



# 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.

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## 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): LevelUp

Publisher: Rosen Publishing

Materials/Program to be Reviewed: Rosen LevelUp Online Reading program

Tools of Instruction included in this review: LevelUp Online student and teacher dashboard

Intended Teacher Audiences: Teachers in Pre-K to Grade 3 as well as principals and district administrators

Intended Student Audiences: Pre-K to Grade 3

Language domains addressed in material: Reading

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).  
Standard 2 - Language of Language Arts

WIDA Language Proficiency Levels included: Levels 1-3 (Entering, Beginning, Developing)  
Although the WIDA Proficiency Levels are not specifically addressed, the program does utilize Reading Instruction Levels 1-4 (Entering, Beginning, Developing, Expanding).

Most Recently Published Edition or Website: Rosen LevelUp website: <https://levelupreader.com>

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

Rosen LevelUp is a robust adaptive reading platform that brings PreK–2+ educators and students to one engaging resource to foster students’ literacy growth. Supporting small group and whole class instruction as well as individualized practice, Rosen LevelUp provides a personalized experience for every student.

The LevelUp library includes:

2,300 authentic fiction and nonfiction texts

700+ Spanish and bilingual titles

An interactive phonics solution

All books readily available in online, projectable, mobile, and printable formats

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By incorporating the Lexile Framework® for Reading, students can meet standard grade and age level benchmarks while using personalized libraries to match their interests and current classroom lessons. Rosen LevelUp offers robust, intuitive reporting for analysis. Educators have access to essential reporting at a glance, plus the ability to drill down to over 100 data points at the district, school, class, and student levels. LevelUp makes learning fun and engaging through a game environment designed to encourage students to build their reading skills with a personalized learning experience. The LevelUp program follows a complete scope and sequence of phonics skills, including units on emergent letter-sound correspondence, multisyllabic words, and more—all using state-of-the-art 3D animation!

## 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.

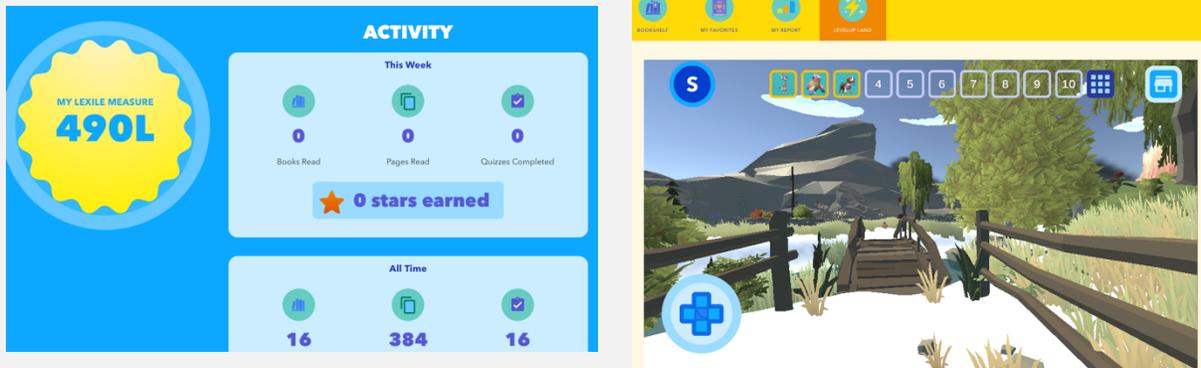
- 1) **Are the student assets and contributions considered in the materials?** **Yes** No
- 2) **Are the student assets and contributions systematically considered throughout the materials?** **Yes** No

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

- 1) The student assets and contributions are considered in the materials. Upon logging into the platform for the first time, the student is given a 25-item, 20-minute reading assessment. This assessment forms a benchmark and starting point for the student to start immediately engaging in literacy activities at his level. Supports, such as audio narration at appropriate speeds for Lexile level and highlighted word-by-word reading, are available as needed. The LevelUp materials also offer over 700 Spanish and bilingual titles to acknowledge and build upon literacy skills in the first language. The LevelUp materials offer a wide range of topics, genres and interest areas for students to choose from for independent reading. This rich selection provides opportunity for students to build on current knowledge and expand their reading skills with titles that interest them.
- 2) The LevelUp materials systematically consider student assets and contributions throughout the materials. Progress monitoring activities and assessments are assigned every two weeks to determine a student’s progress and growth. These assessments identify growth and development and adjust the literacy activities and book titles available to the student for independent choice in reading material. Based on the growth, progress and title selections of the student, the LevelUp program adapts itself to the changing needs and interests of the student. As students read and engage with the activities, they earn stars. In the “My Reports” section, a student can self-monitor their own progress, set goals, and can then engage in *LevelUp Land*. In LevelUp Land, the student can create their own ‘world’. This ‘world’ seeks to motivate the student by allowing for self-choice, exploration, and creativity. Choice is approached in the LevelUp Resources, as seen below in a section of the *White Paper Implementation Guide*, as a

benefit to English Learners who are not native English speakers. Allowing students to make choices based on resources, skill development, and personal interest serves to engage learners and acknowledge their assets as they increase in English literacy skills.

See below an example from the student portal in the Activity Summary section. The student is able to track books read, pages read, quizzes completed. The student is then awarded stars with which to build his specific LevelUp World.



#### READING ACCOMMODATIONS

Special attention must be given to our students who learn differently because of various disabilities, including those who require 504 plans or specialized Individual Education Plans (IEPs) and those who are not native English speakers (English Language Learners). Making choices about resources, teaching strategies, and skill development for learners who need additional accommodations must be

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**White Paper**  
Accelerating Literacy Growth  
with Digital and Print Resources:  
Implementing Rosen LevelUp

based on the setting, population, and the individual students themselves. Many states, localities, and districts also have policies and material lists created to ensure a vetted pool of resources is available to provide what is needed and meet learning standards. Attention should be paid to ways that teaching and learning can be modified using these resources if needed, and how accommodations might be built into programs, helping to automatically adjust for the same rigor of instruction but with delivery by an alternative method (Hale et al., 2016).

*From the White Pages accompanying the platform and program, student assets and contributions are acknowledged in the materials.*

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## 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)

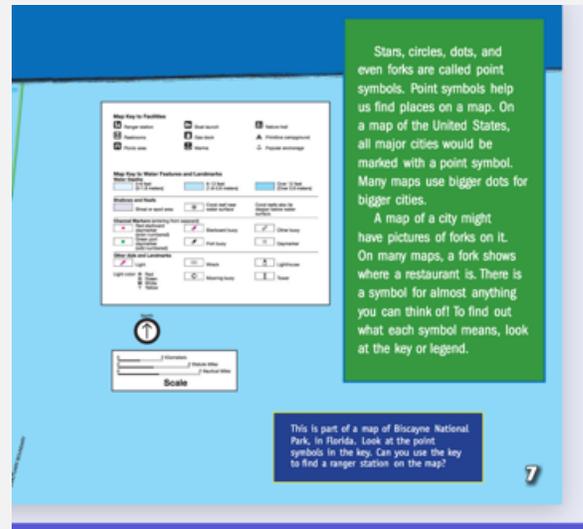
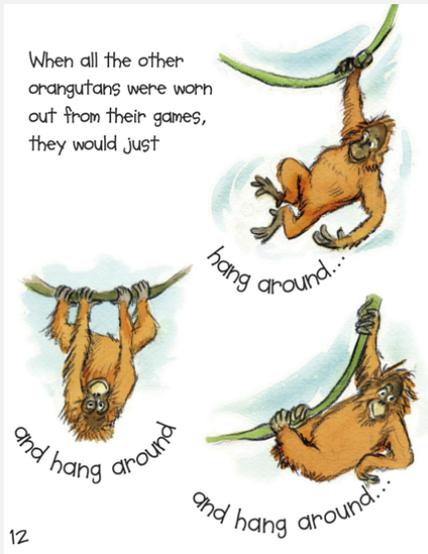
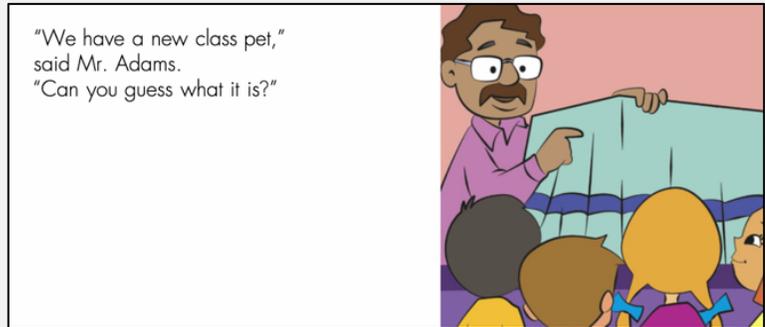
- |   |            |    |
|---|------------|----|
| <b>1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?</b> | <b>Yes</b> | No |
| <b>2) Are the language features at the discourse dimension addressed systematically throughout 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) The materials address the language features at the discourse dimension in a consistent manner for all identified proficiency levels. The books available for the students to choose in the “My Bookshelf” section include a wide variety of features at the discourse dimension. Students are exposed to and interact with a vast range of text types, organizational structures and purpose for reading.

2) The language features at the discourse dimension are addressed systematically throughout the materials. The selections of books available to the student are adjusted through the bi-weekly built-in progress monitoring formative assessments. The student has ample opportunity to select and read books containing varying discourse features. Furthermore, the teacher has the ability within the platform to adjust, offer, and assign books of different genre types. Thus, the teacher is able to ensure the student has had opportunity to explore a wide range of discourse types.

As example of discourse dimensions, a variety of text types are available from various titles, reading levels, and genres are here. *Davey Crockett* by Andrea P. Smith demonstrates a graphic novel, *The Class Surprise* by Zelda King represents use of dialogue as a text type, *Keys, Legends, and Symbols* by Julia J. Quinlan, represents the discourse of graphic representation.



**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> | No |
| <b>2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?</b>             | <b>Yes</b> | No |
| <b>3) Are the language features at the sentence 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. The materials address language features at the sentence dimension for all identified proficiency levels. As the students grow and develop in language proficiency and reading level, the materials adapt to support continued growth. Through the use of the initial placement assessment and bi-weekly progress monitoring, the student is provided with a variety of grammatical sentence structures at all reading levels.**
- 2. The materials provide appropriate language features at the sentence dimension for all identified proficiency levels. At all levels, materials are offered to the student for reading that provide a rich variety of sentence structures and allow for meaning making in a variety of grammatical forms. With the variety of genres, interest topics, and organizational structures, the selection of books in this online platform presents the student with an assortment of structures with which to interact and navigate.**
- 3. The materials address language features at the sentence dimension in a systematic manner. Through the adaptive nature of the platform, students are initially given a placement assessment that addressed their current literacy skills. Following that initial assessment, progress monitoring assessments are administered every two weeks to adjust the materials according to student needs and progress. Through this systematic adjustment of materials according to growth and development, the program ensures a systematic approach to sentence structure and grammatical variance. The student is able to interact with ever-increasing sentence structure complexity according to reading Lexile levels, proficiency, and exposure to diverse texts. In addition, the teacher is able to adjust the text offerings to increase the student's exposure to different types of sentence structures.**

The following examples from LevelUp materials demonstrate the language features at the sentence dimension at varying reading levels. Examples are taken from *Meet Benjamin Franklin, 780L*; *Sharks, 300L*; *Beauty Sleep, 630L*; *Koko the Cat, 260L*; *Drawing Shapes, 470L*.

**MEET BENJAMIN FRANKLIN**



**T**oday most cities have services such as a fire department, a library, and a hospital. The idea for each of these services came from or was greatly helped along by Benjamin Franklin.

Benjamin Franklin lived a long and interesting life. Many of his ideas played an important part in the formation of the United States.

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**It has lots of teeth!  
They fall out  
all the time!**



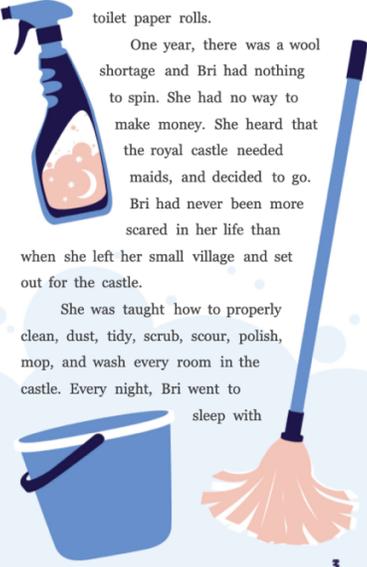
**I am Koko the cat! I love to play.  
Sometimes I get into trouble.**



toilet paper rolls.

One year, there was a wool shortage and Bri had nothing to spin. She had no way to make money. She heard that the royal castle needed maids, and decided to go. Bri had never been more scared in her life than when she left her small village and set out for the castle.

She was taught how to properly clean, dust, tidy, scrub, scour, polish, mop, and wash every room in the castle. Every night, Bri went to sleep with



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**Drawing Shapes**

**Circles and Cones**  
How do you draw a half circle?  
You draw a round top and a flat bottom.



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### 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? | Yes | No |
| 2) Are words, expressions, and phrases represented in context?   | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?                                     | Yes | No |
| 4) Is the general, specific, and 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. Materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. At all levels of Lexile leveled reading materials, the word/phrase are presented in a consistent and appropriate manner. Vocabulary is represented in words, phrases and expressions within the context of program reading material. For Entering students, that context may be a book with few words on the page and may be supported with pictures that help tell the story. Entering and Beginning students may encounter a text with an increasing vocabulary and fewer picture clues. Developing and Expanding students encounter vocabulary in the context of informational text, such as “Keys, Legends, and Symbols in Maps,” which teaches students about how to utilize text features to comprehend maps.
2. Words, expressions, and phrases are represented in context. For example, the vocabulary words and phrases: *first day of school*, *on the bus*, *mystery*, *looked*, *listen*, and *children* are all used in the context of the engaging story, “The School Bus Mystery.” The vocabulary is supported by the vivid pictures that enhance the story. At higher proficiency levels, vocabulary is often supported by context clues, such as in the story “We Live in the Country.” The meaning of the

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<sup>2</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.

word ‘country’ is found in the sentence, “The country is known as a rural community.” At all levels, vivid illustrations and photographs support vocabulary understanding and development. These supports ensure the reader learns vocabulary while engaging in literature. For example, real photographs offer vivid support to the reader in the following from *We Live on a Farm* by Cody Keiser, 390L and *Ducks* by Alice Twine, 480L.



The country is also known as a rural community.



This is a family of ducks.

- Words, expressions, and phrases are represented in context. According to the genre and text type, vocabulary and phrase choices enhance the student experience and vocabulary learning. For Entering and Beginning students, vocabulary is presented through illustrations accompanied by sentences, such as “This is a family of ducks” in the non-fiction selection, “A Family of Ducks”. Vocabulary is central to the student learning content knowledge as well as developing reading skills throughout the program.
- General, specific, and technical language is systematically presented throughout the materials. Through the initial placement assessment and recurring bi-weekly progress monitoring, students are provided with opportunities to grow and develop vocabulary. The teacher also has the option to assign specific reading material in addition to the free choice for book selection available to the student. As the teacher sees a need, these assigned books can address vocabulary development needs on a systematic basis. The teacher has access to student progress reports that track details about student engagement. The teacher can easily determine how the student is developing in learning new vocabulary and adjust the program as needed, as seen in the examples below.

Vocabulary			
TITLE	LEXILE	LAST ATTEMPT	
✓ Helping Hannah	160L	Oct 29, 2020	▼
✓ Sarah the Great	140L	Oct 29, 2020	▼

READING COMPREHENSION: SKILLS		
SKILL	COMPLETED/ATTEMPTED	COMPLETED %
Author's Purpose	1 / 2	50%
Cause and Effect	1 / 1	100%
Character, Setting, and Plot	3 / 6	50%
Main Idea and Details	1 / 2	50%
Make Inferences	4 / 5	80%
Point of View	2 / 2	100%
Recall	5 / 9	56%
Sequence Events	1 / 1	100%
Vocabulary	2 / 2	100%

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

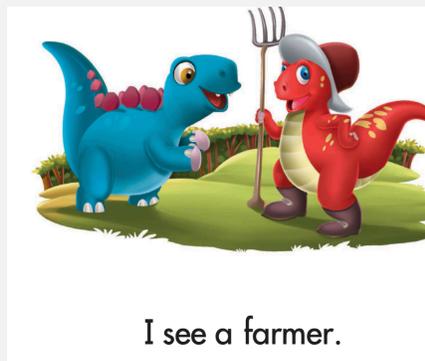
1. While the Rosen LevelUp materials do not explicitly mention the WIDA Proficiency Levels, the program does acknowledge and address the levels of literacy development: phonological awareness, phonemic awareness, phonics, reading fluency, and reading comprehension. As the student gains in English literacy skills through engagement with the LevelUp materials, language proficiency skills in the domain of reading are naturally addressed.
2. The differentiation of language proficiency is developmentally appropriate for the identified language proficiency levels. Because the program initially administers a short assessment to determine a starting point for the student in the program, the materials presented to the student acknowledges and addresses the student's current language proficiency level in the reading domain. As the student progresses in reading skills and language proficiency, the program adjusts to present materials in the appropriate zone of proximal development (ZPD) range. This ensures the student works within linguistically appropriate activities. The program has over 2,400 titles that offer a wide range of text types, genres, and formats at all reading levels. As the age, grade, interest and skill of each student develops, the LevelUp resources available to the student adjust to remain developmentally appropriate.

3. The differentiation of language is systematically addressed throughout the materials. The student, upon entering the platform is given a brief initial placement assessment. Based on this level, the program provides materials within the student's ZPD. Every two weeks, the program automatically administers a short formative assessment to gauge growth and development. The program then adjusts the materials presented to the student. This represents a systematic method of considering language proficiency development. There are tools and graphs where the teacher can also track progress and growth. The teacher is able to use the data generated by the program to adjust some materials offered to the student. The teacher has the ability to systematically use materials with the student according to language proficiency growth.

The following examples demonstrate a sample of different reading and Lexile levels, *Dinosaurs on the Farm (20L)*, *Whose Back is This? (270L)*, *Wombats (770L)*.

Have you ever heard of a wombat? It is an Australian **marsupial**, just as koalas and kangaroos are. Wombats have thick, heavy bodies and light brown to black fur. They can run 25 miles per hour (40 km/h) on their short, powerful legs. They have very short tails, big paws with strong claws, large heads, and small eyes. These furry master builders dig **burrows** with their legs, paws, and claws.

Whose back is **bumpy** and orange and black?



CLASS ACTIVITY			
	<b>13</b> Books Read	<b>280</b> Pages Read	<b>2</b> Books Read with Audio
STUDENTS	LEXILE	BOOKS READ	
Cho, Tina	425L	11	
Cortes, Mark	80L	0	
Dreyfus, David	125L	0	
Ernan, Valentina	155L	0	
Gupta, Neil	265L	0	
Krieger, Molly	605L	0	
Luis, Sofia	490L	2	
Madden, Earl	155L	0	

The following are examples of resources available to the teacher to track reading growth and development within the LevelUp Teacher Dashboard.



## B. Representation of Language Domains

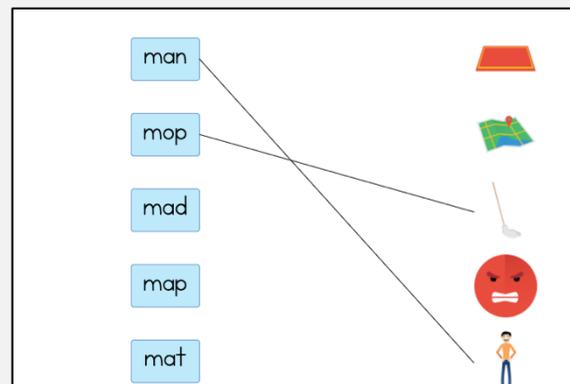
WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

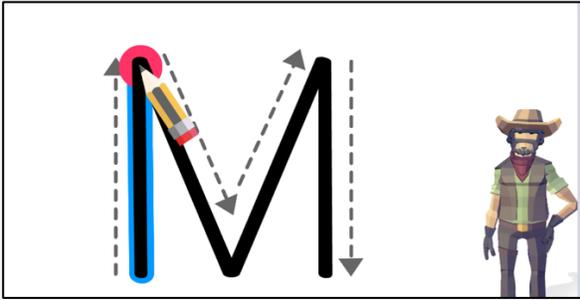
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|--|------------|-----------|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes        | <b>No</b> |
| 2) Are the targeted language domains presented within the context of language proficiency levels?  | <b>Yes</b> | No        |
| 3) Are the targeted language domains systematically integrated throughout the materials?           | <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 WIDA-defined language domains addressed in the LevelUp materials are reading, writing, and listening. The speaking domain is not systematically addressed in the LevelUp program materials and platform.
2. The targeted language domains of reading, writing, and listening are presented within the context of the proficiency levels, although WIDA language proficiency levels are not specifically named.
3. The targeted language domains are systematically integrated throughout the materials. The adaptive and formative assessment format of the program addresses the changing developmental needs of the student. Activities in all three of the focus language domains are consistently and systematically provided to challenge the student in the ZPD. In this manner, no student is ‘stuck’ at a specific level, but rather is continually provided opportunity to grow and develop in all domains.

*The following are examples of student activities as well as teacher resources that enable teachers to address language domains. Listening skills are developed through recorded activity directions and voice-over recorded narration in beginning Lexile levels. Foundational writing skills are developed through letter recognition and handwriting activities. Reading is developed through the continuum of Lexile-leveled readers.*





10 What is a **menu**?

- directions for baking a dessert
- a list of foods to order at a restaurant
- a list of foods in a recipe
- a list of foods available at a grocery store

11 What should you do if you have an invention?

WRITE YOUR RESPONSE

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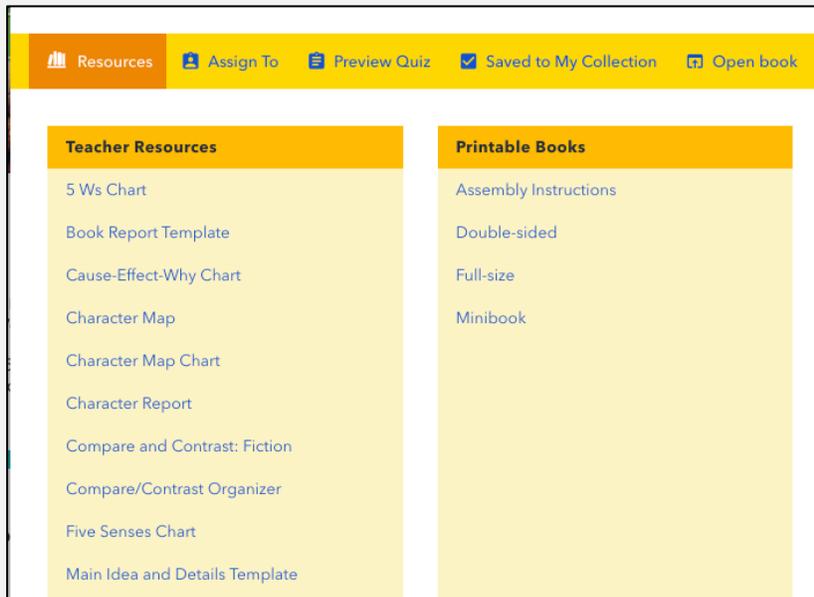
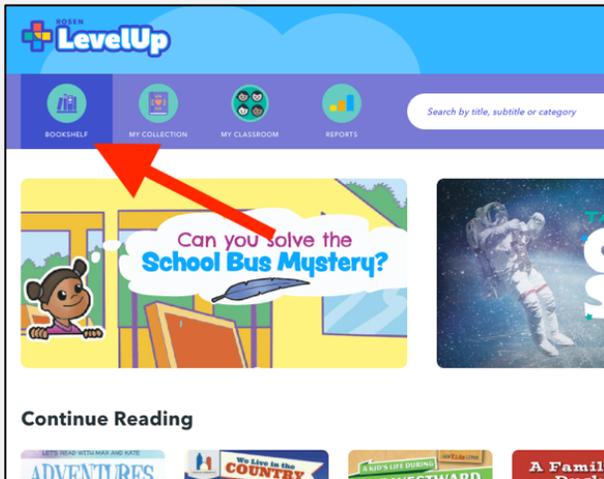
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## 4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within 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.

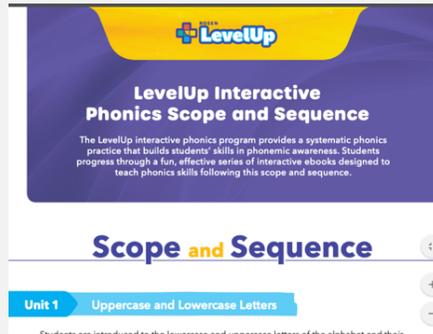
### A. Connection to State Content Standards and WIDA Language Development Standards

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|--|------------|-----------|
| 1) Do the materials connect the WIDA language development standards to the state academic content standards?       | Yes        | <b>No</b> |
| 2) Are the academic content standards systematically represented throughout the materials?                         | <b>Yes</b> | No        |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <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. Although the Rosen Level Up materials do support and develop literacy of multilingual learners, the program does not specifically connect WIDA language development standards to academic state standards.

- Academic content standards are systematically represented throughout the LevelUp materials. Each book title information lists the pre-kindergarten through grade 3 state standard skills addressed. Teachers are able to view the skills, resources, and materials available to use during instructional activities to support the student. Both phonics and reading comprehension state standard skills are addressed in the materials. A phonics scope and sequence is available.



- Social and Instructional language and one or more of the remaining WIDA Standards are present throughout the materials. The other WIDA Standards, the Language of Language Arts, the Language of Math, the Language of Science, and the Language of Social Studies are also represented throughout the book titles offered in LevelUp materials. Students have opportunities to interact with instructional language through the oral directions and activities in the interactive phonics books. For example, in the phonics interactive readers, students will hear the instructional language needed to understand the activity and lesson goal, *“Let’s write the letter “R”. Follow the arrow to trace the uppercase “R”.”*

*From the White Paper included with program material, Rosen LevelUp expresses the foundational approach to connecting platform activities to content standard skills in reading. The teacher dashboard tracks student progress and skills attained.*

The Skills Report gives educators insight on skills developed by students and those that are lacking. This allows educators to prepare interventions when necessary. Along with the Class Skills Report, a Student Skills Report gives a deeper dive into the individual student’s skills. The student report looks at books read and questions and answers given, which then accords the educator the opportunity to communicate with the student regarding skills missed, and also gives the opportunity for the educator to assign books within the student’s reading range on that particular skill. The Phonics Practice reporting for Standards and Skills grants educators access to skills developed, time spent, and number of practices on books within LevelUp’s systematic phonics practice program. The Activity Breakdown gives ample opportunity for insight into books completed or abandoned, their Lexile measure, and quizzes taken, while the Reading Level Assessment Report provides observation of PMA activity and progress.

SKILL	COMPLETED/ATTEMPTED	COMPLETED %
Author's Purpose	3 / 4	75%
Cause and Effect	2 / 2	100%
Character, Setting, and Plot	3 / 6	50%
Classify/Categorize	1 / 1	100%
Main Idea and Details	1 / 4	25%
Make Inferences	4 / 5	80%
Point of View	2 / 2	100%
Recall	7 / 11	64%
Sequence Events	1 / 1	100%
Vocabulary	4 / 4	100%

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

- |   |            |    |
|---|------------|----|
| <b>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?</b> | <b>Yes</b> | No |
| <b>2) Are opportunities for engaging in higher order thinking systematically addressed 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 present an opportunity for language learners to engage in various cognitive functions regardless of language level. Each title the student reads is within his zone of proximal development. Regardless of this reading level, the student is presented with a short quiz following the independent reading of the title selected. These five-item quizzes offer questions at the Blooms levels one through three with questions at the Remembering, Understanding and Evaluating level. Woven within these questions are also items that engage the Blooms levels four and five, Analyzing and Evaluating. Students may also have the opportunity to Create (Blooms level six) within the classroom activities outside of the LevelUp materials and activities.
2. Opportunities for engaging in higher order thinking are systematically addressed in the materials. First, the student chooses from a vast array of books within his ZPD. With this choice, the students must evaluate and analyze topics, ideas, and interests to make the best decision for reading activities. Secondly, the student is able to read their book of choice and engage in a short quiz that assesses both comprehension and thinking skills. Finally, as stated earlier, the student is given a short formative assessment to determine reading skills growth. This data adjusts the materials offered to the student in his “bookshelf” in a systematic manner.

The following examples show evidence of adherence to Blooms Higher Order Thinking levels. Students are asked, in end-of-the-book quizzes, a variety of questions from Bloom's levels at all proficiency levels.

The screenshot shows a digital resource page for 'A Spider's Web'. At the top, there is a yellow header with the title 'A Spider's Web' and 'Book Report' below it. To the left is a book cover featuring a spider on a green web. To the right, the text reads: 'English', 'A Spider's Web', '250L, Non-Fiction, 12 pages', 'Audio length: 2 minutes', and 'This narrative steps through the amazing are shown in detail, starting a web. Soon ready to entrap a meal. An ensnared bee'. Below the text are navigation buttons: 'Resources', 'Assign To', 'Preview Quiz', and 'Save to M'. At the bottom, there are two columns of links: 'Teacher Resources' (Book Report Template, Cause-Effect-Why Chart, Compare and Contrast: Nonfiction, Compare/Contrast Organizer, KWL Chart, Main Idea and Details Template, Reading and Analyzing Nonfiction (RAN), Timeline Template) and 'Printable Books' (Assembly instruction, Double-sided, Full-size, Minibook).

This screenshot shows a quiz question on a yellow background. At the top, there are five numbered tabs (1-5), with tab 4 selected. The question is: 'Why did the author write this book?'. There are three radio button options: 'to convince you to make a web', 'to give information about spider webs', and 'to tell a story about a spider making a web'. Navigation arrows are visible on the left and right sides.

This screenshot shows a quiz question on a yellow background. At the top, there are five numbered tabs (1-5), with tab 5 selected. The question is: 'Look at this picture. What is its purpose?'. To the left of the text is a photograph of a spider on a web. There are three radio button options: 'to show the way a spider crawls', 'to show the number of legs a spider has', and 'to show the Y shape a spider makes with silk'. A 'FINISH QUIZ' button is at the bottom. Navigation arrows are visible on the left and right sides.

This screenshot shows a quiz question on a yellow background. At the top, there are five numbered tabs (1-5), with tab 2 selected. The question is: 'What happens after the spider makes the Y shape with its silk?'. There are three radio button options: 'It looks for food.', 'It lays eggs.', and 'It adds more lines to the Y shape.'. Navigation arrows are visible on the left and right sides.

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

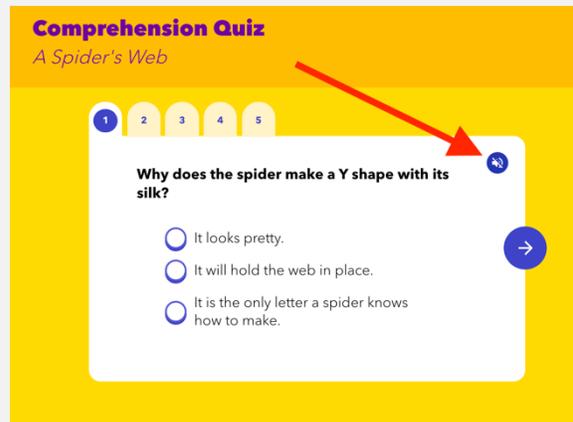
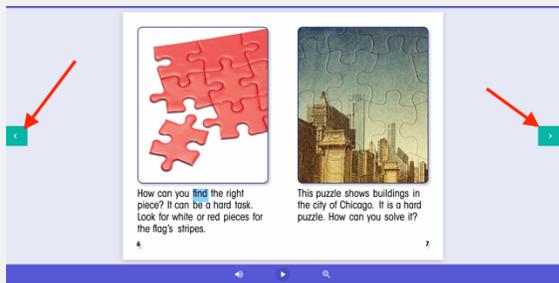
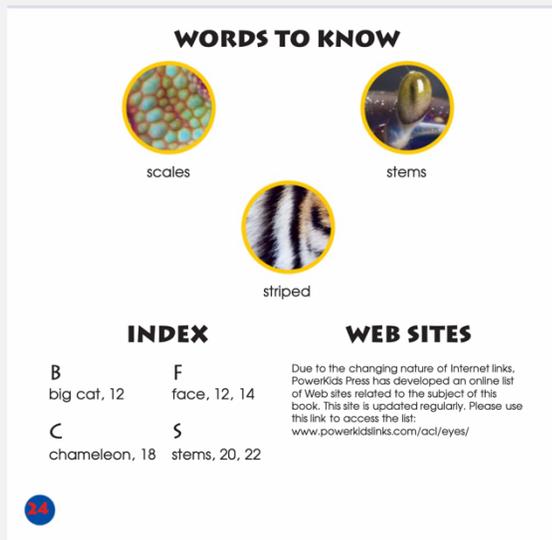
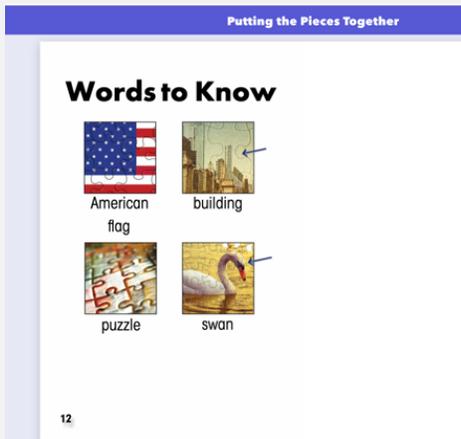
- |   |     |    |
|---|-----|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level?              | Yes | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | No |
| 3) Are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

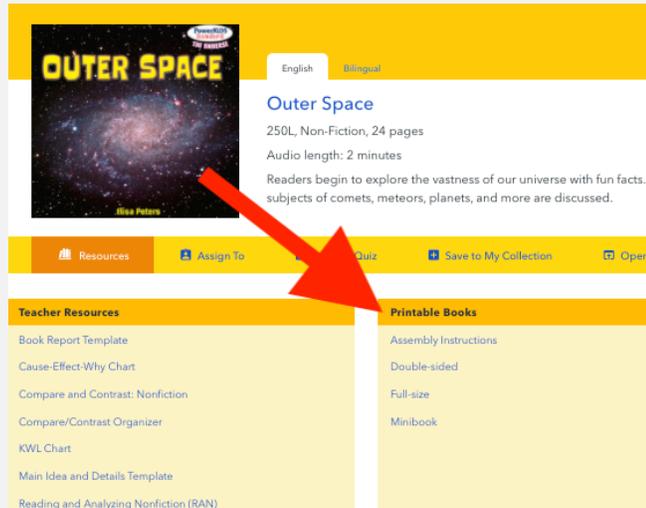
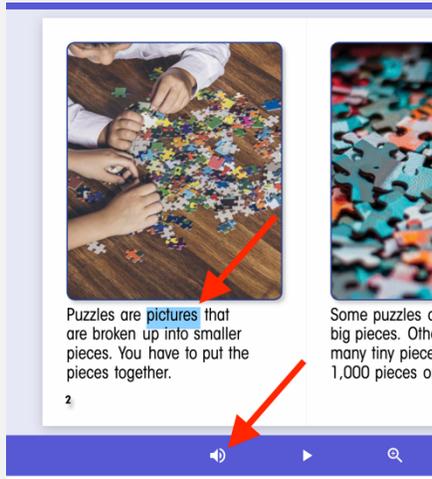
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. The materials provide scaffolding supports for the student to advance within a proficiency level. Supports and scaffolds are integrated into each of the 2,400 books. When initially reading a text, the student has the option to utilize recorded audio-support. As the book is read aloud to the student, the program highlights each word. A second support is the pace at which the book is read aloud for the student. The pace adjusts in speed according to the most recent Lexile level obtained from the latest formative assessment. Thirdly, many of the books offered to a student have visual supports such as pictures, captions, charts and graphs, that aid in developing comprehension while reading. Finally, the interactive book titles allow the student to turn pages by clicking on arrows that move the story forward or backward. Although the book is presented digitally, the arrows allow the student control of page turning. Students are free to turn pages back and reread as needed. Each of these supports seek to scaffold learning throughout a specific language proficiency level.
2. The materials provide scaffolding for students to progress from one proficiency level to the next. In addition to the supports mentioned above, other supports are available as needed. Each book offers the option to print the book. The book can be printed in multiple formats for use during class time or outside of school. This gives the option for multiple opportunities to engage in the text as needed. Quizzes offer options for the support as well. First, the classroom teacher has the option to turn the quizzes for each book title on or off. The teacher has the ability to assign books multiple times before offering the final quiz for the title. Secondly, each book's quiz in the lower reading and Lexile Levels, offers audio-support. The student may choose to have the quiz read aloud.

3. Due to the adaptive nature of the platform, the book titles offered to the student in the student's virtual bookshelf changes and adjusts depending on the student's current reading level and skills growth. Every two weeks the program automatically administers a short formative assessment to the student. This data adjusts the book Lexile Level to match the needs of the student. As the student grows within a proficiency level in reading skills, so too do the books available to the student.

*The following examples show supports available to the student throughout the platform's materials: visual support, page-turning control, printable books and recorded audio script.*





*The Rosen LevelUp White Pages further articulates the approach available to the student in the platform.*

**FOR EDUCATORS**

Teachers find LevelUp easy to integrate with other technologies and with their existing routines and classroom strategies. Because books can be read digitally or printed, teachers can utilize the resources as needed to meet individual or group needs. Printable resources allow for additional practice, provide ways to extend the concepts taught, and connect reading and writing. Some teachers project books on interactive white boards or screens and disable the audio for whole group lessons or choral reading activities.

Teachers have access to user-friendly reports on state-specific standards and skills based on the comprehension

quizzes taken by students. This allows for easy and efficient monitoring of student progress, enables teachers to quickly identify individual student or classroom needs, and provides data points for parental conferences or district reporting.

**White Paper**  
Accelerating Literacy Growth  
with Digital and Print Resources:  
Implementing Rosen LevelUp

**ACTOR NARRATED AUDIO SUPPORT**

According to the National Reading Panel, oral language is the critical foundation for learning. "There are two types of vocabulary—oral and print. A reader who encounters a strange word in print can decode the word to speech. If it is in the reader's oral vocabulary, the reader will be able to understand it. If the word is not in the reader's oral vocabulary, the reader will have to determine the meaning by other means, if possible. Consequently, the larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text" (2000). Rosen LevelUp provides authentic literature to assist in the acquisition of everyday, domain-specific, and academic vocabulary.

Rosen LevelUp provides audio actor-narrated support, not audio books, for independent reading of students who are

learning to read. This audio support is at a "just-right" speed to meet the needs of beginning readers. The pacing of lower-leveled books will allow students to use that audio support to help determine the meaning of words they cannot decode. It is known that many students do not or cannot read along with an audio book as they get lost at the faster pace, lose focus on the written word, and find themselves just listening, not reading.

**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 material. The material is designed for young readers in Pre-Kindergarten through grades 2/3. The materials, in both fiction and non-fiction selections reflect that. The philosophy of the platform and materials used state that, “A high-quality education in the early years is critical to ensuring academic success for all children. Early learners need exposure to begin to understand why people read and write to encourage them in their own literacy development,” (Hasenyager, 2020). These developmentally appropriate materials support the student in reading skills growth.
  
- 2. The grade-level content is accessible for the targeted levels of language proficiency. The student has the opportunity to select books to read that are both developmentally appropriate but also offer access to grade-level content. The teacher also has the ability to assign specific books to a student or group of students. By having this option, the teacher is able to match content area study to the student’s independent reading Lexile Level. The teacher is able to assign both fiction and non-fiction titles. The teacher can also create collections of titles that address specific units, topics, and standards to be addressed during instructional activities in the classroom.
  
- 3. Grade-level content is systematically present throughout the material. Although the grade-level content is not specifically listed in the traditional units or scope and sequence, grade-level content is systematically presented to the student through the formative assessment data collected bi-weekly. Titles on a wide range of content topics are available at virtually every reading Lexile Level. Through this approach, no matter the reading level of the student, books are offered for choice that address grade-level content. Again, the teacher has the ability to assign specific books to the student, addressing the need for exposure to grade-level content and vocabulary.

## E. Strands of Model Performance Indicators

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

- The materials include a range of language functions. While not specifically identified for the student during independent reading activities within the platform, the teacher has a selection of resources designed to be used during direct instruction in small groups or whole group instruction.

*Each book title offers Teacher Resources that name a language function and offer direct instructional materials. Language functions present include cause-effect, sequencing, summarizing, and compare-contrast.*

**WE LOVE Diamonds!**

English

**We Love I**

40L, Non-Ficti

Audio length: :

Diamonds are recognize this : diamond shap

Resources Assign To Preview

**Teacher Resources**

- Book Report Template
- Cause-Effect-Why Chart
- Compare and Contrast: Nonfiction
- Compare/Contrast Organizer
- KWL Chart
- Main Idea and Details Template
- Reading and Analyzing Nonfiction (RAN)
- Timeline Template

**Student Interaction**

**ROCKET MEN**

710L, Fiction, 16 pages

Audio length: 14 minutes

Josh and Samir are super smart, but they're al smarter. They each enter a science contest. Th the other contestant, Lorelei, stands quietly by.

Will Mera

Resources Assign To Save to My Collection

**Teacher Resources**

- 5 Ws Chart
- Book Report Template
- Cause-Effect-Why Chart
- Character Map
- Character Map Chart
- Character Report
- Compare and Contrast: Fiction
- Compare/Contrast Organizer
- Five Senses Chart
- Main Idea and Details Template
- Story Sequence
- Timeline Template

**Printable Books**

- Assembly Instructions
- Double-sided
- Full-size
- Minibook

2. There is opportunity for the language functions to be incorporated into communicative goals, although there is no specific inclusion. Through the teacher resources, teachers are able to extend skills from the platform into direct-instruction whole group activities. Resources lend themselves to communicative activities through station work, whole group and small group teaching and student projects. Depending on the goal of the lesson and the instructional practices of the teacher, the language functions found in the teacher resources lend themselves to communicative practice in all four domains.
  
3. The language functions support the progression of language development. Through the bi-weekly formative assessment, the Lexile Level of the student is adjusted based on data. From this data, the books and titles offered to the student are adjusted to keep titles within the ZPD. In addition, the teacher has the ability to assign specific books to the student in response to developmental need, classroom content standards and personal interest. Through these pathways, various language function activities are available at the student's reading level. By staying within the ZPD at the student's Lexile Level, language functions and reasons for communicating support moving the student through the language development progression at just the right pace.

*The following are examples of language function resources as well as a list of language functions and skills from which the teacher may choose from within the Teacher Dashboard.*

- Skills**
- Author's Purpose
  - Cause and Effect
  - Character, Setting, and Plot
  - Classify/Categorize
  - Compare and Contrast
  - Fact or Opinion
  - Find Evidence
  - Interpret Graphics or Text Features
  - Main Idea and Details
  - Make Inferences
  - Point of View
  - Reality or Fantasy
  - Recall
  - Sequence Events
  - Vocabulary
  - Convey Information
  - Interpret
  - Recall Details
  - Report
  - Summarize
  - Writing Conventions

