



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**





## 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

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## PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Waterford Early Learning

Publisher: Waterford.org

Materials/Program to be Reviewed: Online Program, Classroom Resources, Digital Dashboard

Tools of Instruction included in this review: Student PreK-2 Online Program, Teacher Portal, and Classroom Support Resources

Intended Teacher Audiences: Educators PreK-2 and Classroom administrators, district administrators, and families

Intended Student Audiences: Students PreK-2, English Language Learners, Early Readers Support, Early Math and Science Support

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

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).  
Social and Instructional Language, the Language of Language Arts, Mathematics, Social Studies and Science

WIDA Language Proficiency Levels included:

English language proficiency levels; *Entering-Bridging*

Although the WIDA Proficiency levels are not specifically mentioned, Waterford Early Learning identifies the following language levels; emerging and developing-proficient, differentiating supports based on the students individualized learning pathway.

Most Recently Published Edition or Website:

<https://www.waterford.org/>

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

Waterford Early Learning is an engaging language and literacy software program built for the PreK-2<sup>nd</sup>

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grade student. The Waterford Early Learning personalized learning software accelerates language learning with a specialized focus on the five essential components of reading; building academic vocabulary development contextualized in English Language Arts, Math, Science and Social Studies. Waterford Early Learning provides strategic home language resources and embedded first language Spanish support.

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## **PRIME Part 2: Correlate Your Materials**

### **1. Asset-Based Philosophy**

#### **A. Representation of Student Assets and Contributions**

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

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

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

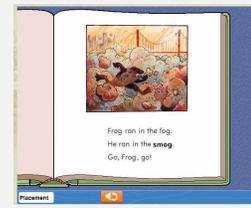
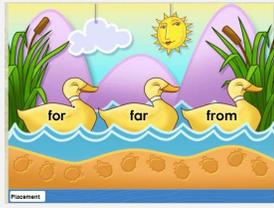
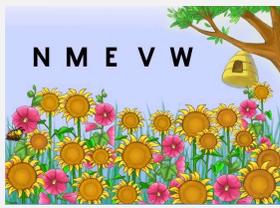
- 1) Waterford Early Learning adaptive instruction connects student’s background, personal experiences, culture and academic knowledge through a wide variety of online activities and teacher-directed support resources. Students assets and contributions are considered in the materials to ensure students connect to the content and skills being taught. Oracy skills are addressed through a learning narrative that relates to the Waterford student with age-appropriate topics and content. Child actors are utilized throughout the program to provide students with a model speaker. The Waterford programs use a diverse array of engaging animated characters and video personalities. All personalities model a growth mindset, presenting literacy, mathematics, and science as subjects where language discovery is encouraged. See an example of the Waterford Early Learning Student Placement Screen highlighting a student centric approach to language learning:



Student	Word Comprehension	Reading	Phonological Awareness	Oral Language & Language Comprehension	Writing
ANNE ALEXANDER	11 Aug 2019	90.1	90.1	90.1	90.1
ANNE ALEXANDER	12 Aug 2019	90.2	90.1	90.2	90.1
ANNE ALEXANDER	13 Aug 2019	90.3	90.1	90.3	90.1
ANNE ALEXANDER	14 Aug 2019	90.4	90.1	90.4	90.1
ANNE ALEXANDER	15 Aug 2019	90.5	90.1	90.5	90.1
ANNE ALEXANDER	16 Aug 2019	90.6	90.1	90.6	90.1
ANNE ALEXANDER	17 Aug 2019	90.7	90.1	90.7	90.1
ANNE ALEXANDER	18 Aug 2019	90.8	90.1	90.8	90.1
ANNE ALEXANDER	19 Aug 2019	90.9	90.1	90.9	90.1
ANNE ALEXANDER	20 Aug 2019	91.0	90.1	91.0	90.1
ANNE ALEXANDER	21 Aug 2019	91.1	90.1	91.1	90.1
ANNE ALEXANDER	22 Aug 2019	91.2	90.1	91.2	90.1
ANNE ALEXANDER	23 Aug 2019	91.3	90.1	91.3	90.1
ANNE ALEXANDER	24 Aug 2019	91.4	90.1	91.4	90.1
ANNE ALEXANDER	25 Aug 2019	91.5	90.1	91.5	90.1
ANNE ALEXANDER	26 Aug 2019	91.6	90.1	91.6	90.1
ANNE ALEXANDER	27 Aug 2019	91.7	90.1	91.7	90.1
ANNE ALEXANDER	28 Aug 2019	91.8	90.1	91.8	90.1
ANNE ALEXANDER	29 Aug 2019	91.9	90.1	91.9	90.1
ANNE ALEXANDER	30 Aug 2019	92.0	90.1	92.0	90.1

Waterford Placement Report; highlights student performance on each of the instructional strands

The following are screen shots highlighting some of the alphabetic principle and leveled decoding skills in Waterford Early Reading program. Student's performance on these placement test items will determine the types of adaptive activities assigned in a student's personalized learning experience:



Waterford Early Learning provides preK-2 students with over 8,000 interactive activities to assess student knowledge, introduce and review concepts and provide engaging opportunities to practice what they have learned. The multimodal learning approach encourages students to use auditory, visual, and kinesthetic learning in each online activity. The following screen shots from the Waterford Manager highlight the curriculum scope and sequence, alignment to the standards, type of instructional activity, and instructional strand:

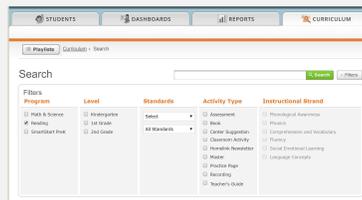


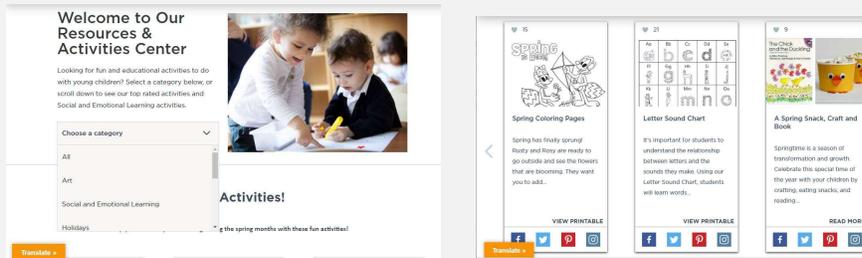
Table	Code	Activity Type	Level	File Type
A Self-Check		Book	05Y1	English •
A Story in the Snow		Book	05Y1	English •
A Story in the Sun		Book	05Y1	English •
A Story in the Sky		Book	05Y1	English •
All in the Same Path		Book	05Y1	English •
All the Earth, Like Heaven		Book	05Y1	English •
All the Earth, Like Heaven		Book	05Y1	English •
Animals Day		Book	05Y1	English •
Animals Day		Book	05Y1	English •
Animals Day		Book	05Y1	English •

2) Students assets and contributions are considered systematically throughout the Waterford Early Learning program. Activities that present opportunities for students to connect to content and share their personal experiences are located throughout the online program and teacher-directed in classroom extension lessons. The multimodal learning activities in Waterford Early Learning encourage all students to use visual, auditory and kinesthetic learning. Waterford Early Learning activities include both linguistic and cultural connections. From writing your own name in the extension and online activities to hear your own voice, Waterford Early Learning programming connects with the intrinsically motivating experience every student learner has. Waterford activities addresses the student context and experiences by using real and diverse actors, real-world situations, and academic setting appropriate for the PreK- 2<sup>nd</sup> grade age group. The classroom supported activities and student extension activities utilize a variety of personal expression activities that can be practiced using home language with a peer or parent.

The Waterford Upstart program provides an extension of classroom learning to the home and community. The Waterford Upstart program is geared to the 4-year old student to access educational content and activities in the home. The adaptive early learning software provides personalized learning pathways and extension activities to prepare early learners for a successful transition to Kindergarten.

Waterford UPSTART is an implementation model that wraps intense family support around the Waterford Early Learning curriculum. Family Education Liaisons support families through in-person orientation and graduation meetings, weekly phone calls, and emails. These liaisons communicate with families in their language of choice.

Families are also provided with printable materials (available in English and Spanish). These materials support social emotional development, literacy, and math skills. The workbook provided gives families hours of offline, fun learning ideas. The screen shots below highlight the language and early literacy components of the Waterford Upstart program, utilized by many families that would otherwise have limited access to pre-kindergarten programming:



## 2. Academic Language

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

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

1) Do the materials address language features at the discourse Yes No

dimension in a consistent manner for all identified proficiency levels?

- 2) Are the language features at the discourse dimension addressed systematically throughout the materials? Yes No

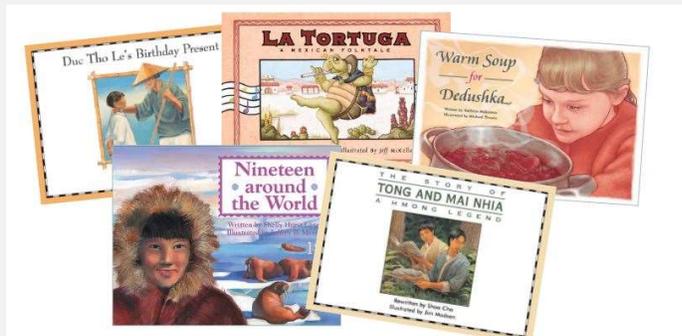
*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

- 1) Waterford Early Learning addresses language function features at the discourse dimension in the speaking and listening preK-2<sup>nd</sup> grade activities and through additional teacher-supported classroom extension resources. Waterford Early Learning language and content lessons are presented in a contextual narrative with supported animation and videos with student characters that relate to real-world interactions. The characters interact with each other to provide authentic verbal and nonverbal cues to increase contextual comprehension. Beginning conversational practice lessons focus on student school readiness with conversational phrases like “what is the date today?” “what month is it” “how’s the weather?” More advanced conversational phrases include a focus on the language of math; “If today is the 26<sup>th</sup>, what is the date tomorrow?” or “what was the date yesterday” See examples from language lesson on features of the calendar:

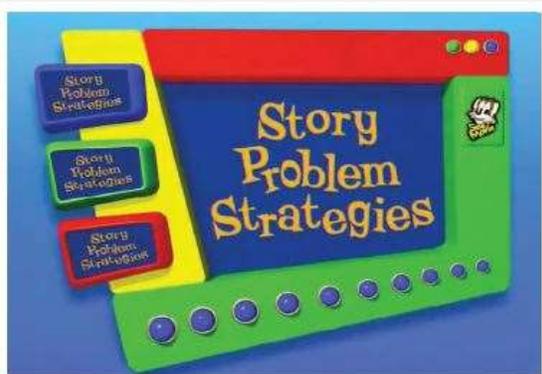


- 2) Opportunities for Waterford Early Learning students to practice discourse are presented systematically throughout the program. The online program presents listening, speaking, and reading lessons that include academic and school-readiness practices. Each activity is leveled and aligned to the individual student experience. All activities are interactive and include audio and visual supports to help reinforce new skills and concepts. Each of the Waterford Reading, Math and Science activities reflect specific skills to better understand what the student is learning and where additional intervention or support may be required beyond their online practice. All Waterford Reading skills are divided by level and then branched so that student’s online experiences are connected through common themes of learning. There are introductory levels of linguistic complexity appropriate for both the students age and language level. Waterford

includes an interactive supported video sequence, a mini-comprehension assessment based on the new learning, and an interactive vocabulary builder. Waterford Early Learning programming supports the student context and experiences by using real and diverse actors, real-world situations, and academic setting related to the targeted age group. See examples of some of the Waterford songs, stories, and poems utilized to reflect a wide variety of interests and cultures:



The examples provided below highlights additional opportunities for students to listen to discourse level cross-curricular Mathematics concept and create responses using the strategies outlined in the program:



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

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

3) Are the language features at the sentence dimension addressed systematically throughout the materials?

Yes No

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

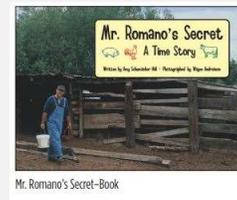
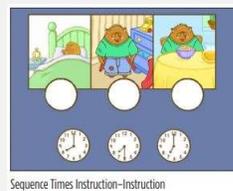
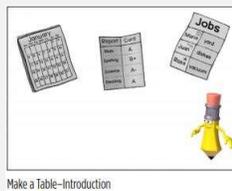
- 1) Waterford Early Learning provides a variety of cross-curricular opportunities for language practice at the sentence level. The PreK- 2<sup>nd</sup> grade early language and literacy content provides students opportunities to work with new concepts, vocabulary and skills at the sentence level. The listening comprehension activities provide students opportunities to watch authentic interactions between peers. Waterford Early Learning students interpret the conversations, songs and read-alouds demonstrating understanding through a series of connected assessment questions. Speaking, listening, reading and writing activities in the program focus on language acquisition at the phrase and sentence level alongside building content-specific academic skills. The Waterford Reading program example included below highlights an individualized student pathway with vocabulary development at the sentence level. The audio button provides Waterford Early Learning students support and provides opportunities to listen to current syntax in context, internalize language rules and patterns, and practice oracy by recording themselves and comparing the recording to previous audio recording they have created:



- 2) Waterford Early Learning sentence dimension language features are both leveled and appropriate for English Language Proficiency levels: *entering to bridging*. All Waterford Early Learning activities are scaffolded with a variety of instructional supports and tools including opportunities to engage with the classroom teacher for additional support. Within each individualized student pathway there is a variety of video sequences or animated activities that provide students the following supports: audio, supported text for new vocabulary, and opportunities to revisit recently taught skills. Waterford Early Learning is audio supported with both peer student modeling. Additionally, students create recordings of themselves reading texts. Waterford Early Learning students can then listen to themselves, compare, and practice corrections. Additional classroom extension resources are available to support the advanced learner, the English language learner and the struggling reader. The images below highlight the read and record feature with an adaptive and predictable text:



- 2) Language features at the sentence dimension are addressed systematically throughout the Waterford Early Learning program. Each literacy, math, science or social studies activity includes the following sequence; an interactive direct instruction, practice and review. Each of the Waterford Early Learning lessons can be extended beyond the students individualized on-screen instruction to supported classroom activities in a whole or small group setting. View components of an individualized student learning pathway:



Waterford Early Learning lessons have at least five different activity types for students including songs and poetry. Many new PreK-2 core-content concepts are introduced in a musical context providing students with a fun and engaging way to recall new information at a sentence dimension level.

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

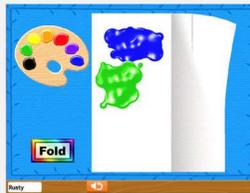
- |  |            |    |
|--|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context?   | <u>Yes</u> | No |
| 3) Is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

for the targeted proficiency levels?

- 4) Is the general, specific, and technical<sup>2</sup> language systematically presented throughout the materials? Yes No

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

- 1) Waterford Early Learning addresses language features at the word/phrase dimensions in a consistent manner for all language proficiency levels. Each new lesson has at least five different activity components; song or interactive video to introduce a new concept, an introduction to provide a framework for the lesson and help inform the PreK-2<sup>nd</sup> grade student as to what they will be accomplishing in the lesson, explicit and direct instruction with scaffolded support, guided practice, individualized practice and assessment. Waterford Early Learning students are taught vocabulary through interactive videos, cartoon sequences, pictures, and audio files. Concept vocabulary is repeated in multiple contexts in various activities, which provides students with a rich language experience and deepens comprehension. Example below highlights how students learn new key vocabulary as applied to the new math concept and academic vocabulary word *symmetry*. The concept of *symmetry* was taught across multiple content areas:



- 2) Words, expressions, and phrases are represented in context. For the entering PreK-2<sup>nd</sup> grade English language proficiency student the context may be an illustration or picture. The entering and beginning students may be provided with the new target concept introduced through animation, video or song. The screen shot captures an academic vocabulary and grammar lesson:

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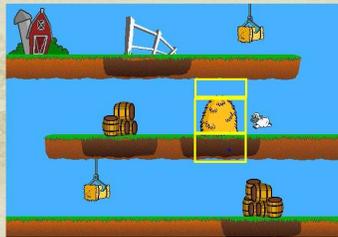
<sup>2</sup>General language refers to words or expressions not typically associated with a specific content area (e.g., describe a book).

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

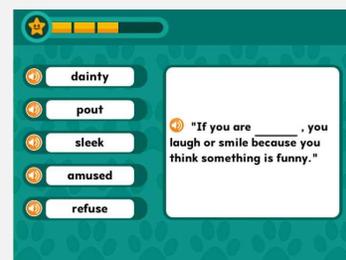
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.



Developing and Expanding Waterford Early Learning students encounter vocabulary in the context of a read-aloud such as this lesson sequence on prepositional phrases: *above, under, in, on, and around*:



- 3) The general, specific, and technical language are grade-level appropriate and made accessible for all targeted English proficiency levels with embedded scaffolds and supports. Waterford Early Learning supports include animation or video sequences, graphic and pictorial supports, peer models, first language scaffold available in Spanish, and audio. Waterford Early Learning classroom extension supports continue to individualize the learning by providing educators instructional ideas to incorporate cooperative learning, think-pair-share-write partners, kinesthetic connections to the new vocabulary. The following sequence is a series of front-loaded vocabulary to help students better understand the read-aloud text:



- 4) The general, specific, and technical language is systematically presented throughout the Waterford Early Learning program. Each new lesson provides students exposure to both high frequency words and/or content specific vocabulary in multiple contexts. Academic vocabulary is divided into several categories that provide educators with instructional data to support student

with reinforced concepts:

- Alphabetic principle concepts
- phonically accessible vocabulary or uncommon phonics
- phonically accessible vocabulary or uncommon phonics (revisited and reinforced)
- content vocabulary
- content vocabulary (revisited and reinforced through assessment)

The following Waterford Curriculum Maps highlight learning targets for the Pre-Reading Student, the Basic Reading Student, and the Fluent Reading student. In addition to the learning objectives, Waterford curriculum skills maps highlight the specific vocabulary addressed alongside the content concept or skill:

*Curriculum: WATERFORD READING*  
*Placement:* Students begin Waterford Reading with an assessment and are placed at a reading level within the sequence based on their performance.

OVERVIEW	PRE-READING	BASIC READING	FLUENT READING
<b>WATERFORD READING</b>			
<b>PHONICS</b> Systematically presents letter-sound relationships and decoding skills to help students break the reading code.	<ul style="list-style-type: none"> <li>• Spell child's name</li> <li>• Recognize A through Z</li> <li>• Recognize a through z</li> <li>• Learn all letter sounds and 20 power words to read 10 leveled readers</li> </ul>	<ul style="list-style-type: none"> <li>• Learn common spelling pattern(s) for all 44 sounds in English</li> <li>• Learn 160 power words</li> <li>• Read leveled readers</li> <li>• Begin reading with fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Learn more complex spelling patterns</li> <li>• Learn 94 power words</li> <li>• Read leveled readers</li> <li>• Practice automatic word recognition</li> </ul>
<b>COMPREHENSION &amp; VOCABULARY</b> Develops vocabulary and critical thinking skills through rich reading experiences.	<ul style="list-style-type: none"> <li>• Read along and understand nursery rhymes</li> <li>• Read along and understand alliterative books</li> <li>• Read along and understand Read-along books</li> <li>• Learn 308 target vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>• Read along and understand Traditional Tales</li> <li>• Learn 78 target vocabulary words</li> <li>• Learn common word structure as clues to the meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>• Read along and understand Read-along books</li> <li>• Learn 262 target vocabulary words</li> </ul>
<b>LANGUAGE CONCEPTS</b> Builds knowledge of written language (from print concepts to basic grammar and the writing process).	<ul style="list-style-type: none"> <li>• Understand print (left-to-right, letters, pictures, words, text)</li> <li>• Develop understanding of parts of speech and sentence structure</li> <li>• Learn about the writing process through drawing, dictating, and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn basic grammar concepts, such as sentences, capitalization, and punctuation</li> <li>• Learn about the writing process through different types of text</li> </ul>	<ul style="list-style-type: none"> <li>• Learn parts of speech (such as nouns, verbs, and adjectives) and parts of words (such as prefixes and suffixes)</li> <li>• Learn about the writing process (such as prewriting, drafting, revising, and editing)</li> </ul>
<b>FLUENCY</b> Develops the ability to read text accurately, automatically, and with expression and correct phrasing.		<ul style="list-style-type: none"> <li>• Build oral reading expression</li> <li>• Build oral reading speed</li> </ul>	<ul style="list-style-type: none"> <li>• Build oral reading expression</li> <li>• Build reading speed to 90 words per minute</li> </ul>
<b>PHONOLOGICAL AWARENESS</b> Develops awareness of the sounds of language including syllables, rhyming and the individual sounds in words.	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Match rhyming words</li> <li>• Identify the number of syllables in words</li> <li>• Identify initial and final sounds in words</li> <li>• Break words into individual sounds (cat to /k/ /a/ /t/)</li> <li>• Blend individual sounds into words (/k/ /a/ /t/ to cat)</li> <li>• Change a sound in a word to make a new word (cat to bat)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify initial and final sounds in words</li> <li>• Break words into individual sounds (cat to /k/ /a/ /t/)</li> <li>• Blend individual sounds into words (/k/ /a/ /t/ to cat)</li> <li>• Change a sound in a word to make a new word (cat to bat)</li> </ul>	

Curriculum: WATERFORD MATH & SCIENCE

Placement: Students begin Waterford Math & Science with an assessment and are placed at a math level within the sequence based on their performance.

OVERVIEW	PRE-MATH & SCIENCE	BASIC MATH & SCIENCE	FLUENT MATH & SCIENCE
<b>MATH SKILLS</b>			
<b>NUMBERS &amp; OPERATIONS</b> Teaches number recognition, place value, counting, and arithmetic computation.	<ul style="list-style-type: none"> <li>Recognize, order, and write numbers 0 through 20</li> <li>Order, count, and sequence numbers to 100 by ones and tens</li> <li>Use strategies to compare group size (more than, less than, or equal to)</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, and count numbers up to 100</li> <li>Learn place value of 2-digit numbers, including 2-digit number comparison</li> <li>Learn and use keypad</li> <li>Skip counting</li> <li>Explore patterns and sequences of numbers</li> </ul>	<ul style="list-style-type: none"> <li>Understand odd and even numbers</li> <li>Understand place value of 3-digit numbers, including comparison of two 3-digit numbers</li> <li>Use advanced skip counting</li> <li>Understand patterns and sequences of numbers</li> <li>Introduce rounding to tens</li> </ul>
<b>OPERATIONS &amp; ALGEBRAIC THINKING</b> Teaches arithmetic computation.	<ul style="list-style-type: none"> <li>Use objects, drawing, etc., to represent addition and subtraction</li> <li>Add and subtract within 10, including solving word problems</li> <li>Fluently add and subtract within 5</li> <li>Introduce place value of 2-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems up to 20</li> <li>Apply commutative and associative properties of addition</li> <li>Understand the relations between addition and subtraction</li> <li>Solve addition and subtraction problems within 20</li> <li>Fluently add and subtract within 10</li> <li>Add 2-digit and 1-digit numbers with and without regrouping</li> <li>Add three 1-digit numbers</li> <li>Subtract 2-digit numbers with regrouping</li> </ul>	<ul style="list-style-type: none"> <li>Solve word problems within 100</li> <li>Fluently add 2-digit numbers</li> <li>Use repeated addition as a strategy to introduce multiplication</li> <li>Add three 2-digit numbers with regrouping</li> <li>Subtract 3-digit numbers with regrouping</li> <li>Fluently add and subtract 3-digit numbers without regrouping</li> <li>Explain addition and subtraction strategies</li> <li>Understand beginning division</li> </ul>
<b>MEASUREMENT &amp; DATA</b> Develops a foundational understanding of measurement, time, and money. Prepares students to analyze data.	<ul style="list-style-type: none"> <li>Compare, classify, and describe measurable attributes of objects</li> <li>Use digital and analog clocks to tell time to the hour</li> <li>Identify coins and their value</li> </ul>	<ul style="list-style-type: none"> <li>Use digital and analog clocks to tell time to the half-hour</li> <li>Use nonstandard units to measure length</li> <li>Represent data through tally marks, graphs, and Venn diagrams</li> <li>Identify sums of money and coin value</li> </ul>	<ul style="list-style-type: none"> <li>Measure and estimate using standard units of length</li> <li>Use number lines to represent whole numbers</li> <li>Use digital and analog clocks to tell time to the minute</li> <li>Solve word problems using money</li> <li>Represent data through picture graphs, and bar graphs</li> </ul>
<b>GEOMETRY</b> Teaches properties of shapes, positioning, and the identification of parts of regions or groups.	<ul style="list-style-type: none"> <li>Identify basic shapes regardless of their orientation and environment</li> <li>Create composite shapes</li> <li>Learn about shape positioning</li> <li>Understand similarities and differences in 2- and 3-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>Partition shapes and describe their parts</li> <li>Create composite shapes</li> <li>Learn to use positioning terms</li> <li>Identify the line of symmetry and create symmetrical figures</li> </ul>	<ul style="list-style-type: none"> <li>Partition shapes into equal parts (up to 1/12)</li> <li>Find the perimeter of shapes</li> <li>Learn to identify similar figures</li> </ul>

### 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?   | <u>Yes</u> No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> No |
| 3) Is differentiation of language systematically addressed throughout the materials?   | <u>Yes</u> No |

*Justification: Provide examples from materials as evidence to support each “yes” response for*

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*this section. Provide descriptions, not just page numbers.*

- 1)** Although the WIDA Proficiency levels are not specifically mentioned, Waterford Early Learning identifies the following language levels; emerging and developing-proficient, differentiating supports based on the students individualized learning pathway. The Waterford Early Learning program focuses on personalized learning by providing an individual trajectory of activities based on student's on-going performance. The Waterford Early Learning program is both semi-adaptive and age- appropriate by including on-going assessment in the cycle of instruction. Highlighted below is the Waterford Early Learning personalized learning pathway informed by a student's performance on the Waterford Assessment of Core Skills \*WACS. The WACS may be administered nationwide to Waterford schools twice in an academic school year; September/October and April/May. The WACS is a unique assessment developed specifically for young learners and features both developmentally- appropriate audio instruction and support. The WACS has interactive instructions, modeling and easy navigation, to ensure accurate measurement of student progress. As each student moves through the program, Waterford Early Learning provides ongoing assessments, creates adaptive instructional pathways based on student performance. If a student has shown proficiency with a concept the pathway would adapt to provide less practice with the mastered concept. Additionally, educators can create their own student pathways based on student performance in the classroom with specified opportunities for remediation or practice with unmastered skills by assigning custom activities to students.
- 2)** Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels throughout the Waterford Early Learning program. Before beginning Waterford Early Learning, the student's grade level and home language are entered in the teacher dashboard. These two data points guide the personalized learning plan for the students and ensure that each learner receives age-and linguistically appropriate activities. Scaffolded supports for Waterford Early Learning students include home language translations, animated direct instruction, graphics, pictures, interactive activity sequences, audio supports, and extensive resources for classroom and home connections. Waterford Early Learning students have access to age-appropriate voice and choice in their digital learning experiences. For many of the books in the program, students can choose to read independently, listen to the book read-aloud and watch the pages turn. Waterford students interact with text through a read and record feature in which students can choose to reread. Additionally, open-ended student-directed activities are interspersed in a student's individualized learning session allowing students to explore new concepts. The image included below highlights the Waterford Early learning individualized student experience:



- 3) Differentiation is systematically addressed throughout the Waterford program. Most Waterford programs begin with an initial placement tool and provide ongoing adaptivity as students master specific language and content skills. The Waterford program include ongoing formative assessment that can further personalize a students on-program language and literacy experience. If a Waterford student struggles with a skill, the adaptive program provides varied scaffolds, novel and engaging contexts or alternative ways to assess mastery with a skill. If a Waterford student demonstrates mastery with a skill in the independent practice activities, the student will quickly move ahead in the scope and sequence. Each Waterford activity is adaptive by providing individualized pathways of support and scaffolds.

The Waterford Early Learning programs are designed to be tools for both the classroom teacher and parent. The digital dashboard and reports in the Waterford programs provide instructional data and feedback on student’s individualized learning pathways. One Waterford detailed report, the WCAS (Waterford Assessment of Core Skills) provides educators with performance data including alphabetic principle, early phonics concepts, phonemic awareness, listening comprehension and vocabulary development. Waterford provides teachers with a variety of reports and dashboards to disaggregate student performance data to provide adaptive data-informed instruction in the classroom:

	Blending	Initial Sound	Letter Sound	Letter Recognition	Labeling Comprehension	Reading Comprehension	Vocabulary	Spelling	Fluency	Text Words	Nonwords	Overall Score
<b>Highest Possible</b>	K Adv 3000	1st Adv 4000	K Adv 3000	K Adv 3000	K Adv 3000	K Adv 3000	2nd Adv 5000	K Adv 3000	K Adv 3000	K Adv 3000	K Adv 3000	1st Adv 4000
<b>Lowest Possible</b>	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000	PreK Beg 1000
<b>Expected Scores</b>	PreK Int 1500	K Beg 2100	PreK Int 1500	PreK Int 1500	PreK Int 1500	PreK Int 1500	K Int 2400	PreK Int 1500				
<b>District Average</b>	PreK Int 1578	PreK Adv 1983	PreK Adv 1683	PreK Int 1438	PreK Int 1566	PreK Adv 1758	PreK Adv 1929	K Beg 2155	PreK Adv 1675	—	K Beg 2123	PreK Int 1398
<b>School Average</b>	PreK Adv 2076	K Beg 2321	K Beg 2047	PreK Adv 1771	PreK Beg 1655	—	K Beg 2038	—	—	—	—	PreK Int 1567
<b>Class Average</b>	PreK Adv 1782	K Beg 2245	PreK Adv 1823	PreK Int 1634	PreK Int 1430	—	K Beg 2245	—	—	—	—	PreK Int 1657
<b>Angie Anderson</b>	PreK Adv 1667	K Int 2384	PreK Int 1581	PreK Beg 1001	PreK Beg 1001	—	K Int 2516	—	—	—	—	PreK Int 1468
<b>Brittany Brown</b>	K Beg 2076	K Beg 2321	K Beg 2047	PreK Adv 1771	PreK Beg 1655	—	PreK Adv 1953	—	—	—	—	PreK Int 1541
<b>Camille Cook</b>	K Beg 2229	K Beg 2001	K Beg 2324	PreK Int 1625	PreK Beg 1001	—	K Beg 2292	—	—	—	—	PreK Int 1648
<b>David Dennis</b>	PreK Adv 1778	K Adv 2707	K Beg 2188	PreK Adv 1912	PreK Beg 1155	—	K Beg 2205	—	—	—	—	PreK Adv 1744
<b>Emily Erickson</b>	PreK Adv 1638	K Int 2420	PreK Adv 1001	PreK Adv 1772	PreK Beg 1155	—	PreK Int 1539	—	—	—	—	PreK Int 1407
<b>Fred Farnsworth</b>	PreK Int 1557	K Beg 2302	PreK Adv 1647	PreK Adv 1897	PreK Beg 1166	—	K Adv 2757	—	—	—	—	PreK Adv 1607
<b>Gary Gobert</b>	K Int 2516	K Beg 2329	PreK Adv 1926	PreK Adv 1952	K Int 2500	—	K Adv 2880	—	—	—	—	K Beg 2055
<b>Henry Henry</b>	K Beg 2161	K Int 2516	K Beg 2187	K Beg 2143	K Adv 2832	—	K Int 2657	—	—	—	—	K Beg 2109
<b>Ivan Ivanovich</b>	K Beg 2191	K Beg 2280	PreK Adv 1873	PreK Beg 1001	PreK Int 1500	—	PreK Adv 1931	—	—	—	—	PreK Int 1577
<b>Jeff Jefferson</b>	PreK Adv 1690	K Beg 2208	PreK Adv 1774	PreK Int 1629	PreK Int 1500	—	2nd Int 4511	—	—	—	—	PreK Adv 1938

### Data Dashboards and Reports:

Waterford interactive teacher dashboard provides a variety of student performance data to ensure additional support in the classroom:



## Angie Anderson

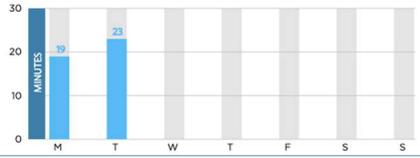
Surpassing Goal Next update on 04/01/19

Course

Reading

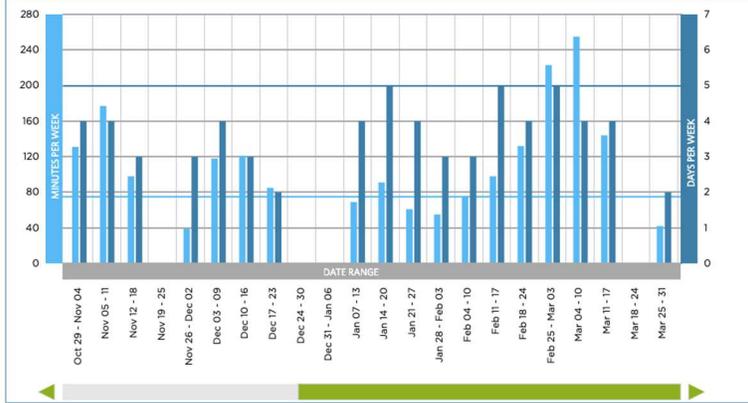
### Weekly Usage

Mar 24 - Mar 30, 2019



### Usage Year-To-Date

Minutes & Days



### Completion & Scores

3 Months

	Pre-Reading	Basic Reading	Fluent Reading	Average Score	Objectives Encountered	Objectives Mastered
Phonics	██████████	██████████	██████████	94%	220	208
Phonological Awareness	██████████	██████████	██████████	76%	32	30
Comprehension and Vocabulary	██████████	██████████	██████████	76%	27	24
Language Concepts	██████████	██████████	██████████	76%	13	9
Fluency	██████████	██████████	██████████	0%	0	0
<b>Overall</b>				<b>90%</b>	<b>292</b>	<b>271</b>

Note: any completion prior to the last placement or bookmark is not displayed in the above chart. \*There are no recorded scores or is not applicable to the level.

### Course Completion

Current Year



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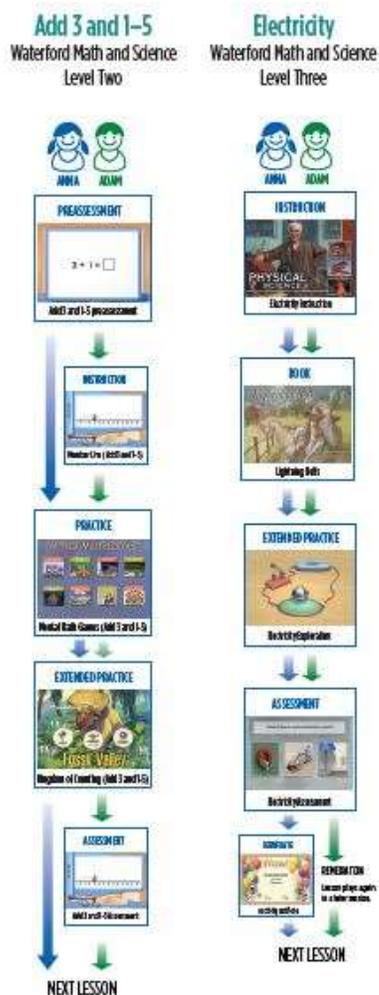
## B. Representation of Language Domains

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

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

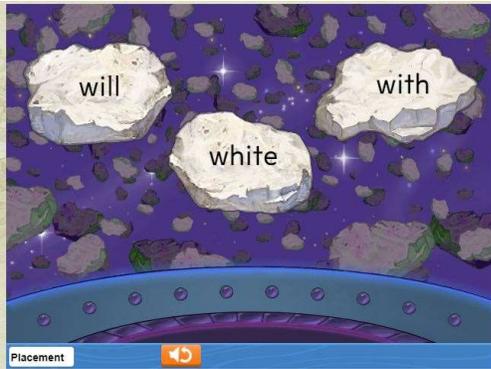
*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

- 1)** Listening, speaking, reading and writing are targeted throughout the Waterford program. Waterford Reading, Math and Science includes a variety of listening comprehension activities, as well as strategic audio support for student’s exposure to all four language domains. Students practice active listening and attend to both verbal and nonverbal cues when interpreting a cartoon or peer-modeled video sequence. Students build speaking skills when practicing new academic language with songs and chants, in-classroom teacher supported discussions, and reading-recording a variety of texts. Reading lessons are leveled and include read-along books, predictable-text books, transition books in a range of non-fiction and literature genres. Comprehension questions correlate to grade-level standard-based objectives. Age-appropriate writing activities are found in the online program and additional classroom extension activities. The following reflects the diversity of activities supporting language development in listening, speaking, reading, and writing:



- 2) All targeted language domains are leveled and include instructional scaffolding and differentiation based on student’s personalized learning plan. In the early emergent language levels students may listen to a story that has both predictable text and language patterns. Student can click on words and graphics within the book for additional audio support. As student progress through Waterford lessons and targeted activities they can record themselves reading and compare their read-aloud to a peer model.

*Listening:* The audio rich Waterford program provides multiple opportunities to develop strong listening comprehension skills. Waterford students develop language proficiency with the instructional language of schooling with the ability to follow multiple-step directions and complete activities on a digital platform. Waterford students hear modeled fluent English-speaking peers as a comparison to their own voice with a focused opportunity for repeated practice with English speaking patterns:

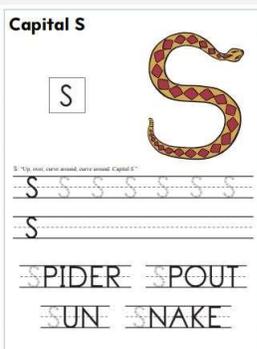


Students must listen to auditory directions and identify the correct word

*Reading:* Waterford programs provide students with explicit and intensive instruction on alphabetic principles, phonics and phonological awareness skills required to build decoding skills, vocabulary development, and reading comprehension. Reading activities are integrated into the math and science instruction with high-interest books. The adaptive, culturally diverse content and resources ensure that Waterford students are exposed to meaningful cross-curricular content concept:



*Writing:* Waterford writing resources are developmentally appropriate and support all other language and literacy tasks. The digital and offline writing resources include letter and word formation:



Students practice letter-shapes and sounds in the digital program. The offline resources provide additional opportunities for practice



Students are exposed to high frequency words online with opportunities for extended spelling practice offline



Online writing lessons begin with an introduction to orient the student to the writing process

*Speaking:* Waterford speaking activities include word-level, sentence-level and extended discourse opportunities for students. The digital Waterford activities focus on both the word-level and sentence level with opportunities to work on sounds, vocabulary development and pronunciation. Waterford activities provide students with opportunities to echo read predictable texts and record their activities. The activities focus on accuracy, fluency and prosody skills. The Waterford extended learning activities provide opportunities for both individual and collaborative learning activities. The teacher-led open-ended discussions provide discourse-level language production. Waterford provides a variety of teacher-led discussion activities.

For select books, students have a choice between texts:



Students are encouraged to read, record, and listen to themselves narrate a story with the extended read-record feature.

3) Language domain instruction is presented systematically throughout Waterford programs. The Waterford Reading program is a comprehensive language arts curriculum based on the following

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sets of standards; National Association for the Achievement of Science, National Reading Panel, National Council of Teachers of Mathematics, National Research Council and Common Core State Standards. Waterford Reading addresses the following early literacy skills through comprehensive exposure across all four language domains: alphabetic principle, phonics, phonological awareness, language and vocabulary concepts, reading comprehension skills and fluency. Waterford Math and Science addresses the following foundational areas through comprehensive exposure across all four language domains: numbers and operations, algebraic thinking, measurement, data analysis, geometry and scientific inquiry concepts.

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## 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 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

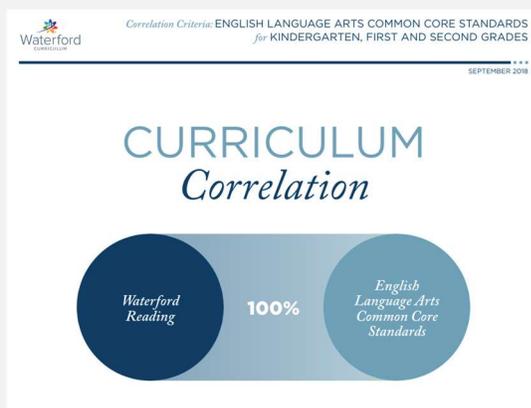
- |  |            |    |
|--|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards?            | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials?                       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

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

- 1) Although the WIDA English Language Development standards are not specifically addressed in the program, Waterford is designed specifically to address the Common Core, and state standards that have both English Language Development and English Language Arts standards. Common Core standards alignment focuses on grammar, spelling, phonological awareness, text features, comprehension strategies for both literacy and informational texts. Students are taught to use context clues and text features to make predictions, check for understanding and learn new

vocabulary in a variety of contexts. Waterford programs focus on both the content and the language of the content to provide exposure to early literacy, math and scientific inquiry skills. A thorough list of k-2 correlations to state and national standards can be found on the Waterford resource site: <http://help.waterford.org/resources/>

- 2) Standard aligned content is presented systematically throughout the Waterford Program. Waterford Reading program is a comprehensive language arts curriculum based on the following sets of standards; National Association for the Achievement of Science, National Reading Panel, National Council of Teachers of Mathematics, National Research Council and Common Core State Standards. Waterford Reading addresses the following early literacy skills through comprehensive exposure across all four language domains: alphabetic principle, phonics, phonological awareness, language and vocabulary concepts, reading comprehension skills and fluency. Waterford Math and Science addresses the following foundational areas through comprehensive exposure to all four language domains: numbers and operations, algebraic thinking, measurement, data analysis, geometry and scientific inquiry concepts. Waterford program are focused on teaching core PreK-2<sup>nd</sup> grade concepts and skills in context. Language is built in the context of learning developmentally appropriate skills. Waterford language and literacy programs provide meaningful use of academic language for retention. The following Common Core Standards chart highlights an overview of the Waterford Program and alignment to the standards:



WATERFORD MATH COMMON CORE STATE STANDARDS

WATERFORD MATH  
Common Core State Standards  
See how Waterford Math correlates to the Common Core State Standards for Mathematical Practice.

COMMON CORE GRADE	WATERFORD LEVEL
Kindergarten	Level One
1	Level Two
2	Level Three

LEVEL ONE COURSEWARE TEACHER & STUDENT MATERIALS

**COUNTING & CARDINALITY**

Know number names and the count sequence.

- Count to 100 by ones and by tens. K.CC.1 + +
- Count forward beginning from a given number within the known sequence (instead of beginning at 1). K.CC.2 + +
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.3 + +

Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
  - When counting objects, use the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. K.CC.4.a + +
  - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.4.b + +
  - Understand that each successive number name refers to a quantity that is one larger. K.CC.4.c + +

Compare numbers.

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.5 + +
- Compare two numbers between 1 and 10 presented as written numerals. K.CC.6 + +

**OPERATIONS & ALGEBRAIC THINKING**

Understand addition, and understand subtraction.

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., clap), acting out situations, verbal explanations, expressions, or equations. K.OA.1 + +
- Use addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.2 + +
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). K.OA.3 + +
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.4 + +
- Fluently add and subtract within 5. K.OA.5 + +

- 3) Social and Instructional language and the languages of Mathematics, Science and Social Studies are represented in the Waterford program online and offline resources. Waterford programs language development includes three imperative processes; cognitive, social and linguistic.

Waterford programs include a diverse array of peer models in the video sequences, engaging animated characters and personalities. The primary characters throughout the Waterford Reading and Math & Science activities demonstrate a growth mindset. Waterford literacy, mathematics, and scientific inquiry topics highlight learning as a lifelong opportunity. Students are encouraged to problem solve and the personalized learning pathways ensure that academic productive struggle provides opportunities for growth. Each Waterford lesson provides implicit and direct instruction through modeling. Additionally, each new learning is organized by clearly stated learning objectives. Waterford program resources and animation sequences teach PreK-2<sup>nd</sup> grade students self-reflection, kindness, empathy, and cooperation. Waterford Programs employ an asset-based approach to supporting the learner by recognizing and celebrating positive models:

**CURRICULUM Correlation**

Waterford Early Learning 100% CASEL Social and Emotional Learning (SEL) Competencies

**6** I ask my mother why David is different. She tells me something happened before David was born. She says he needs a friend. How can I be his friend? David can't even hear me say hello.

**10** David looks at me and sings a soft asking song. He holds out his hand. His fingers curve around my ball. Slowly he puts it in my hand.

**Social Emotional Texts Reflect; Empathy, Independence and Problem Solving:**

**My Super Sticky Sandwich**  
Written by Ivy Jackson  
Illustrated by Margaret Willis

**1** I wanted a sandwich, and Mom was busy. I had never made a sandwich before. "I can do it," I said.

**8** I tried to think of what to do. Then I had an idea. I got some milk and poured a glassful. Slowly I drank it.

**Cross Curricular Connections:**

**5** The queen bee hid in the hive to stay out of the rain and eat honey.

**The Bee's Secret**  
Written by Marilyn Grocholska Evans  
Illustrated by Jim Modsen

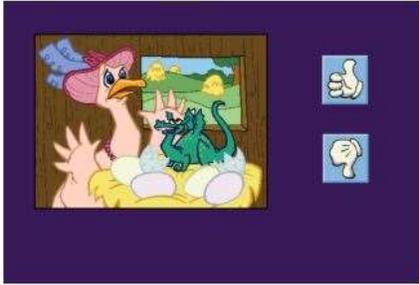
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## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

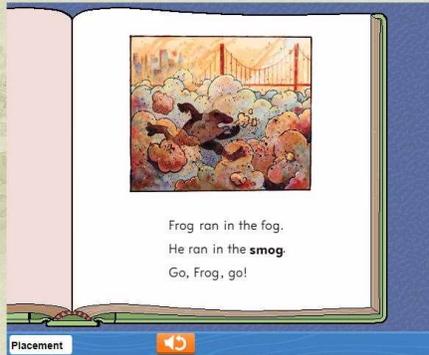
- |  |            |    |
|--|------------|----|
| 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? | <u>Yes</u> | No |
| 2) Are opportunities for engaging in higher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

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

- 1) Waterford presents an opportunity for language learners to engage in various cognitive functions and higher order thinking and problem solving, regardless of their language levels. In each Waterford program sequence students learn new language through an initial exposure in a song, video sequence, or animated activity sequence. Waterford students have multiple exposures to the new language by applying meaning in a variety of contexts. Academic language development in the Waterford program is built across varied disciplines as students work with the language of math, science and literacy activities. Within each Waterford program students engage with language development to serve various functions. Some of the Waterford activities are more structured in which students are asked to *follow multiple step directions, list, identify, sort, compare, contrast, and predict*, whereas some of the other Waterford activities are more open-ended encouraging students to *describe, design, choose and explore*. A variety of language functions are incorporated in the Waterford program language-rich instruction including; *locate, sequence, and classify*. Waterford program activities are cognitively challenging for example, in the following listening comprehension sequence PreK-2<sup>nd</sup> grade students are charged with determining fiction from reality. Waterford programming provides students opportunities to learn from both simple and more sophisticated concepts and vocabulary:



In this Waterford literacy activity students are encouraged to listen to story details and distinguish using a thumbs up or down if the information is real or fantasy



In this Waterford literacy placement activity students are encouraged to utilize context clues and images to determine new vocabulary meaning.

2) Higher order thinking activities are addressed systematically throughout the Waterford Programs. Higher order activities are included in each individualized student adaptive instruction pathway for language and learning. Waterford programs utilize on-going assessment to provide adaptive and age appropriate instruction with opportunities for both remediation and scaffolded support or acceleration within the program.

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

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

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

1. Scaffolding supports are provided to allow students to advance within a language proficiency level throughout Waterford programs. Waterford students who are at an

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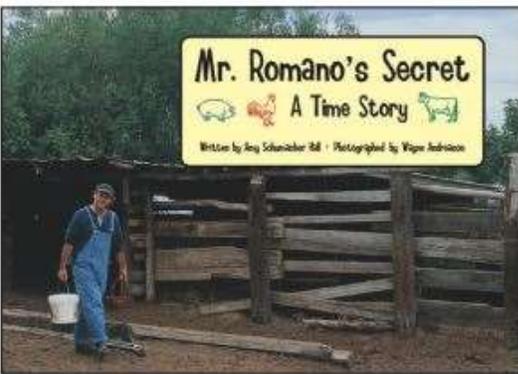
*entering* English language proficiency can be provided an adapted pathway of instruction that includes additional modeling, scaffolded and guided practice with remediation, and acceleration when appropriate. The on-going embedded adaptive Waterford assessments ensure students are provided with both age-appropriate, culturally responsive engaging cross-curricular content exposure. An *entering* Waterford student will learn social and instructional language of school through engaging animation sequences, videos with peer models, auditory and visual on-screen cuing and rich extension learning activities in the classroom beyond their Waterford assigned program time. Printed and roll-over text in the Reading components help students have multiple exposure to new vocabulary and words. Additionally, the content specific vocabulary is front-loaded through a series of contextual activities. Scaffolding embedded throughout the Waterford program includes; personalized and adaptive student learning pathways, teacher created student pathways, predictable text, roll-over text features, text to voice speech automation, engaging graphics, animation sequences, videos, games, sing-alongs, metacognitive and metalinguistic modeling and real-world lessons.

2. Waterford Early Learning Programs provide scaffolding supports as students' progress from one English Language Proficiency level to the next. For example, *developing* and *expanding* language proficiency students are provided guided and independent practice to demonstrate mastery with a skill set. The students personalized learning plan will recalibrate with each student success providing an accelerated pathway, when appropriate. Waterford Programs demonstrate adaptivity at the language skill level with careful consideration of the student's home language and English correspondence. For example, the Waterford Early Learning program may provide letter-shapes and sounds in English online however, this same student may need less support with transferable letter-shapes and sounds from the home language. The Waterford program can adjust a student's personalized learning pathway on a skill by skill basis.
3. Scaffolding supports are systematically integrated into all Waterford Reading, Waterford Math & Science, and Waterford Upstart programs. The Waterford program platform is both adaptive and interactive to support students with both core content skills and corresponding language demands. The personalized pathway ensures that all Waterford students have an opportunity to progress through English language proficiency levels in each of the four language domains:



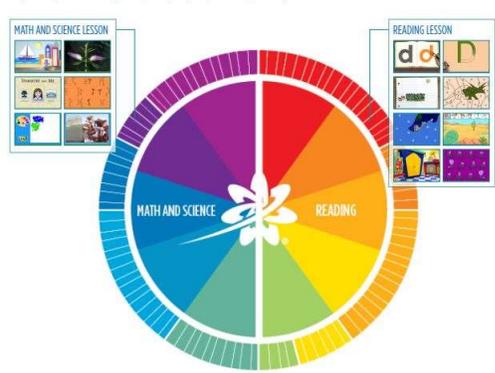
Story Problem Strategies (Sequence Times)–Practice

Waterford Math & Science Program scaffolds the steps to problem solve with a specialized focus on the language of the program to determine the most appropriate math function.



Mr. Romano's Secret–Book

Content is supported with audio and visuals. This interactive reading activity provides students additional context for the Math skill of telling time.



Waterford educators can choose from a library of resources to help bridge content learning in the program to the classroom.

- |                                   |                              |
|-----------------------------------|------------------------------|
| NUMBERS AND OPERATIONS            | PHONICS                      |
| OPERATIONS AND ALGEBRAIC THINKING | PHONOLOGICAL AWARENESS       |
| MEASUREMENT AND DATA              | COMPREHENSION AND VOCABULARY |
| GEOMETRY                          | LANGUAGE CONCEPTS            |
| SCIENCE CONCEPTS                  | FLUENCY                      |

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#### D. Accessibility to Grade Level Content

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

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

1) The content covered in Waterford Reading, Waterford Math & Science, and Waterford Upstart is linguistically appropriate for Pre-Kindergarten through 2<sup>nd</sup> grade. Waterford Early Learning personalized learning pathway informed by a student’s performance on the Waterford Assessment of Core Skills \*WACS. The WACS is administered nationwide to Waterford school twice in an academic school year; September/October and April/May. The WACS is a unique assessment developed specifically for young learners and features both developmentally- appropriate audio instruction and support. The WACS has interactive instructions, modeling and easy navigation to ensure appropriate placement of students. As each student moves through the program, Waterford Early Learning provides ongoing assessments, creates adaptive instructional pathways based on student performance. If a student has shown proficiency with a concept the pathway would adapt to provide less practice with the mastered concept.

2) English Language Arts, Math, Science and Social Studies content is made accessible for the targeted levels of English language proficiency by adapting to the individual student’s needs. Waterford Assessment of Core Skills places students in the curriculum. As students’ progress, parts of the curriculum adapt by providing additional practice or streamlining instruction based on performance. Waterford programs ensure grade-level content is made accessible through strategic front loading of both the learning objective and the information to build student background knowledge. For example, prior to an interactive content-specific reading targeted vocabulary is taught so that students can connect the new words to the text.

3) Grade-level content is systematically presented throughout the program. All Waterford Program activities correlate to grade level English Language Arts, Math & Science and Social Studies content and grade-level standards. Although the WIDA English Language Development standards are not specifically addressed in the program, Waterford is designed specifically to address the Common Core, and state standards that have both English Language Development and English Language Arts standards. . Common Core standards alignment focuses on grammar, spelling, phonological awareness, text features, comprehension strategies for both literacy and

informational texts. Students are taught to use context clues and text features to make predictions, check for understanding and learn new vocabulary in a variety of contexts. Waterford programs focus on both the content and the language of the content to provide exposure to early literacy, math and scientific inquiry skills. A thorough list of k-2 correlations to state and national standards can be found on the Waterford resource site:

<http://help.waterford.org/resources/> Additionally, in the Waterford teacher portal resource site, activities and lessons are organized by both skill and grade level to ensure students are working on appropriate grade-level content. Educators can take any of the online Waterford program activities and incorporate them into the classroom.

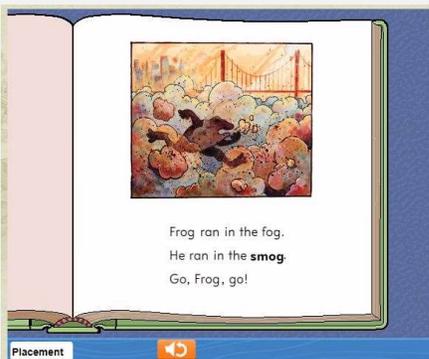
**Please find a series of screenshots highlighting the content covered in Waterford Reading, Waterford Math & Science, and Waterford Upstart is linguistically appropriate for Pre-Kindergarten through 2<sup>nd</sup> grade:**



Image from Waterford Math and Science Placement to determine student numeracy fluency.



Image from Waterford Math and Science Placement to determine student understanding of prepositional phrases.



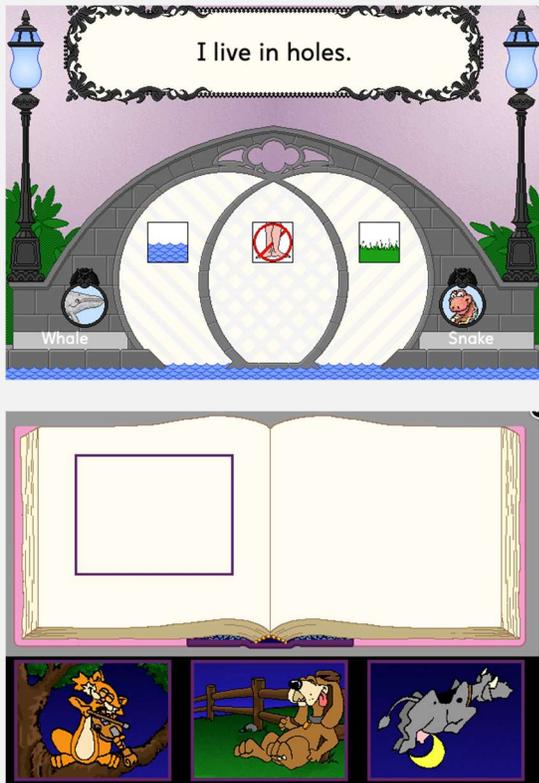
In this Waterford literacy placement activity students are encouraged to utilize context clues and images to determine new vocabulary meaning.

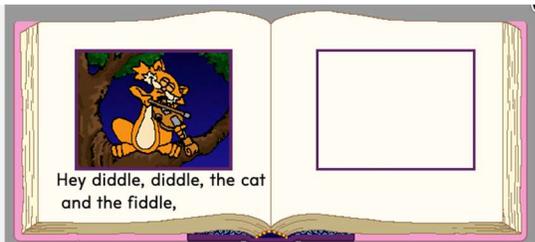
## E. Strands of Model Performance Indicators

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

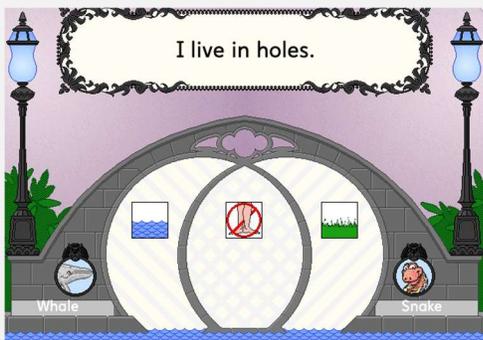
*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

- 1) Waterford Reading, Waterford Math and Science include a range of language functions. Within each of the Online lessons and additional extension activities incorporate some of the following high leverage language functions; *Locate, Draw, Color, Choose, Sequence, Compare, Contrast, Distinguish, Explain, and Describe*. Additionally, Waterford uses language functions as learning objectives as students are introduced to the new concept and learning objective:





- 2) Waterford program uses language functions to guide instruction throughout the program. Language functions are used to define the action involved with each on-line activity and teacher-directed extension activity. Additionally, language functions are used strategically to define the lesson goals to students:





- 3) Language functions are presented comprehensively and support students' language development progression throughout the program. Language functions are found within common core standards and are grade level appropriate for each of the PreK-2<sup>nd</sup> grade Waterford Reading and Waterford Math & Science activities. *Entering* English language proficiency students may find the Capital Letter in an Alphabetic principle activity or *choose* an illustration that shows the word. *Developing* English language proficiency students may be asked to *distinguish* or *identify* the new vocabulary in a text. As students further develop language, math and science skills they are exposed to more complex skills and concepts in their individualized learning pathway:

