provide students with comprehensive word analysis and vocabulary development games:



**NEXLEVEL ARCADE**  
Earn power pieces to power up the portal!

Practice vocabulary and word analysis skills with a variety of arcade games!

Visit the Arcade from the Digital Map to play in free-play mode! The game title screens display players' high scores, which are saved across school years! Can you beat the Hubsters' high scores?

The adaptive arcade selects the difficulty of words for each game based on player performance.

---



**LAB LOCKDOWN – SPELLING**  
An experiment with mysterious Dark-Magenta Matter has gone wild and is attempting to escape the lab. Professor Argon is trapped inside after helping the other scientists escape — you must help the professor escape by unlocking each containment door with the security code.

Save Professor Argon and keep the Dark-Magenta Matter from escaping in . . . Laboratory Lockdown!

- 2) Words, expressions, and phrases are represented in context. Each cycle of study provides educators with a vocabulary focus in which there is a contextualized introduction to key terms, guided practice, independent practice opportunities and checks for understanding embedded throughout each lesson. Students engage with unit vocabulary across all four language domains: Listening to key words introduced and modeled, Reading new vocabulary in guided passages, practicing and discussing new vocabulary with peers, and writing the new terms in teacher-directed guided practice.

The following example highlights the Istation Reading Vocabulary Practice:

**Hydrothermal Hotspot**

With more than 10,000 **hydrothermal** features, this park constantly gurgles, grumbles, and gushes. Geysers, hot springs, **fumaroles**, and **mudpots** pepper the park. Old Faithful, the most popular geyser, erupts regularly every day. Each time, thousands of gallons of water spew from it high into the air!

**Inside a Geyser**

Miles underneath the surface, a gigantic **magma** chamber powers Yellowstone's plumbing. This causes geysers to gush.

- 1) Hot, molten rock heats water seeping below ground.
- 2) Pressure superheats the water and keeps it from boiling.
- 3) As the water expands upward, water near the surface bubbles from the geyser.
- 4) Then, the pressure drops, instantly boiling the superheated water.
- 5) Steam and water blast from the geyser!

**What do Yellowstone's geysers, hot springs, fumaroles, and mudpots all have in common?**

- A) They all blast thousands of gallons of superheated water and steam high into the air.
- B) They are all hydrothermal features powered by an underground magma chamber.
- C) They all erupt on a regular, predictable basis each and every day.
- D) They all ooze hot, molten rock to the surface where it cools and hardens.

- 3) The general, specific, and technical language are appropriate for the targeted proficiency levels. Istation Reading has resources for English Language Proficiency Level 1-Entering to Level 5- Developing. Tiered academic language is addressed within each cycle of study providing students multiple exposures and opportunities to learn the vocabulary in a variety of contexts.

The following examples in Istation Reading NexLevel Arcade provide students with comprehensive word analysis and vocabulary development games:



#### CARD MATCH – WORDS IN CONTEXT

Match vocabulary words with their definitions and contexts to complete each row and win at Card Match!

Match consecutive rows correctly to earn bonus points and boost your high score!



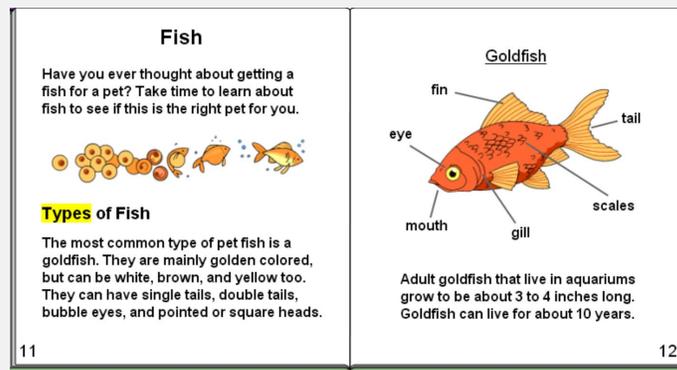
#### ABNARWHAL – ROOT WORDS

Search for an exit from the dreaded mechanical narwhal by identifying shared roots between words and matching words to their definition. Use the meanings of root words as a guide.

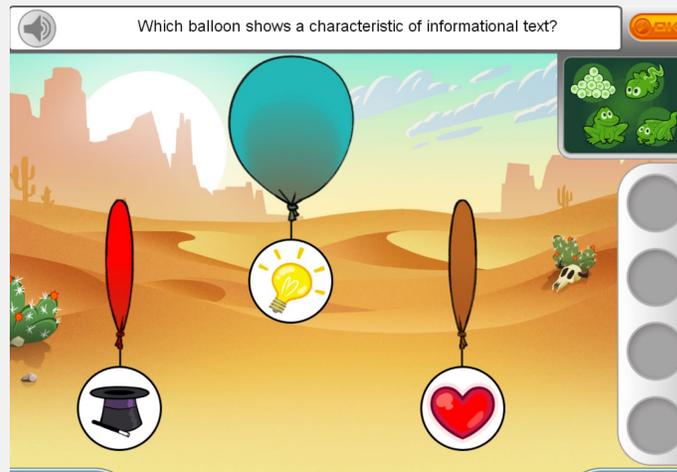
Build pressure by getting answers correct until you can escape to freedom!

- 4) The general, specific, and technical language is systematically presented throughout Istation Reading. The collection of resources provides grade-level differentiation to support a variety of language levels in a classroom. In each cycle of study, students focus on word work, grammar and English conventions and writing using newly acquired unit vocabulary:

Highlighted below is an example of an Istation Reading vocabulary activity that supports general, specific, and technical language development with visual support and cues:







### 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 | <b>No</b> |
| 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) Istation Reading **does not differentiate between all WIDA language proficiency** levels. Istation Reading is designed to be a supplementary K-8 language and literacy support program. The program follows a blended learning model with support structures, teacher-led instruction, online student individualized practice and facilitated classroom resources. The differentiated scaffolds include both audio and visual supports, resources to build students’

background knowledge and vocabulary, and a thematic approach to grade-level content.

2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designated proficiency levels.

The example below in Istation Reading illustrates how differentiation for language proficiency is developmentally and linguistically appropriate for the identified English Language Proficiency Levels in the following Scope and Sequence resources. Each grade level band provides cyclical exposure to key language and literacy concepts. Throughout each cycle, students individualized remediation will determine both areas of continued support and growth. Educators can modify instruction through guided skill group instruction with continued focus on key language and literacy concepts.

| Kindergarten-Grade 1  |                           |         |         |         |         |         |         |         |
|---|---------------------------|---------|---------|---------|---------|---------|---------|---------|
| Cycle of Instruction  | Pre Reading               | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Cycle 5 | Cycle 6 | Cycle 7 |
| Develop automaticity of letter naming and sound/symbol recognition in animated games.   |                           |         | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |
| Listen to modeled fluent readings of read alouds and follow highlighted text.   | ✓                         | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |
| <b>Comprehension</b>  |                           |         |         |         |         |         |         |         |
| Recognize that pictures convey meaning.   |                           | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |
| Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently. |                           | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |
| Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.   |                           | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |
| Read simple sentences using all previously taught skills and match pictures to text and text to pictures.                                     |                           |         | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |
| Use graphic organizers and story maps to acquire information.   |                           |         |         | ✓       | ✓       | ✓       | ✓       | ✓       |
| Identify where and when a story takes place.  |                           |         |         | ✓       |         |         |         |         |
| Identify characters in a story.   |                           |         |         |         | ✓       |         |         |         |
| Sequence story events.  |                           |         |         |         |         | ✓       |         |         |
| Distinguish fiction from nonfiction   |                           |         |         |         |         |         | ✓       |         |
| Identify the main idea and supporting details.  |                           |         |         |         |         |         | ✓       |         |
| <b>Teacher-Led Small Group Instruction</b>  | ISIP Intervention Lessons |         |         |         |         |         |         |         |
| <b>ISIP Priority Report Interventions</b>   |                           |         |         |         |         |         |         |         |

| Grades 1-2   |             |         |         |         |         |         |         |         |         |  |
|--|-------------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| Cycle of Instruction   | Pre Reading | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Cycle 5 | Cycle 6 | Cycle 7 | Cycle 8 |  |
| <b>Interactive Reading Curriculum</b>  |             |         |         |         |         |         |         |         |         |  |
| <b>Listening</b>   |             |         |         |         |         |         |         |         |         |  |
| Follow Directions: Listen and follow directions of peer tutors and narrator.   | ✓           | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |  |
| Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.                        | ✓           | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |         |  |
| Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading. |             | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |  |
| Songs: Listen and participate in songs introducing high frequency words.   |             | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |  |
| Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.                        |             | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |  |
| <b>Book and Print Awareness</b>  |             |         |         |         |         |         |         |         |         |  |
| Book Handling: Hold a book in its correct position and turn its pages correctly.   |             | ✓       |         |         |         |         |         |         |         |  |
| Book Handling: Identify front and back of a book.  |             | ✓       |         |         |         |         |         |         |         |  |
| Print Conventions: Recognize that print represents spoken language and conveys meaning.  |             | ✓       |         |         |         |         |         |         |         |  |
| Concept of a Word: Recognize that written words are separated by spaces.   |             | ✓       | ✓       |         |         |         |         |         |         |  |
| Directionality: Follow print from left to right, top to bottom.  |             | ✓       |         |         |         |         |         |         |         |  |

## Grades 2-3

| Cycle of Instruction   | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Cycle 5 | Cycle 6 | Cycle 7 | Cycle 8 | Cycle 9 | Cycle 10 | Cycle 11 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| <b>Interactive Reading Curriculum</b>  |         |         |         |         |         |         |         |         |         |          |          |
| <b>Listening</b>   |         |         |         |         |         |         |         |         |         |          |          |
| Follow Directions: Listen and follow directions of peer tutors and narrators.  | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓        | ✓        |
| Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.                        | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓        | ✓        |
| Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading. | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓        | ✓        |
| Listen and participate in songs introducing high frequency words.  | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓        | ✓        |
| Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.                        | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓        | ✓        |
| <b>Book and Print Awareness</b>  |         |         |         |         |         |         |         |         |         |          |          |
| Book Handling: Hold a book in its correct position and turn its pages correctly.   | ✓       |         |         |         |         |         |         |         |         |          |          |
| Book Handling: Identify front and back of a book.  | ✓       |         |         |         |         |         |         |         |         |          |          |
| Print Conventions: Recognize that print represents spoken language and conveys meaning.  | ✓       |         |         |         |         |         |         |         |         |          |          |

## Grades 4-5

| Cycle of Instruction   | Cycle 7                         | Cycle 8                             | Cycle 9                               | Cycle 10                            | Cycle 11                                  | Cycle 12 | Cycle 13 | Cycle 14 |
|--|---------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|---|----------|----------|----------|
| Spelling: Recognize when to change y to i and add es.  |                                 |                                     |                                       |                                     | ✓   |          | ✓        |          |
| Spelling: Use letter sound patterns to spell CVC words.  | ✓                               | ✓                                   |                                       |                                     |   |          |          |          |
| Use letter sound patterns to spell CVCe words.   | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   |          |          |          |
| Use letter sound patterns to spell one syllable words with consonant blends and all previously taught vowel patterns.  | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   |          |          |          |
| Use letter sound patterns to spell CVCe and CCVCe words.   | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   |          |          |          |
| Use previously taught letters and sounds to spell words in cloze story activity (Word Masters).  | ✓                               | ✓                                   | ✓                                     | ✓                                   |   |          |          |          |
| <b>Vocabulary</b>  |                                 |                                     |                                       |                                     |   |          |          |          |
| Take ISP-Advanced Reading Subtest, <b>Vocabulary</b> for initial program placement and every four weeks thereafter in animated game-like episodes of <i>The Right Stuff Literacy</i> . |                                 |                                     |                                       |                                     |   |          |          |          |
| Recognize and use words that name locations such as beginning, middle, end, top.   | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   |          |          |          |
| Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.                         | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   | ✓        | ✓        | ✓        |
| Identify and use direction words such as left, right, up, down, etc.   | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   | ✓        | ✓        | ✓        |
| Expand vocabulary through reading meaningful texts that provide rich and concrete experiences.   | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   | ✓        | ✓        | ✓        |
| Use vocabulary that is taught directly.  | ✓                               | ✓                                   | ✓                                     | ✓                                   | ✓   | ✓        | ✓        | ✓        |
| Decode high frequency words.   | do, have, some, there, of, come | give, want, when, could, does, your | who, goes, put, why, because, thought | good, many, would, look, their, too | any, question, both, wrong, enough, cover | ✓        | ✓        | ✓        |

| Grades 5-6   |         |         |         |          |          |          |          |          |          |  |
|--|---------|---------|---------|----------|----------|----------|----------|----------|----------|--|
| Cycle of Instruction   | Cycle 7 | Cycle 8 | Cycle 9 | Cycle 10 | Cycle 11 | Cycle 12 | Cycle 13 | Cycle 14 | Cycle 15 |  |
| Use graphic organizers and story maps to acquire information.  | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Identify where and when a story takes place.   | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Analyze characters in a story.   | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Sequence story events.   | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Monitor reading and self-correct when a word does not fit with cues provided for the context surrounding the word.     | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Distinguish fiction from non-fiction.  | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Determine the main idea and supporting details in nonfiction texts.  | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Identify similarities and differences in characters and events.  | ✓       | ✓       | ✓       | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        |  |
| Identify the main problem and its ultimate solution in a story.  |         |         | ✓       |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Summarize fiction text.  |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Use evidence from the text to draw conclusions and make generalizations in fiction and nonfiction texts.               |         | ✓       | ✓       |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Use clues from text to predict outcomes.   |         |         | ✓       | ✓        |          | ✓        | ✓        | ✓        | ✓        |  |
| Identify the author's purpose for writing.   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Recognize how the author organized text (sequence, descriptive, problem-solution, cause-effect, compare and contrast). |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyze how text structure influences ideas.   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Interpret quantitative information from charts, maps, timelines, diagrams, etc.  |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Use text features to predict topics of reading and locate information.   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Recognize how sensory language creates imagery in text.  |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Determine the order of activities for a procedure.   |         |         |         |          |          |          | ✓        | ✓        | ✓        |  |
| Make inferences and draw conclusions from poetry using evidence from the text.   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |

| Grades 6-8  |         |         |         |          |          |          |          |          |          |  |
|---|---------|---------|---------|----------|----------|----------|----------|----------|----------|--|
| Cycle of Instruction  | Cycle 7 | Cycle 8 | Cycle 9 | Cycle 10 | Cycle 11 | Cycle 12 | Cycle 13 | Cycle 14 | Cycle 15 |  |
| Use structural and contextual clues to determine meaning of words with affixes. |         | ✓       | ✓       |          |          |          |          |          | ✓        |  |
| Identify homographs and determine their meaning using context clues.            |         | ✓       | ✓       |          |          |          |          |          |          |  |
| Identify shades of meaning.   |         |         | ✓       |          |          |          |          |          |          |  |
| Use a dictionary to determine the meaning of words.                             |         |         | ✓       |          |          |          |          |          |          |  |
| Create analogies from synonyms and antonyms.                                    |         |         |         |          |          |          |          |          |          |  |
| Determine the meaning of common idioms.   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| <b>Supplemental Comprehension</b>   |         |         |         |          |          |          |          |          |          |  |
| Comprehension Strategies: Identifying Facts and Opinions                        |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Determine the main idea and supporting details of nonfiction text.              | ✓       |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Identify cause and effect relationships.  |         |         | ✓       |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Draw conclusions using evidence from text.                                      |         |         | ✓       |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyze literature: poetry techniques, form and structure                       |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyze literature: biography and autobiography                                 |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyzing literature: theme   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyzing literature: mythology   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyzing literature: character analysis  |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyzing literature: plot techniques   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Analyzing literature: sensory and figurative language in poetry and fiction     |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Informational Texts: Author's Purpose   |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |
| Informational Texts: Summarizing  |         |         |         |          |          | ✓        | ✓        | ✓        | ✓        |  |

3) The differentiation of language is systematically addressed throughout the materials. Istation Reading provides scaffolded support for English Language Proficiency Level 1-Entering to Level 5- Developing. Each student's on-screen language and literacy pathway is individualized based upon an adaptive assessment tool and continued progress within Istation Reading. As students progress in the program their performance data provides educators with meaningful resources and individualized remediation resources.

Highlighted below are features of the Istation Reading educator dashboard that enable educators to provide additional teacher-led instruction and support based upon student on-screen performance:

(server: secure7.istation.com) Recently Viewed **Michael Benson**

**Istation** Search: People and Campuses Get Help

[Home](#) [Report](#) [Administration](#) [Campus](#) [Classroom](#) [Toolbox](#) [Boards](#)

### Istation Report and Management Portal

**Istation Cards**

- Save resources to My Library
- Discover new tips and tricks
- Be notified of critical information

[See all Cards on Istation Boards](#)

**Istation's Spring Red Cape Moment Contest**

[View Card](#)

**The 20-Day Istation Challenge**

[View Card](#)

**How to Use ISIP Oral Reading Fluency at Home**

[View Card](#)

**My Profile**  
Change Password

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**Launch Istation App**  
Use **Teacher Station** in the classroom!

[Log Off](#)

**Quick Report Links**

Click on a link in the list below to view the report. [Help with Quick Report Links](#) | [Edit Links](#)

- Demo Priority Report
- ISIP Summary Demo Sept
- ISIP Summary September
- Priority Report
- test DPS

**Login Information**

Teacher Resources

Help Center

Download Istation

Lexile® – Find A Book

**Istation** Search: People and Campuses Get Help

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### Skill Growth Details

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ISIP™ Early Reading results for **Michael**  
3rd Grade - R at George Washington Elementary School - 2017/2018 School Year

Overall Reading
Listening Comprehension
Letter Knowledge
Phonemic Awareness
Alphabetic Decoding
Comprehension
Vocabulary
Spelling
Text Fluency

**View as CSV**

| Month         | Date       | ISIP Assessment Type | Score | Tier |
|---------------|------------|----------------------|-------|------|
| [+] September | 09/06/2017 | Scheduled Monthly    | 236   | 1    |
| [+] October   | 10/04/2017 | Scheduled Monthly    | 249   | 1    |
| [+] November  | 11/06/2017 | Scheduled Monthly    | 249   | 1    |
| [+] December  | 12/04/2017 | Scheduled Monthly    | 253   | 1    |
| [+] January   | 01/16/2018 | Scheduled Monthly    | 252   | 1    |
| [+] February  | 02/02/2018 | Scheduled Monthly    | 249   | 1    |

## About This Report

Yellow dots on the graph represent the ability score for that ISIP assessment.

Hover over the **yellow dots** on the graph to display the ability score and the date the ISIP was taken.

Below the graph, The student's ISIP Assessment Type, Score, and Tier are displayed in chronological order by month.

Click on the **yellow dots** or **blue plus sign** to view the [Session/Activity Details](#) for more information regarding the overall ability score or a specific skill.

Tabs at the top of the page will display results for that skill or domain.

The screenshot shows the Istation 'Report' page. At the top, there is a search bar and navigation tabs: Home, Report, Administration, Campus, Classroom, Toolbox, and Boards. A 'Get Help' button is also visible. The main content area is titled 'Report' and includes a sub-header 'Istation facilitates data informed decision making through reports that provide immediate access to student results.' Below this, there are three main sections: 'Products', 'Reports for ISIP™ Reading', and 'Selected Report'. The 'Products' section lists various assessment and instruction options, with 'ASSESSMENT (PRE-K - 12TH) ISIP™ Reading' and 'ASSESSMENT (PRE-K - 5TH) ISIP™ Español' highlighted with a red box. The 'Reports for ISIP™ Reading' section shows several report thumbnails, with 'Skill Growth' highlighted by a red box. The 'Selected Report' section displays a 'Skill Growth' report with a line graph and a table. Below the graph, there is a 'Run Selected Report' button, also highlighted with a red box, and a 'Customize Report' button. A text box explains that Skill Growth Reports show progress against performance goals.

## Run the ISIP™ Skill Growth Details Report

Once logged in to [Istation](#), this report can be found in the Report tab or in the Related Reports area of the classroom.

- In the **Report** tab, click on one of the **ISIP Products** (Reading or Español), select **Skill Growth**, **Customize Report**, click on **Targeted Users**, select the **student** and then click on **Run Report**.

# Student Summary Handout

[Edit Report](#)
[Save Report](#)
[Print](#)

for **3rd Grade - R**

at George Washington Elementary School - 2017/2018 School Year

**Report Display Options:**

Show Priority Report Details

**Resources for Parent Communication:**

Example Report with Descriptions

[Istation Reading: Cycle Descriptions \(Interactive User's Guide\)](#)

**ISIP™ Early Reading results for Adrian**

**Program Overview**

Current Reading Program Cycle : n/a  
Last Date Used: Mon May 14 2018 02:56:15 PM (-05:00)

Program Usage (hours): 33

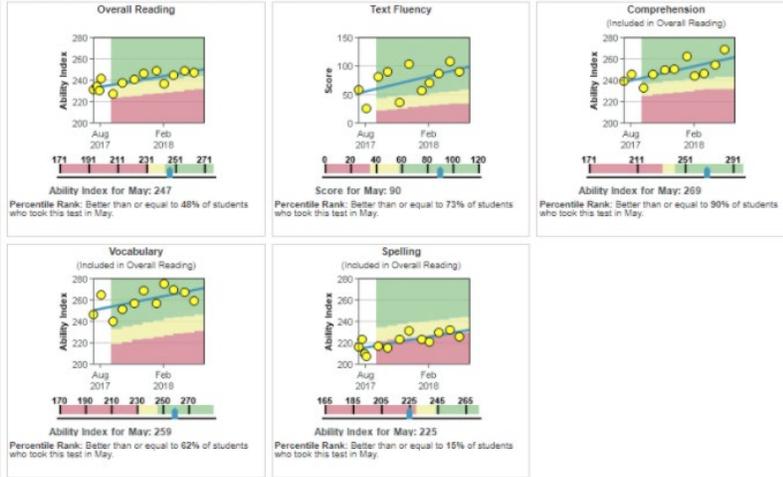
Lexile Student Measure: 895L

**Istation's Indicators of Progress (ISIP™)**

Results as of the most recent assessment taken (May 1st): The Student Summary Handout Report shows how your student is performing in all the different skill areas on Istation's ISIP assessment. ISIP measures your student's ability in all critical areas of reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: Tier 1: On track to meet grade level expectations.

Text Fluency: Tier 1: On track to meet grade level expectations.



**Priority Report Overview (Adrian)**

| Reason Listed on Priority Report             | Status | Date Listed     | Intervention Delivered | Delivered By     |
|--|--------|-----------------|------------------------|------------------|
| Cycle 11: Informational Text Characteristics | ▼      | Mon May 14 2018 | Mon Aug 5 2019         | Sarah Cude       |
| Cycle 11: Multi-syllabic Words               | ▼      | Thu May 3 2018  | Thu Jan 24 2019        | Heather Tennyson |

**About This Report**

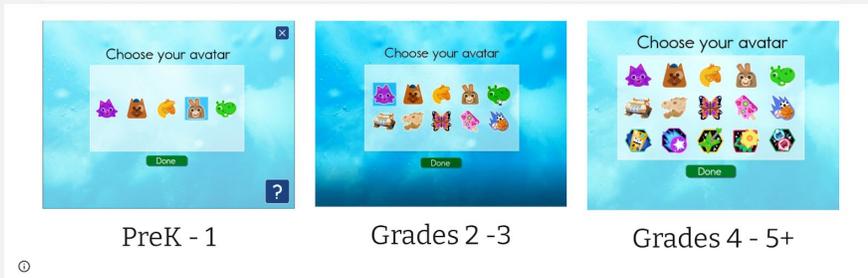
The Student Summary Handout shows teachers:

- An overview of students progress within Istation
- The student's most recent ISIP score and percentile rank identifying the student's results as compared to national norms
- Growth Charts tracking overall progress and subtest/domain progress
- The student's current cycle or unit of instruction, last date of use, and program usage.
- The student's current **Lexile** Measure based on the most recent ISIP Reading Comprehension subtest
- The student's current **Quantile** Measure based on the student's most recent ISIP Math assessment
- The Priority Report Overview includes the last five priority report alerts. This section can be included or excluded at the teacher's discretion.

Teachers can select on the growth chart to see Skill Growth Details as well as the date and effectiveness of interventions if they are documented in the Priority Report.

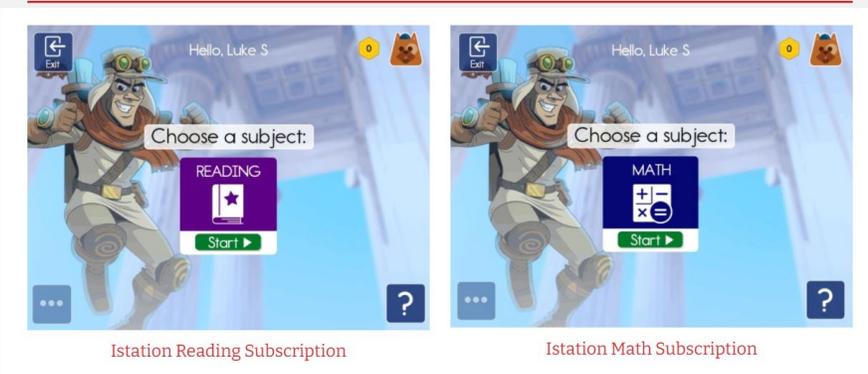
The following example highlights the Istation Reading Power Path in which students assist in directing their on-screen language and literacy experiences:

At first login, students choose an avatar.



Then, students move to the Mega Menu.

Mega Menu options are based on user location and subscription(s).



After selecting a subject on the Mega Menu, students move to the selected Product Submenu.

Product Submenus vary based on user grade level, location, and subscription.



## 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) Istation Reading provides explicit practice in all four language domains: Listening, Speaking, Reading and Writing. Istation Reading provides scaffolded support for English Language Proficiency Level 1- Entering to Level 5- Developing in all four language domains.

The example highlighted below illustrates explicit practice in all four language domains:



**Reading and Speaking Domain Tasks** in which students read on-screen two different texts. Students then continue through a sequence of compare and contrast activities. Students continue to work with the text concepts through in-class discussions.

Victorian London could be a dangerous place. Even on the quietest nights, few could guess where criminals might be lurking, whether in alleys or the shadowy corners of coffee shops.

One April evening, the great detective Sherlock Holmes wandered through the city's dimly lit, tangled streets. This gentleman was comfortable in darkness --- both the darkness of the world and the darkness of men's minds.

As Holmes entered his home at 221B Baker Street, a man more sinister than any back-alley attacker

*Holmes retired to his study to think things over.*

*Holmes turned to investigate a strange sound.*

Amy Browning Elapsed Time: 02:49

**Listening Domain Task.** Students listen to a story or text. In this activity sequence after students listen to the initial passage, they choose what will happen next.

JOURNAL

Personal Journal (continued)

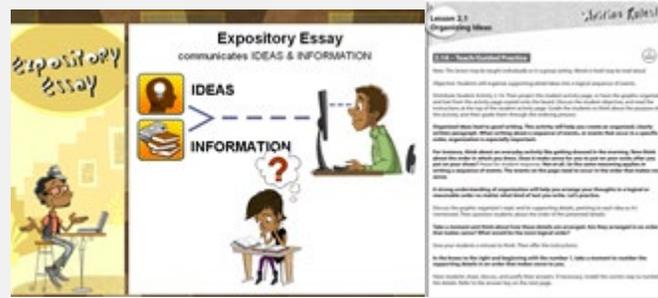
I spotted this other girl sitting by herself at a table \_\_\_\_\_ near \_\_\_\_\_ the WALTER Burger place, typing on her laptop. When her, I \_\_\_\_\_ surprised that she let me read \_\_\_\_\_ letter of recommendation her teacher had \_\_\_\_\_ for her. SAGE explained that a \_\_\_\_\_ like this is full of direct \_\_\_\_\_; that is when a writer tells \_\_\_\_\_ exactly what a character or person \_\_\_\_\_ like. I \_\_\_\_\_ that the girl's name is Angela, \_\_\_\_\_ she is basically the nicest person \_\_\_\_\_ earth. All she wants to do \_\_\_\_\_ help others.

near  
between  
over

NEXT

Amy Browning Elapsed Time: 05:49

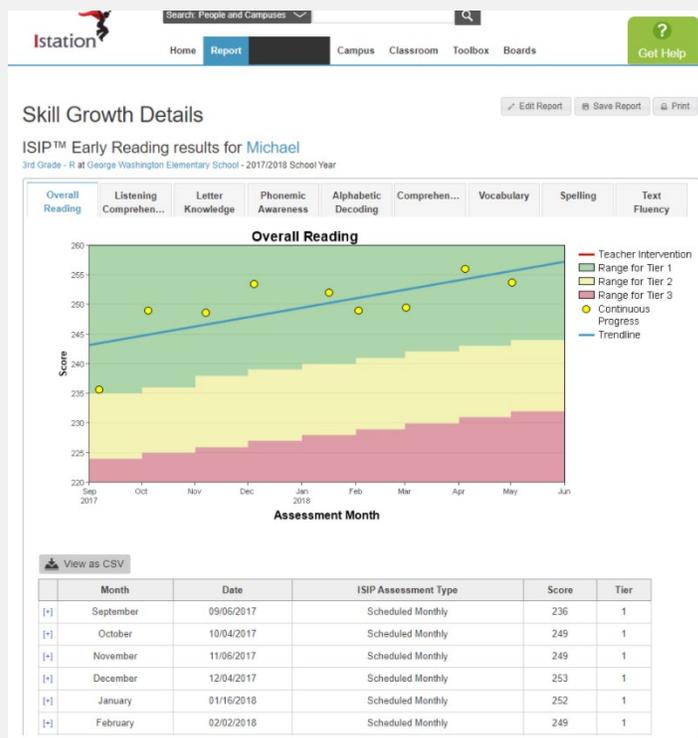
**Reading and Writing Domain Tasks.** Students read a passage. Students then complete a series of close-sentence on-screen writing prompts to demonstrate comprehension.



**Writing Domain Task:** Students explore a Writing Rules in-depth online lesson which focuses on how to organize ideas and information logically. Students create a story with the teacher where they organize a story using information and evidence.

- 2) The targeted language domains are presented within the context of English Language Proficiency Level 1- Entering to Level 5- Developing throughout Istation Reading. The instructional tips and resources support scaffolded instruction across all four language domains with both on and off-screen opportunities for meaningful guided practice.

The example below highlights Istation Reading data reports providing educators valuable resources about student language and literacy performance to provide additional guided instruction practice in a small or whole group setting:



**Report** | Quick Report Links | Open Report Builder

Istation facilitates data informed decision making through reports that provide immediate access to student results.

**Products**

- ASSESSMENT (PRE-K - 12TH) ISIP™ Reading
- ASSESSMENT (PRE-K - 5TH) ISIP™ Español
- ASSESSMENT (PRE-K - 5TH) ISIP™ Math
- INSTRUCTION Istation Reading
- INSTRUCTION Istation Español
- INSTRUCTION Istation Math
- TRAINING Training Center
- Internal - System Reports

**Reports for ISIP™ Reading**

- Summary
- Skill Growth**
- Skill Growth By Tier
- Tier Movement
- Distribution
- Priority
- Student Summary Handouts
- Assessment Completion
- Executive Summary

**Selected Report**

**Skill Growth**

The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals.

**Run Selected Report**  
Customize before running this report  
Customize Report

## Run the ISIP™ Skill Growth Details Report

Once logged in to [Istation](#), this report can be found in the Report tab or in the Related Reports area of the classroom.

- In the **Report** tab, click on one of the **ISIP Products** (Reading or Español), select **Skill Growth**, **Customize Report**, click on **Targeted Users**, select the **student** and then click on **Run Report**.

3) The targeted domains are systematically integrated in Istation Reading. Each integrated cycle of lessons has embedded practice with Listening Comprehension, Reading, Speaking and Writing.

The following highlights an integrated sequence of activities provided to support language and content learning across all four language domains:

**Introduction to Personal Narrative**

**Personal Narrative**

- You can write what you already know.
- You have a lot of informal practice.
- You're bound to be successful.

**Introduction to Personal Narrative**

**Characteristics of the Personal Narrative**

- 1 First Person Point of View
- 2 Voice
- 3 Setting
- 4 Description
- 5 Dialogue

"Is that a bear?"  
I asked.  
"Yes!" he said.

**Introduction to Personal Narrative**

**A Day Without TV**  
Calvin Cool

Winters in Chicago are brutal. Imagine weather so cold even a polar bear would need a jacket! Last winter was more brutal than ever. That's when we got over five feet of snow in a blizzard that caused a citywide blackout. My mom, dad, sister, and I were snowed-in and stuck inside for three days with no phone, no video games, and no TV!

I don't know about other families, but losing electricity made my whole family crazy. First my mom asked, "How am I supposed to call all those parents for next week's PTA meeting?" like it was all our fault the phone wasn't working. Then my sister screamed, "Man! Now I can't play *Hextris*. I was beating Calvin's high score!" But I believed I had the biggest problem. I couldn't watch my favorite TV show, *The Addams Family*. Finally, all three of us flopped on the couch so hard we almost blew out the candles.

I looking back I think my dad actually had the worst of it. After all

## 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 (adopted 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

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

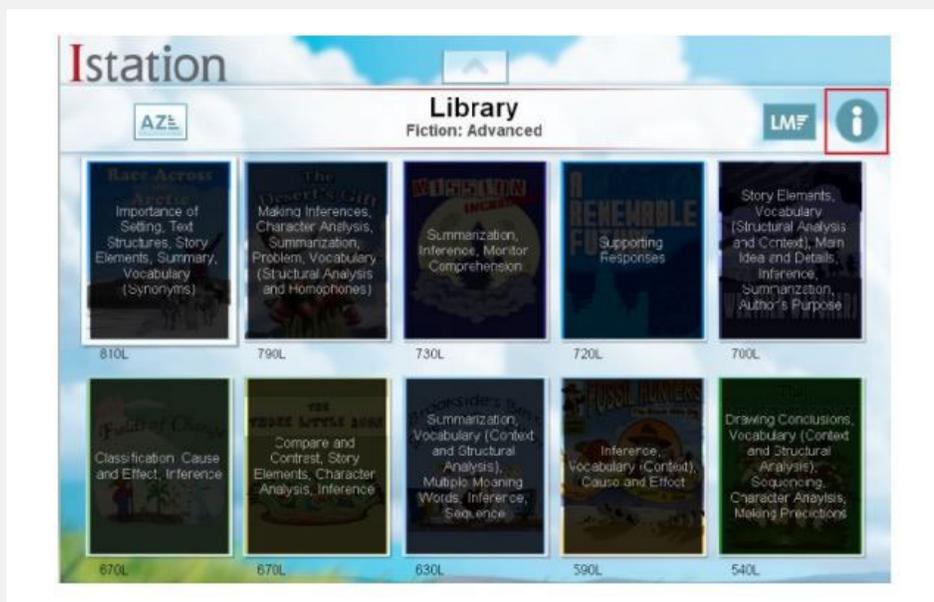
*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

- 1) The materials connect the language development standards to the state academic content standards. Istation Reading provides educators with alignment documentation to both Common Core Standards, State standards and alignment to National language proficiency standards. Although, the WIDA ELD Standards are not explicitly stated in the Istation Reading materials, there is evidence the

program addressed the following standards: Standard 1, Social and Instructional Language, Standard 2, The Language of Language Arts, Standard 3, The language of Mathematics, Standard 4, the Language of Science, and Standard 5, The Language of Social Studies. The Teacher Dashboard provides educators with the alignment documentation to Common Core Standards, selected state standards, and Text Lexile® information. Istation Reading provides educators with cross-curricular lessons to model comprehension strategies, thematically organized texts that are introduced with interspersed comprehension checks to build both stamina and self-monitoring skills, audio-playback features to model both language and fluency.

Highlighted below is an overview of Istation Reading cross-curricular texts in the Istation Reading Library:





- 2) The academic content standards are systematically represented throughout the materials. Istation Reading provides support for English Language Proficiency Level 1- Entering to Level 5- Developing in all four language domains. The materials are specifically created with resources designed for a variety of possible implementations including whole-group teacher-guided instruction, small-group supported instruction, guided independent practice and home-learning extensions.

The documentation below highlights how Istation Reading ISIP Early Reading helps to inform student off-screen performance and a teacher’s cross-curricular lessons:

### ISIP Modeling

ISIP Modeling is available for grades PreK-3 in English and Spanish Reading, and grades PreK-1 for Math. Teachers can project ISIP Modeling to familiarize their students with the ISIP directions and sample questions so students can see how to answer questions.

When logged in to the Istation App, click on ISIP Modeling for ISIP Reading and ISIP Math, and Modelando ISIP for ISIP Español.

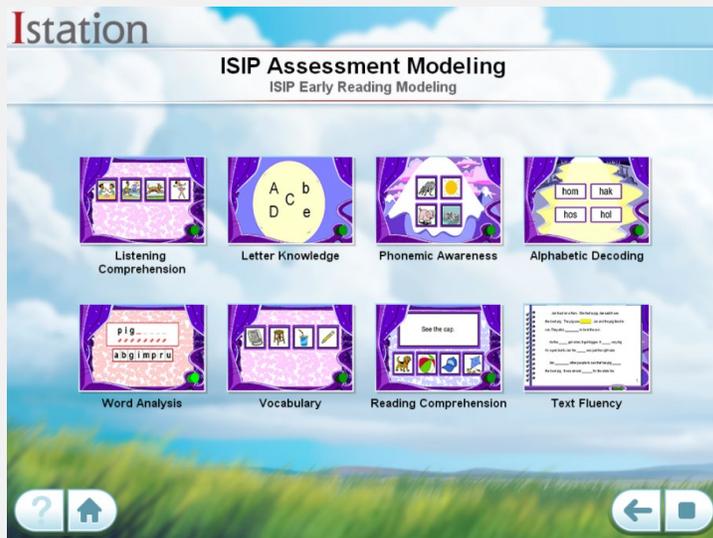
ISIP Early Reading

ISIP Lectura Temprana

ISIP Early Math

When logged in to the Istation App, click on ISIP Modeling.





The documentation below highlights how Istation Reading CCSS ELA alignment with specific focus on providing students with cross-curricular texts and genres:

| Istation Reading Curriculum Correlated to Common Core State Standards for ELA<br>Grade Six |   |  |   |
|--|---|--|---|
| CCSS   | Expectation   | Istation App   | Istation Teacher Resources  |
| <b>Reading Standards for Literature</b>  |   |  |   |
| <b>Key Ideas and Details</b>   |   |  |   |
| RL.6.1   | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <p>ISIP AR: Comprehension Subtest</p> <p>Timeless Tales Units:<br/>           1.1B: Didja Ninja - inferences<br/>           1.1B: Who Stole the Mona Lisa , Parts 1 and 2<br/>           2.1A: Didja Ninja and the Pirates - Plot Elements</p> <p>TT2.0 NexLevel:</p> <p>L1 World of Wonders: <i>The Real Sherlock Holmes: Dr. Joseph Bell</i><br/>           L1 Virtual World: <i>Sherlock and Moriarty</i><br/>           L2 Virtual World: <i>Les Misérables</i><br/>           L2 World of Wonders Prompt: <i>Views of the Desert</i><br/>           L3 World of Wonders Prompt: <i>The Midnight Provler</i><br/>           L4 Virtual World: <i>A Tale of Two Cities</i><br/>           L4 Virtual World: <i>Rhetorical Devices: Juxtaposition - Charles Dickens's Excerpt</i><br/>           L4 World of Wonders Prompt: <i>Wrong Turn</i></p> | <p>ISIP AR Comprehension Interventions: 2C, 3A, 3B, 4C, 8B, 8C</p> <p>Timeless Tales Priority Report Lessons:<br/>           Units 1-2: Making Inferences<br/>           Units 3-4: Comprehension: Making Inferences</p> <p>TT2.0 NexLevel Teacher-Directed Lessons:<br/>           L1: Characterization<br/>           L2: History and Culture<br/>           L2: Analyzing Drama<br/>           L2: Point of View<br/>           L3: Analyzing Argument<br/>           L3: Mood<br/>           L5: Advanced Plot Elements Quiz</p> <p>TT2.0 NexLevel: Mosks Unit Plan</p> |

3) Although, the WIDA ELD Standards are not explicitly identified in the materials, there is evidence the program addresses the WIDA ELD standards: Standard 1, Social and instructional Language, Standard 2, The Language of Language Arts, Standard 3, The language of Mathematics, Standard 4, the Language of Science, and Standard 5, The Language of Social Studies. Istation Reading provides exposure to grade-level language and literacy content (PreKindergarten-8<sup>th</sup> Grade). Within each integrated lesson cycle, there are a variety of lessons with specific targeted academic vocabulary, a standard focus, and a language focus.

Highlighted below Istation Reading drive individualized language and literacy instruction for the multilingual learner.

WIDA Standard 1, WIDA Standard 2, and WIDA Standard 4. Amazonia Alert text series helps students learn about the rainforest, deforestation and lifestyle choices they can make to be better stewards of Earth's natural resources.



WIDA Standard 1, WIDA Standard 2, WIDA Standard 3 and WIDA Standard 4. Race for the Moon Article and Activity Sequence helps students learn about key historical and scientific events. In addition to learning key vocabulary students learn about the impact of gravity on weight through a series of calculations.

A page from a reading program titled 'Sputnik and the Space Age'. The page is divided into two columns. The left column contains text and a collage of images related to the Cold War and space exploration. The right column contains text and a large illustration of the Sputnik satellite in orbit around Earth. The page number '12' is in the bottom left corner and '13' is in the bottom right corner.

**Sputnik and the Space Age**

World War II ended in 1945. Shortly after, **tensions** grew between the United States and the Soviet Union. Previously, they were allies during the war. Soon, political differences, dislike, and suspicion **sparked** the **Cold War**. The two superpowers became bitter enemies. Fear of nuclear destruction prevented an active war. However, both nations raced to improve technology and create **superior** weapons.

On October 4, 1957, the Soviet Union leaped ahead. Sputnik was launched into **orbit** around Earth. This beach ball-sized **artificial satellite** weighed less than 200 pounds. Transmitters and antennas on board relayed radio signals to Soviet scientists on the ground. Data was collected on temperatures inside and outside the craft. Information about Earth's atmosphere was also gathered. The **Space Age** had begun. Alarmed Americans feared that the Soviet Union would **conquer** space.

WIDA Standard 1, WIDA Standard 2, WIDA Standard 3 and WIDA Standard 4. Explore Yellowstone helps students learn all about Yellowstone. Students learn to compare details of some of the many formations found throughout the park including geysers, mudpots and hot springs.

| The Ancient Olympics  | The Olympics Today  | The Ancient Olympics  | The Olympics Today  |
|---|---|---|---|
| <p>Thousands of years ago, the Olympic Games began at Olympia in Greece. In 776 BC, the first recorded Olympics had just one event. The competition was a race about 200 yards long called a stade. A cook named Coroebus won. He was history's first Olympic champion.</p> <p>Over the years, more events were added. Longer races accompanied the stade. The pentathlon entered the Olympics. It was a competition consisting of five events. It included running, jumping, wrestling, hurling a discus, and throwing a javelin. Boxing and chariot races also joined the Olympics.</p> <p>The Greeks highly valued the Olympic Games. Champions were awarded crowns of olive leaves. These athletes were often hailed as heroes in their hometowns. Held every four years, the Games continued even during times of war. The 4-year period between Games was known as an Olympiad. Eventually ending in 393 AD, the ancient Games lasted for more than eleven centuries.</p> | <p>During the 1800s, interest in the ancient Games grew. In 1896, the Olympic Games returned. The capital of Greece, Athens, hosted the first Games. Just over a dozen nations participated. More than two hundred athletes competed.</p> <p>Some of the traditional events reappeared at the modern Olympic Games. Track and field and wrestling returned from ancient times. Many new events also were added. Weightlifting, swimming, and gymnastics were included. Since 1996, the list of events has expanded. Athletes compete in martial arts like judo and taekwondo. Team sports, such as volleyball and basketball, likewise have joined the Olympic Games.</p> <p>Worldwide, people still value the Olympic Games. In 1924, the Winter Olympics were launched. The Summer and Winter Games continue to be held every four years. However, during World Wars I and II, the Games were cancelled. Today, the Games draw thousands of athletes from two hundred nations. Each competitor dreams of winning an Olympic gold medal.</p> | <p>Thousands of years ago, the Olympic Games began at Olympia in Greece. In 776 BC, the first recorded Olympics had just one event. The competition was a race about 200 yards long called a stade. A cook named Coroebus won. He was history's first Olympic champion.</p> <p>Over the years, more events were added. Longer races accompanied the stade. The pentathlon entered the Olympics. It was a competition consisting of five events. It included running, jumping, wrestling, hurling a discus, and throwing a javelin. Boxing and chariot races also joined the Olympics.</p> <p>The Greeks highly valued the Olympic Games. Champions were awarded crowns of olive leaves. These athletes were often hailed as heroes in their hometowns. Held every four years, the Games continued even during times of war. The 4-year period between Games was known as an Olympiad. Eventually ending in 393 AD, the ancient Games lasted for more than eleven centuries.</p> | <p>During the 1800s, interest in the ancient Games grew. In 1896, the Olympic Games returned. The capital of Greece, Athens, hosted the first Games. Just over a dozen nations participated. More than two hundred athletes competed.</p> <p>Some of the traditional events reappeared at the modern Olympic Games. Track and field and wrestling returned from ancient times. Many new events also were added. Weightlifting, swimming, and gymnastics were included. Since 1996, the list of events has expanded. Athletes compete in martial arts like judo and taekwondo. Team sports, such as volleyball and basketball, likewise have joined the Olympic Games.</p> <p>Worldwide, people still value the Olympic Games. In 1924, the Winter Olympics were launched. The Summer and Winter Games continue to be held every four years. However, during World Wars I and II, the Games were cancelled. Today, the Games draw thousands of athletes from two hundred nations. Each competitor dreams of winning an Olympic gold medal.</p> |
|    |   |   |   |

## 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.*

- 1) The materials present an opportunity for language learners to engage in various cognitive functions as appropriate for the targeted audience. Istation Reading is designed with embedded scaffolding to differentiate language and literacy instruction. Throughout each lesson cycle, students are exposed to depth of knowledge questions within the following sequence of lesson activities; building background understanding, in-depth small group or whole class introductory discussions, listening comprehension sequence with new unit vocabulary, shared writing activities, targeted genre reading and comprehension questions.

The following Istation Reading example presents an opportunity for language learners to engage in various cognitive functions appropriate for the indicated target student audience. The writing rules is both an online and teacher directed lesson sequence. Students at each grade level are provided resources and ideas to support and organized written response.

*Introduction to Essay Writing*



**Organized Thoughts**  
= Clear and Effective Communication



*Introduction to Essay Writing*



Rate the types of communication according to how often you use them with number one being your favorite.

|                   |                |
|-------------------|----------------|
| instant messaging | e-mailing      |
| phone calling     | texting        |
| Internet posting  | letter writing |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |

*Introduction to Essay Writing*



Rate the types of communication according to how often you use them with number one being your favorite.

|                   |                |
|-------------------|----------------|
| instant messaging | e-mailing      |
| phone calling     | texting        |
| Internet posting  | letter writing |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |

*Introduction to Essay Writing*



**Formal vs. Informal Voice**

Yo, dude! What's the haps?



*Introduction to Essay Writing*



**The Writing Process**




- 2) The opportunities for engaging in higher order thinking are systematically addressed in Istation Reading. Each of lesson cycles provide an instructional focus with clear language and literacy objectives, opportunities for cross-curricular language development across all four language domains.

The example below from an Istation Reading digital lesson plan highlights opportunities for engaging in higher order thinking by carefully determining the main ideas and supporting details within a complex text. Students are encouraged to both ask and answer questions that help determine the author’s purpose for a passage and identify key concepts.

**Ideas**  
**Your Audience:** classmates and teacher  
**Inspirational Ideas:** sports hobbies adventures people places  
**Instructions:** Type your topic in the center section of the web diagram. Then fill in the outer sections of the diagram with details that support your topic.

**Ideas**  
**Topic**  
**Instructions:** Review these topics. Then choose the best topic to write a paragraph about.

- the animal kingdom
- when my dog saved a life
- my dog's favorite food
- the bone my dog buried

**Ideas**  
**Supporting Details**  
**Instructions:** Drag the best supporting details into the bubbles in the web diagram.

**When My Dog Saved a Life**

- Fido likes to chase squirrels
- when Fido showed me there was trouble
- who was in trouble and why
- Fido's favorite toy is a tennis ball
- how Fido saved the kitten
- where Fido sleeps at night

**Ideas**  
**REVIEW**

What information goes in the center bubble of a web organizer?

- A the topic
- B supporting details

### C. Supports for Various Levels of Language Proficiency

- |  |            |    |
|--|------------|----|
| <b>1) Do the materials provide scaffolding supports for students to advance within a proficiency level?</b>              | <b>Yes</b> | No |
| <b>2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?</b> | <b>Yes</b> | No |
| <b>3) Are scaffolding supports presented systematically throughout the materials?</b>                                    | <b>Yes</b> | 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 an English Language Proficiency Level. Istation Reading supports include an instructional focus, a language objective, a vocabulary focus, resources to build background and context for the multilingual learner, paired, guided and independent practice with strategic remediation.

Highlighted below Istation Reading, the student summary data reporting indicates how to support students' advancement within an English Language Proficiency Level:

# Student Summary Handout

[Edit Report](#)
[Save Report](#)
[Print](#)

for **3rd Grade - R**

at George Washington Elementary School - 2017/2018 School Year

**Report Display Options:**

Show Priority Report Details

**Resources for Parent Communication:**

Example Report with Descriptions

[Istation Reading: Cycle Descriptions \(Interactive User's Guide\)](#)

**ISIP™ Early Reading results for Adrian**

**Program Overview**

Current Reading Program Cycle : n/a  
Last Date Used: Mon May 14 2018 02:56:15 PM (-05:00)

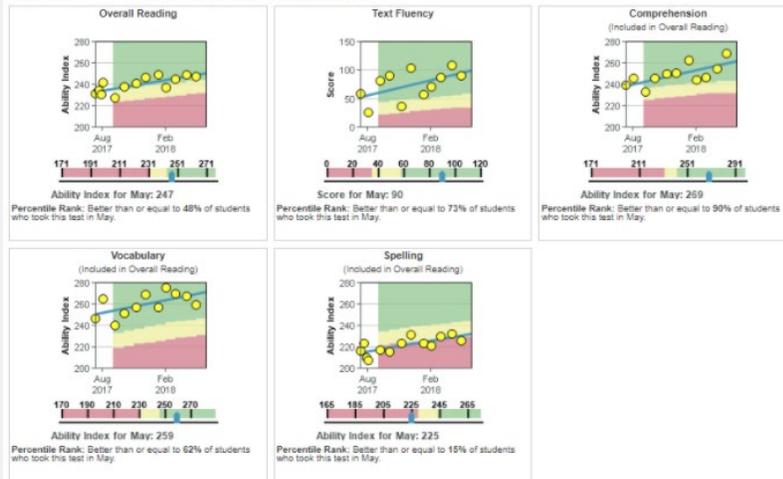
Program Usage (hours): 33  
Lexile Student Measure: 895L

**Istation's Indicators of Progress (ISIP™)**

Results as of the most recent assessment taken (May 1st): The Student Summary Handout Report shows how your student is performing in all the different skill areas on Istation's ISIP assessment. ISIP measures your student's ability in all critical areas of reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: Tier 1: On track to meet grade level expectations.

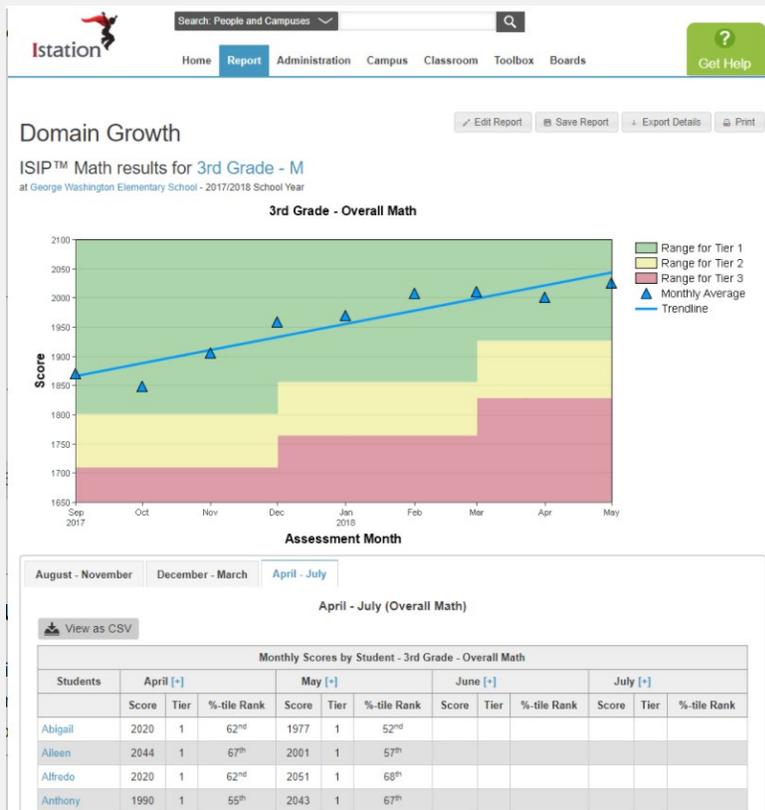
Text Fluency: Tier 1: On track to meet grade level expectations.



**Priority Report Overview (Adrian)**

| Reason Listed on Priority Report             | Status | Date Listed     | Intervention Delivered | Delivered By     |
|--|--------|-----------------|------------------------|------------------|
| Cycle 11: Informational Text Characteristics | ▼      | Mon May 14 2018 | Mon Aug 5 2019         | Sarah Cude       |
| Cycle 11: Multi-syllabic Words               | ▼      | Thu May 3 2018  | Thu Jan 24 2019        | Heather Tennyson |

Highlighted below Istation Reading, the domain growth can be filtered to look at the following key features: phonemic awareness, phonics, genre study, word analysis, vocabulary development, and comprehension.



2) The materials provide scaffolding supports for students to progress from one English language proficiency level to the next. Istation Reading materials are designed with embedded scaffolding to differentiate language and literacy instruction.

The examples highlighted below demonstrate another Istation Reading teacher data report to provide targeted support and remediation:

Priority Report - Student Intervention History

for **Adrian**  
at George Washington Elementary School

Print School Year:  2018/2019  2017/2018  2016/2017

School Year 2018/2019

| Reason  | Priority Status                  | Alert First Listed            | Alert Acknowledged |
|---|----------------------------------|-------------------------------|--------------------|
| ISIP Advanced Reading: Vocabulary   | View Report                      | Tue Sep 4 2018                |                    |
| <b>Recommended Teacher Directed Lesson:</b><br>Vocabulary - ISIP Advanced Reading Teacher Directed Interventions    | <a href="#">Resource Details</a> |                               |                    |
| No intervention notes recorded.   |                                  |                               |                    |
| <a href="#">Add Intervention Note</a>   |                                  |                               |                    |
| ISIP Advanced Reading: Word Analysis  | View Report                      | Tue Sep 4 2018                |                    |
| <b>Recommended Teacher Directed Lesson:</b><br>Word Analysis - ISIP Advanced Reading Teacher Directed Interventions | <a href="#">Resource Details</a> |                               |                    |
| No intervention notes recorded.   |                                  |                               |                    |
| <a href="#">Add Intervention Note</a>   |                                  |                               |                    |
| Cycle 9: Read with Meaning  | View Report                      | Tue Sep 4 2018                |                    |
| <b>Recommended Teacher Directed Lesson:</b><br>Cycle 9, Lesson 28: Reading for Meaning                              | <a href="#">Resource Details</a> | <a href="#">Download File</a> |                    |
| No intervention notes recorded.   |                                  |                               |                    |
| <a href="#">Add Intervention Note</a>   |                                  |                               |                    |

### About This Report

A Student Intervention History of identified skill weaknesses and interventions is retained and can be updated to reflect new interventions.

- Additional notes can be added by pressing **Add Intervention Note**, typing in the space provided, and then pressing **Submit** to save.
- This report offers the ability to include intervention from any source. Teacher Directed Lessons are also accessible from this report.
- A history of weaknesses and interventions from year to year is available. Interventions for previous school years can be accessed by expanding the selected year.

- 3) The scaffolding supports are presented systematically throughout Istation Reading. The introduction to each unit provides engaging video sequence to support context for the new learning, incorporates academic language and targets content-specific vocabulary. Each teacher-guided or on-screen student self-directed activity scaffolds context with assistance through visual supports, modeling, and cultural contextual connections.

The example provided illustrate the scaffolded support presented through Istation Reading. The following text sequence example models how to identify a fact from opinion. Students are provided with the opportunity to decide if a statement is a fact or an opinion with help from a reference guide. Students are encouraged to evaluate specific language within the text to identify factual language and opinion statements.

**Fact  
and  
Opinion**



The tallest building in the world is in Dubai.

True
False

Reference Guide

| Building     | Location | Height |
|--------------|----------|--------|
| Burj Khalifa | Dubai    | 828 m  |
| CN Tower     | Toronto  | 553 m  |
| Willis Tower | Chicago  | 527 m  |
| Eiffel Tower | Paris    | 324 m  |

### The First Divers

Where did diving start? Long before the invention of SCUBA, diving began with simple needs like food and money. At times, diving was also used for fighting an enemy during war.

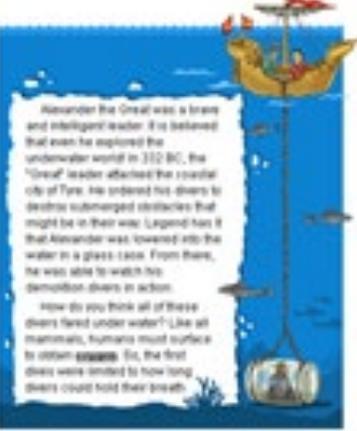
In the 12th century BC, Trojans protected themselves with a few diving tricks. Diving under invading Greek ships, they drilled holes to sink their enemy. They also stretched ropes attached to anchors, causing the enemy ships to drift away.

By the year 1000 BC, diving was big business! Fishermen would ~~go~~ plunge 100 feet down to gather sponges from the seafloor. The loads of marine invertebrates would then be sold at markets.



Alexander the Great was a brave and intelligent leader. It is believed that even he explored the underwater world in 332 BC, the "Great" leader attacked the coastal city of Tyre. He ordered his divers to destroy submerged obstacles that might be in their way. Legend has it that Alexander was lowered into the water in a glass case. From there, he was able to watch his demolition divers in action.

How do you think all of these divers fared under water? Like all mammals, humans must surface to obtain ~~oxygen~~ oxygen. So, the first divers were limited to how long they could hold their breath.



#### 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) Linguistically and developmentally appropriate grade-level content is present in the Istation Reading materials. Opportunities for thematic reading, listening comprehension components, grammar, and vocabulary development ensure the students make personal connections with the content, new academic vocabulary, and concepts.

The example below the linguistically and developmentally appropriate grade-level content present in Istation Reading. The following word choice sequence supports students language development across all four language domains and helps students to identify word choice in a written text and when students are constructing their own writing.



**Word Choice**



**Word Choice**

Word **choice** is the use of descriptive nouns, adjectives, verbs, or adverbs to paint a picture in the reader's mind of what the writer is trying to say.



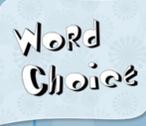
**Word Choice**

### Sensory Details

|  |   |
|--|---|
|  | The colorful sunset glowed over the golden beach.                           |
|  | The smoky, spicy scent of beef reminded her of her family's barbecues.      |
|  | The puppy's soft fur felt smooth and silky.                                 |
|  | The strawberry was so ripe that its sweet juiciness melted in my mouth.     |
|  | The screeching of his clarinet made my ears ring and buzz at the same time. |

**Sensory Bank**

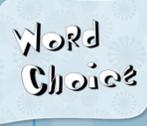
sight   hearing   smell   taste   touch




### Improving Sensory Details

Yesterday was the first time that I had to stand in front of **people** to present a project. I **shook** slightly. My project's poster was **big**, so I hung it up **slowly**. I thought about what would happen if it **fell** onto the floor. That was a **bad** possibility that I wanted to avoid.

|            |   |
|------------|---|
| Nouns      | <b>babies</b> classmates vision classroom       |
| Adjectives | tiny <b>gigantic</b> brave horrible             |
| Verbs      | trembled daydreamed <b>challenged</b> crashed   |
| Adverbs    | carefully mysteriously <b>absolutely</b> softly |




Click on one of the three pictures and write a paragraph focusing on higher-level word choices. Focus on vivid nouns, verbs, adjectives, and adverbs; as well as words that appeal to a reader's sense of sight, sound, smell, taste, and touch.










**Instructions**  
Write a paragraph about the picture that focuses on higher-level word choices. Focus on vivid nouns, verbs, adjectives, and adverbs; as well as words that appeal to a reader's sense of sight, hearing, smell, taste, and touch.

- 2) The grade-level content in Istation Reading is accessible for the targeted levels of language proficiency. The grade level content is scaffolded with supports at each of the identified English Language Proficiency level to help students build critical thinking skills. The word choice sequence presented above highlights the linguistically and developmentally appropriate grade level content present in Istation Reading. The scaffolds within this sequence support multilingual learners. Additionally the following support scaffolds are available throughout the program; instructional video sequences, graphic instructional tool, frequent comprehension checks, audio playback features to support listening comprehension, word analysis and vocabulary support, multimedia supports, and text annotation features.

3) The grade-level content in Istation Reading is presented systematically through the grade-level scope and sequence. Istation Reading is designed to provide research-based resources and teaching strategies to support the multilingual student achieve success with social and academic English. The resources appeal to a variety of learning styles, supporting students by providing engaging content, opportunities for student voice and choice through the end-of-unit discussion and project protocol.

The example sequence below highlights the grade-level content resources present in Istation Reading.

**Sentence Starters**

Drag the correct sentence starter that answers what? when? where? why? or how? from the sentence starter bank into the sentence.

The what ninja explored our neighborhood.

When, the ninja was out and about looking for something to do.

Where, the ninja read some of our comic books.

Why, the ninja left our tree house before dawn.

How, the ninja put our comic books back on a shelf before leaving.

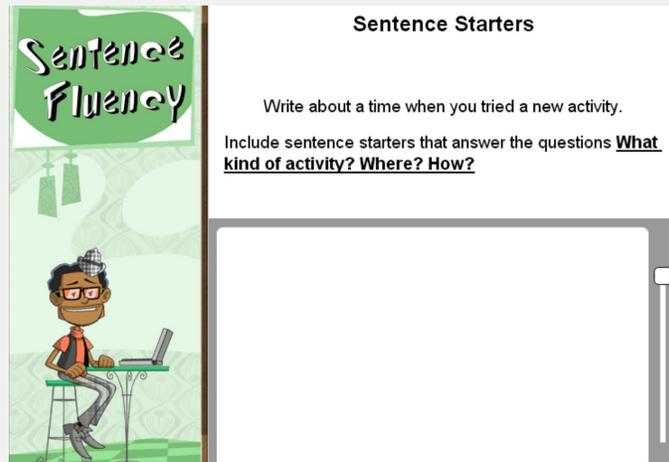
| Sentence Starter Bank |                           |
|-----------------------|---------------------------|
| In our tree house     | Yesterday evening         |
| Curious               | In order to be mysterious |
| Carefully             | On the other hand         |

**Conjunctions**

Use the conjunction and to join two ideas together.  
**I hugged the puppy, and I gave it a chew toy.**

Use the conjunction but to join two opposing ideas.  
**I tasted the sushi, but I do not want to ever taste it again.**

Use the conjunction or to show that only one possibility in the sentence can occur.  
**I can wash the dishes tonight, or I can wash them tomorrow morning.**



## E. Strands of Model Performance Indicators

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

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

- 1) Istation Reading provides a range of language functions. Examples of language functions found throughout the program includes; *list, identify, classify, state, restates, describe, explain, argue, and justify.*

The example provided illustrate the scaffolded support presented through Istation Reading. The following text sequence example models how to identify a fact from opinion. Students are provided with the opportunity to decide and justify if a statement is a fact or an opinion with help from a reference guide. Students are encouraged to evaluate specific language within the text to identify factual language and opinion statements.

**Fact and Opinion**

The tallest building in the world is in Dubai.

True False

Reference Guide

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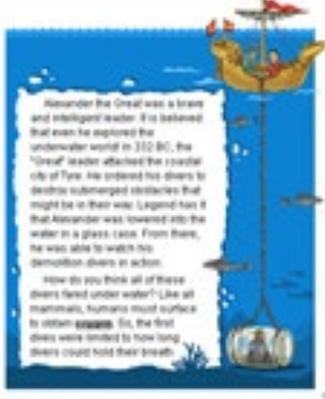
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How do you think all of these divers fared under water? Like all mammals, humans must surface to obtain oxygen. So, the first divers were limited to how long divers could hold their breath.



**Supporting Responses with Text Evidence**

Dragonflies have special qualities that make them expert hunters. Their large eyes can see in different directions at once. Their slim bodies are built for speed. Some dragonflies can fly up to 38 miles per hour. Nimble wings allow them to steer quickly in any direction. They also allow them to hover like a helicopter for long periods. Six spine-covered legs can grip struggling prey. All these special qualities are natural built-in tools for hunting.

Which statement below supports the idea that a dragonfly's wings help make it an expert hunter?

A) Their wings are see-through, delicate, and shiny like glass.  
 B) Because they have four wings, they can carry twice their weight.  
 C) Six spine-covered legs can grip struggling prey, even when flying.  
 D) Their wings help them steer quickly and hover for long periods.



2) Language functions are incorporated into lesson-cycle goals throughout IStation Reading. Each integrated lesson cycle provides activities that integrate all four language domains: listening, speaking, reading and writing.

Highlighted below Istation Reading teacher-directed, comprehension reteaching activity. Students recount orally the key events in the story using a graphic organizational tool and pictures:

|  |  |
|--|--|
| <b>Materials</b> <ul style="list-style-type: none"> <li>• highlighter</li> <li>• scissors</li> <li>• baggies</li> <li>• Student Pages 1, 2, 3</li> </ul> | <b>ESL Modifications</b> <ul style="list-style-type: none"> <li>• Students can draw pictures on the graphic organizer instead of writing sentences.</li> <li>• Provide small objects such as blocks for students to use to demonstrate sequencing signal words.</li> </ul> |
|--|--|

**Teach**

- Distribute the passage "A Beach Vacation," Student Page 1. **We are going to read a selection about a girl named Ariel who is going to the beach for the first time. Has anyone ever been to the beach?** Allow students to respond and, if necessary, show pictures of a beach to build background knowledge. Then, say: **Let's read the selection to learn about Ariel's trip.**
- Read the passage aloud or chorally, stopping after each paragraph for a quick comprehension discussion.
- After paragraph 1:
  - **What do we know from the text so far about Ariel?** (*She lives in the city and is traveling in a car to the ocean. She seems excited about seeing the ocean for the first time.*)
- **I also see the word *landscape* in bold print. When I break this word into parts, I see the word *land*, which tells me that this word has to do with the way the land looks. The sentence also gives me a clue when it says that it was different from the city landscape she was used to seeing. So, I think that landscape means the way the land looks.**
- **What is another way the word *landscape* is sometimes used?**
- After paragraph 2:
  - **How does Ariel feel about her vacation so far?** (*She is excited and happy.*)
  - **What in the text supports your answer?**
- After paragraph 4:
  - **I see two more words in bold print in this paragraph. The first word is *reluctantly*. Let's use context clues to try to figure out what this word means.**
  - If necessary, use the following to guide students: **The text says that Ariel *reluctantly* walked back to the house to help. Since Ariel was having so much fun earlier, and she had to leave to do something that wasn't very fun, like unpacking, I think that *reluctantly* means that she really didn't want to do it, but she knew she had to.**
  - **The second word is *uncontrollably*. This word has a prefix and a suffix.**

3) The language functions support the progression of language development throughout Istation Reading. The materials provide scaffolding supports for students to progress from one English language proficiency level to the next. Istation Reading individualized instruction is designed with embedded scaffolding to support the progression of language development in Kindergarten-8<sup>th</sup> Grade

The examples highlighted below in Virtual World highlight a passage about Winston Churchill. Students read one of Winston Churchill's speeches and identify how repetition can be used as a writing technique to persuade others. In this scaffolded activity sequence students are provided exposure to grade-level appropriate content with language and literacy scaffolds to ensure success. The following language functions; *identify, distinguish, describe, justify, argue and explain* support the progression of language development throughout this activity sequence.

The screenshot shows a software interface with a dark background. In the top left, there is a blue icon of a graduation cap. Below it, a white box contains the text: "REPETITION – when a writer or speaker repeats certain words or phrases to add emphasis or impact or draw attention to an idea". To the right of this box is a download icon. The main area features a video player with a white text overlay. The text in the overlay reads: "Winston Churchill's 1940 'We Shall Fight on the Beaches'" followed by "An Interpretive Reading". The main text of the speech is displayed below, with several words in bold: **tracts**, **odious apparatus**, **flag**, and **subjugated**. The video player controls at the bottom include a progress bar, the name "Amy Browning", "Elapsed Time: 16:03", volume and zoom controls (5x, 1x, 2x, 4x, 8x), a pause button, and a stop button.