



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

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 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

Standards Framework Elements Included in the PRIME Inventory
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): Reading Eggs

Publisher: Blake eLearning

Materials/Program to be Reviewed: Reading Eggs Online Program

Tools of Instruction included in this review:

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

Intended Student Audiences: Ages 3-7

Language domains addressed in material: Reading 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). Language Arts, Science, and Social Studies

WIDA Language Proficiency Levels included: Beginners, Emerging Readers, Early Readers

Most Recently Published Edition or Website: <https://readingeggs.com>

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

Edmentum's dynamic 2-in-1 literacy solution, Reading Eggs and Reading Eggspress, is designed to build and reinforce foundational skills in a rich, interactive, online world. Reading Eggs, the pre-K through 2nd grade component, helps learners develop foundational skills across the five essential pillars of reading.

The online reading program uses simple navigation to allow direct access to all learning areas, and is computer, iPad and tablet friendly. This captivating and highly rewarding program offers an individualized learning pathway that fosters student independence, paired with rich teacher resources and reporting to drive classroom literacy instruction.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

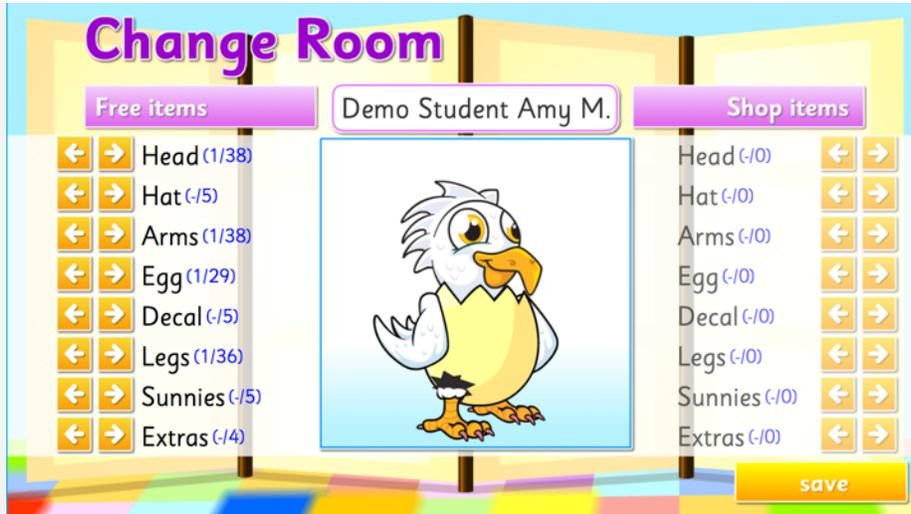
A. Representation of Student Assets and Contributions

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? | <u>Yes</u> | No |
| 2) Are the student assets and contributions systematically considered 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) Student assets and contributions are considered by engaging students to create their own avatar to explore the program, interactive program sections led by student choices, prior knowledge activities to connect content to self, and interactions with peers who are completing the same activities. Students individualize their online avatar with options including clothes, body shape, and animal type. The avatar leads them through the program, representing the student interacting with the content. See example:



In the section Story Factory, learners follow a guided structure to create an online book that is shared and rated by their peers. A winner is selected after a certain time frame, after which a new theme is created and another story writing content begins. See examples:



Each reading begins with pre-reading activities that build prior knowledge and utilize background knowledge. These types of activities create a connection between the student and the content. View example:

1 Learn reading skills

- Complete lesson 73 online.
- Add a critter to your map.

• **Well done!**



2 Practise reading

- Read this book aloud.
- Add the book stickers to your map.



• **Wow! You're doing great!**

Before reading

- Front cover: *Read the title of the book. Look at the picture.*
- *What do you think the story will be about?*
- Back cover: *Read the back cover to the child.*

After reading

- *What was the story about?*
- *Who was in the story?*
- *Which part of the story did you like best?*

www.readingeggs.com

In addition, resource worksheets often include questions that utilize student personal information and preferences. See example:

3 Which vowels are in your name?

2) Student assets and contributions are systematically considered throughout the Reading Eggs program. The representative examples in part 1 are systematically structured in the program, and accessible through the homepage.



2. Academic Language

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

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

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? Yes No

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

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

1) Reading Eggs is a reading development program that provides consistent opportunities to listen and interact with text, and practice spoken discourse. For example, at the beginning of most readings there is a section that asks questions in order to encourage discussions and build background knowledge. View an example from the My Books to Read leveled readers, and another from Level 2, Lesson 71:

The image shows a page from a reading program titled "Our School Week". On the left, there is a sidebar with the title "Our School Week", "Level 8 • Word count 179", and sections for "High Frequency words", "Teach and Discuss", and "Ask?". The main content is a "Contents" table with five rows: Monday (2), Tuesday (4), Wednesday (6), Thursday (8), and Friday (10). Each row includes a small image. To the right of the table is a "Before reading" section with three bullet points and an "After reading" section with three bullet points. At the bottom right is the website "www.readingeggs.com".

Our School Week	
2	Monday
4	Tuesday
6	Wednesday
8	Thursday
10	Friday

Before reading

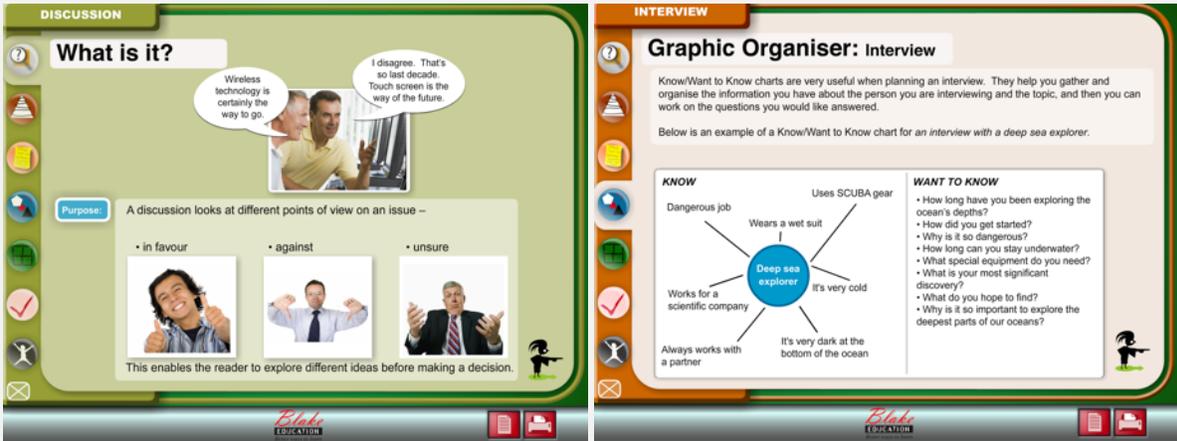
- Front cover: Read the title of the book. Look at the picture.
- What do you think the story will be about?
- Back cover: Read the back cover to the child.

After reading

- What was the story about?
- Who was in the story?
- Which part of the story did you like best?

www.readingeggs.com

Teacher resource writing activities are made accessible to all targeted proficiency levels through sensory, graphic, and interactive supports that include games, audio, graphic organizers, checklists, and animations that guide skill development. View examples from the teacher resources for Grades K-2 Writing Lessons:

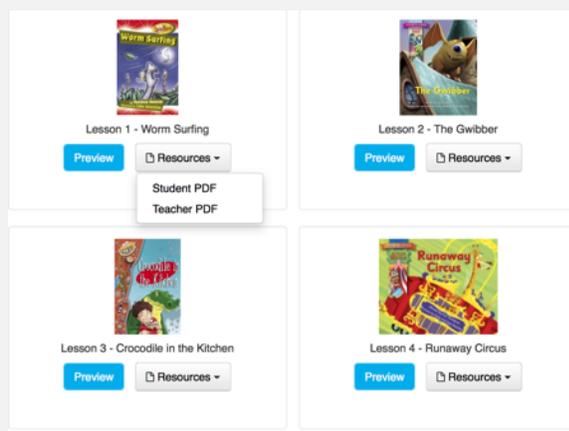


2) Language features like the audio supported text at the discourse level are addressed systematically throughout the student program. General resources that include speaking and writing lessons are found in the Teaching Toolkit and specific skill building resources and are available for each lesson. View example:

Teacher Toolkit



Lesson Specific

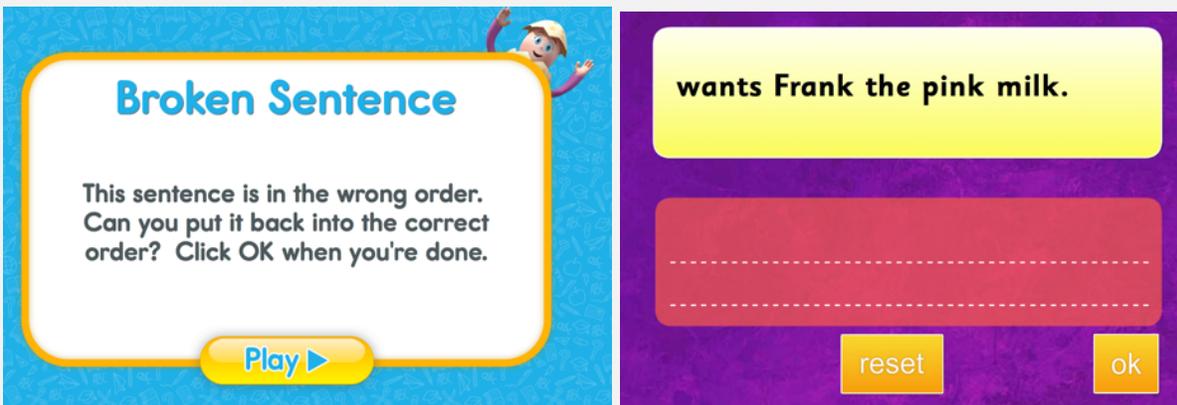


B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|--|------------|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed 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) The Reading Eggs program teaches, practices, and applies sentence dimension language features throughout the program. Learners practice new language in activities that include building sentences, arranging words in sentences, and practicing using new terms in sentence creation. View example sentence dimension activities from lesson 112:



Bird Words

Listen carefully and then read the sentence. You will need to make the sentence again when the birds fly away.

Play ▶



Q & A

Read the text and then answer the five questions. Try to pick the correct answer.

Play ▶

Brad the Crab

I will try to go back home. I will walk down the track. Brad sees three crabs. The three crabs are Fran, Grant and Bree. The three crabs are Brad's friends.



How will Brad get back home?

By walking down the track

He will drive

He will fly

2) Students test into the appropriate level in Reading Eggs, making each lesson appropriate to the student proficiency level. The carefully guided and structured lessons are supported with interactive animations, graphic supports, and audio guided and modeled activities. The examples used in part 1 utilize a range of interactive, graphic, sensory supports.

3. The examples used in part 1 are representative of the types of activities that are found in every lesson throughout the Reading Eggs program. Additional resources are available that include sentence level practice including worksheets for all lessons, extended classroom discussions, and teaching resources. The Teaching Toolkit includes grammar power point presentations and student worksheets with teacher notes. See example:

Active students: 9

K-2 Teaching Resources — Grammar — Powerpoint Lessons

Adjectives Adjectives Describing Adjectives	Adverbs Adverbs Nouns Compound Nouns Nouns Nouns And Articles Proper Nouns	Conjunctions Coordinating Conjunctions Prepositions Prepositions Pronouns Possessive Pronouns Pronouns
Punctuation Comma I Punctuation Sentence Ending	Sentences Phrases Sentences	Verbs Verbs

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

- | | | |
|---|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <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 for the targeted proficiency levels? | <u>Yes</u> | No |
| 4) Is the general, specific, and technical² language 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.

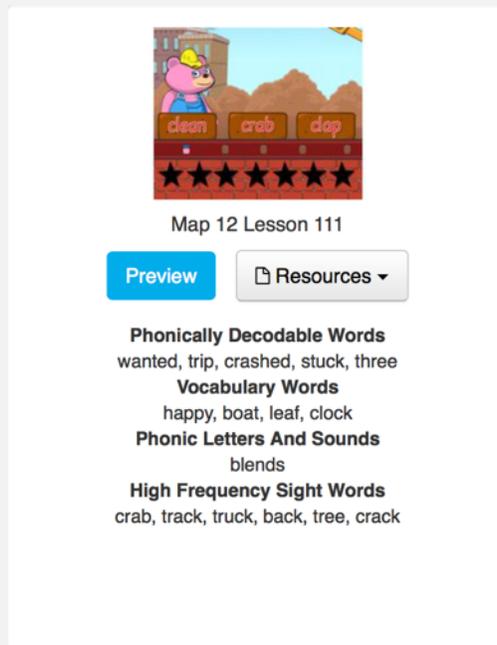
1) Reading Eggs is a pre-reading and early reading program that focuses on developing skills at the word/phrase level in every lesson. Activities focus on vocabulary and usage like phonically decodable words, high-frequency sight words, word building, words in context, and key words. In the teacher's section, each lesson lists the word dimension content.

²General 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.

View representative example from lesson 111:



Map 12 Lesson 111

[Preview](#) [Resources](#)

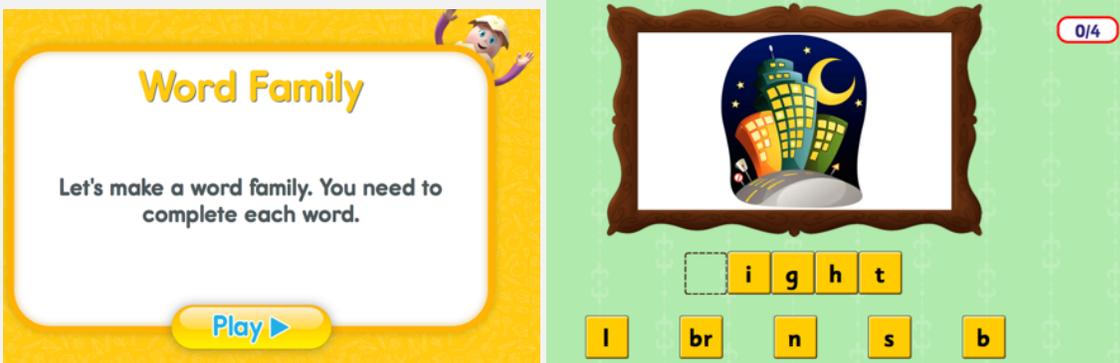
Phonically Decodable Words
wanted, trip, crashed, stuck, three

Vocabulary Words
happy, boat, leaf, clock

Phonic Letters And Sounds
blends

High Frequency Sight Words
crab, track, truck, back, tree, crack

Lesson content uses a range of systematically presented strategies to teach and practice word/phrase dimension skills. View an example activity from lesson 121:



Word Family

Let's make a word family. You need to complete each word.

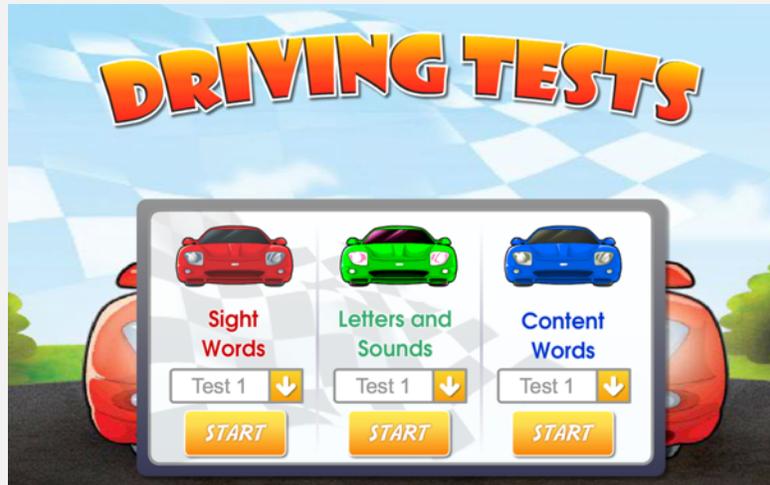
[Play](#)

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Additional program sections practice and apply word/phrase dimension skill development. For example, the Driving Tests section of the site assesses high-frequency sight word knowledge, phonics skills, and content area vocabulary.



2) Vocabulary and usage activities present words in context, and test knowledge of new language in context for every targeted level. Activities include reading terms in sentences, using context to determine meaning, and reading content that focuses on a grouping of key vocabulary. View an example activity from lesson 14:

3) General, specific, and technical language are appropriate to the language and grade level targeted in the lesson. Students test into the appropriate level. Each level includes content and supports to help move students from one proficiency level to the next. These supports include graphics, photographs, animations, and building skills like decoding words in context. The example in section 2 shows how graphics are used to show context, support instructions, and understanding.

4) General, specific, and technical language is presented throughout Reading Eggs. General language is practiced in every lesson in activities that practice sight words, and specific and technical language is targeted in activities that include vocabulary and challenge words. All terms relate to the theme, and some lessons include cross content connects that include key technical words. View an example from lesson 121 that shows general and specific vocabulary in a representative reading:

Exercise

I need to exercise.

6

We need to exercise.
Exercise helps us to live and grow.

7

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 this section. Provide descriptions, not just page numbers.

1) Reading Eggs is a leveled program with grade level appropriate content. Students start the program by completing a placement test which places them at an appropriate level within the program. Content is organized on the home page into different focused sections. The My Lessons section is organized in three levels with 40 lessons in each level. For students reaching the end of the Reading Eggs lessons, but not yet ready for Reading Eggspress, the Storylands section contains 20 lessons that target emergent and early reading learners. Storylands lessons have a strong focus on building comprehension skills and expanding students' vocabulary. However, the Spelling Lessons are grade leveled organized rather than proficiency leveled.

2) The leveling of lessons throughout the Reading Eggs program is developmentally and linguistically appropriate for the targeted proficiency levels. Lessons are made accessible with instructional scaffolds that assist student understanding of content. All lessons are supported with graphic, interactive, and sensory supports like animations, illustrations, games, sing-a-long songs, and audio.

3) Differentiation of language is systematically addressed throughout the Reading Eggs program. The 3 targeted levels are organized by theme and lesson numeration. The 'Starting Out' level, lessons 1-40, is for absolute beginners and practices first reading skills. Students learn the sounds and names of letters, read their first high-frequency sight words, and practice essential phonic skills needed to read three letter words. Students will then be able to read their first simple stories.



The 'Beginning to Read' level, lessons 41-80, targets emerging readers. Students learn high-frequency sight words, build word families, and read 40 books. Some of these books are nonfiction titles with a focus on developing vocabulary.



Finally, the 'Building Confidence' level is presented in lessons 81-120 and targets early readers. The 40 lessons practice fluency with an increased focus on reading for meaning, comprehension, and understanding longer words and sentences. Students read 40 longer books, that include nonfiction titles with a focus on building vocabulary in a variety of key areas.



Each level of the program includes 15 level specific quizzes, with 20 questions in each quiz. These are mastery quizzes, so a child only moves onto the next quiz after they get all 20 questions correct.

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? | <u>Yes</u> | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | <u>Yes</u> | No |
| 3) Are the targeted language domains systematically integrated 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) Reading Eggs is primarily a language development and reading program that is supported with listening supports and writing lessons. The speaking domain is addressed in the lessons when the program asks the students to read aloud, practice pronunciations, repeat words, and in the Teacher's section of the program with optional lessons that can be utilized in classroom instruction. Listening skills are developed in the Reading Eggs program with audio supports that guide instruction and optional audio available for all readings. The program includes 121 reading and literacy development lessons with non-fiction and fiction content. In addition, the Teacher's section of the program includes advanced writing lessons like Make a Protest Poster, Editorial, or Letter to the Editor. All activities are guided and include scaffolds like graphic organizers and interactive grammar lessons.

2) Language domain activities are leveled and supported for students working below level. A placement test ensures that students are working on the correct leveled lessons and engaging in a variety of interactive activities that teach reading, comprehension, grammar, and writing skill development. All lessons are supported with graphics, animations, audio, models, and interactive features like games and songs.

3) Reading, writing, and listening supports are systematically integrated throughout the materials. View representative examples of reading, listening, and writing activities in Reading Eggs:

Reading and Speaking: Lessons conclude with a non-fiction or fiction text that includes pre-reading activities that build prior knowledge and connect content to a theme. Notice in the Practice Reading section of the pre-reading activities, the program routine is to encourage students to read the text out loud. View a representative example:

<p>1 Learn reading skills</p> <ul style="list-style-type: none"> • Complete lesson 73 online. • Add a critter to your map. • Well done! <p>2 Practise reading</p> <ul style="list-style-type: none"> • Read this book aloud. • Add the book stickers to your map. <p>Wow! You're doing great!</p>	<p>Before reading</p> <ul style="list-style-type: none"> • Front cover: Read the title of the book. Look at the picture. • What do you think the story will be about? • Back cover: Read the back cover to the child. <p>After reading</p> <ul style="list-style-type: none"> • What was the story about? • Who was in the story? • Which part of the story did you like best? <p>www.readingeggs.com</p>	
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Writing: View an example of a guided Reading Eggs writing lesson. In this writing lesson, students are led through the writing process beginning with picking a cover photo and illustrations to creating an impactful ending.

STORY FACTORY

Tentacles Contest closes on January 24, 2018

How does your story begin?



story	words	start	ends
alien			vacuum
spaceship			cleaner
backyard			eyeballs
hose			mess
brother			landed
creature			secret
turtle			tangled
bird			wrapped
cage			smoke
lizard			

Type your story here.

change page →

← Save and exit →

. , ? ! "

Listening: Audio supports are found throughout the lessons. View a representative example:

Reading eggs

LESSON 55
121

Demo Student Amy M.

3

4

5

Reading Lessons



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.

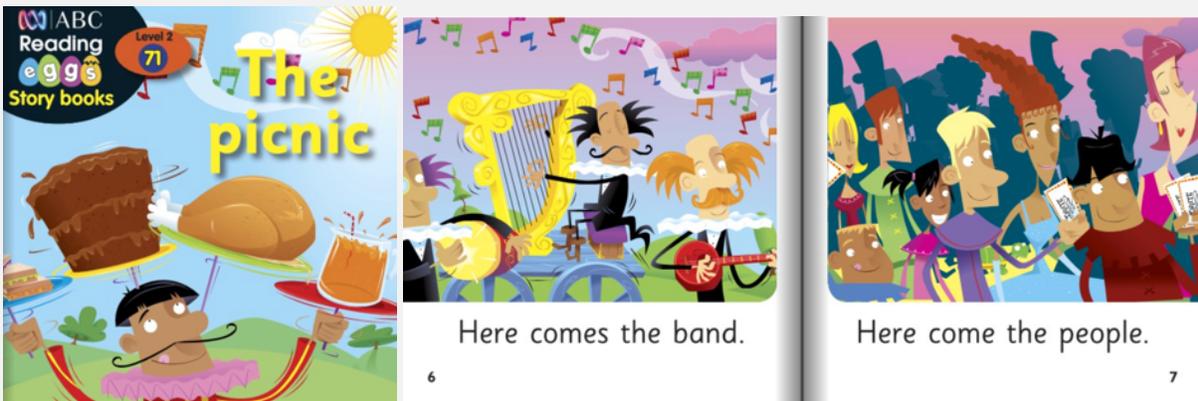
A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|---|------------|----|
| 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 |

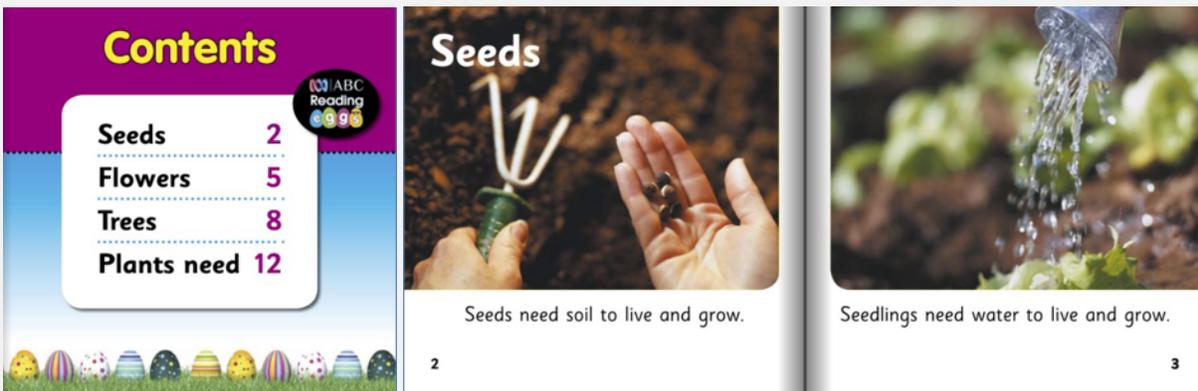
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1) Reading Eggs content aligns with grade level Common Core State and Anchor Standards. This is especially evident in the varied content that covers a range of non-fiction and fiction genres including persuasive, informational, and narrative texts. Comprehension strategies are designed to test the student's ability to understand both the literal meaning and analyze the subtext.

Example of Fiction texts in Level 2, Lesson 71:



Example of Non-Fiction texts in Level 3, Lesson 115:



2) Content that aligns to academic standards is represented systematically throughout the Reading Eggs program. Lessons are structured in the same manner that includes interactive vocabulary and language building activities, a reading lesson, and an assessment. Auxiliary content is located on the Home Page to practice new reading and spelling skills. In addition, student resource worksheets are labeled with the targeted Common Core Standards.

See example:

3 Draw Dobie on his leaf. Use Miri's instructions to help you.



CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.

3) Social and instructional language and the standard of Language Arts, Social Studies, Math, and Science are present in the Reading Eggs program. Reading comprehension is the targeted standard in the program, but reading content connects to science, social studies topics, and includes mathematical language in graphs, diagrams, and other graphic connections. Instructional language guides instruction throughout the activities and lessons. See a representative example of the instructional and social language that introduces the learner to the language arts skill practice and reading content in each lesson:

1 Learn reading skills

- Complete lesson 73 online.
- Add a critter to your map.



• **Well done!**

2 Practise reading

- Read this book aloud.
- Add the book stickers to your map.



• **Wow! You're doing great!**

Before reading

- Front cover: *Read the title of the book. Look at the picture.*
- *What do you think the story will be about?*
- Back cover: *Read the back cover to the child.*

After reading

- *What was the story about?*
- *Who was in the story?*
- *Which part of the story did you like best?*

www.readingeggs.com

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) Reading Eggs presents opportunities for learners to engage in various cognitive functions regardless of proficiency level. Each lesson presents content that students understand, practice, and then apply in activities that test their knowledge. Higher order thinking skill activities most commonly are found in pre- and post-reading questions that evaluate images, build background knowledge, activate prior knowledge, draw conclusions, question content, reflect on meaning, and connect content to self.

2) Opportunities for learners to engage in higher order thinking are systematically presented throughout the program. The following examples are representative of activities found throughout the program.

My Books to Read Levelled Readers:

<h2>Our School Week</h2> <p>Level 8 • Word count 179</p> <p>High Frequency words afternoon, class, did, had, morning, on, reading, we</p> <p>Teach and Discuss</p> <ul style="list-style-type: none">• Talk about the class timetable and when each thing is done.• Discuss why some things, eg reading, are done more often than others.• Talk about what would happen if there was no timetable. <p>Ask?</p> <ul style="list-style-type: none">• What is your favorite day at school? Why?• What are some other places that follow a timetable?	<h1>Our School Week</h1> <h2>Contents</h2> <table><tr><td>2</td><td></td><td>Monday</td></tr><tr><td>4</td><td></td><td>Tuesday</td></tr><tr><td>6</td><td></td><td>Wednesday</td></tr><tr><td>8</td><td></td><td>Thursday</td></tr><tr><td>10</td><td></td><td>Friday</td></tr></table>	2		Monday	4		Tuesday	6		Wednesday	8		Thursday	10		Friday
2		Monday														
4		Tuesday														
6		Wednesday														
8		Thursday														
10		Friday														

Pre-reading Lesson 73

Before reading

- Front cover: Read the title of the book. Look at the picture.
- What do you think the story will be about?
- Back cover: Read the back cover to the child.

After reading

- What was the story about?
- Who was in the story?
- Which part of the story did you like best?

www.readingeggs.com

Evaluating and Drawing Conclusions Lesson 112

Brad the Crab

I will try to go back home. I will walk down the track. Brad sees three crabs. The three crabs are Fran, Grant and Bree. The three crabs are Brad's friends.



How will Brad get back home?

- By walking down the track
- He will drive
- He will fly

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.

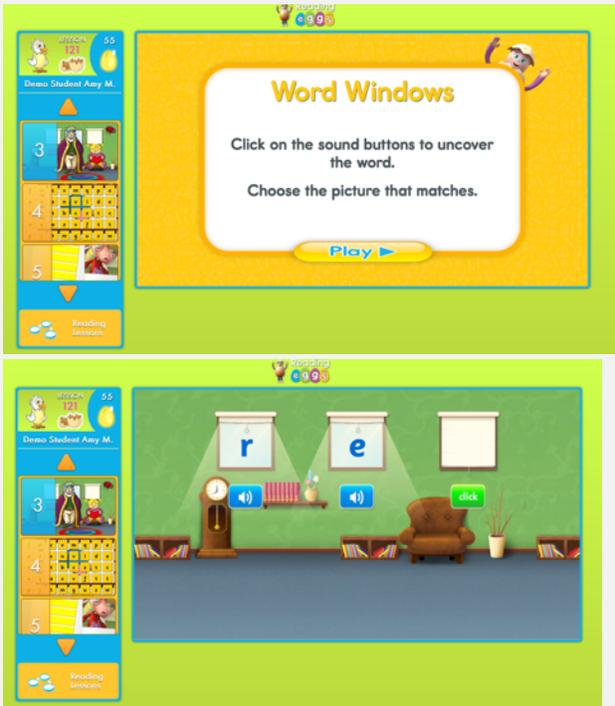
1) Reading Eggs provides scaffolding supports to help learners to advance within their proficiency level. Students are placed into the appropriate leveled lessons after taking an initial assessment. Lesson content throughout the program includes interactive, graphic, and sensory supports that assist students at all proficiency levels. Example supports include ongoing audio supports, predictable text, supporting illustrations, graphics that provide vocabulary reinforcement, interactive step-by-step teaching to make new strategies clear, and frequent short quizzes to check understanding.

Graphic supports and Interactive Supports:

Lessons practice content using interactive and graphic supports like these example vocabulary lessons below. In the first example, the student is asked to match the colors with the words to paint the picture. The second example is a timed game where students match the word with the illustration.



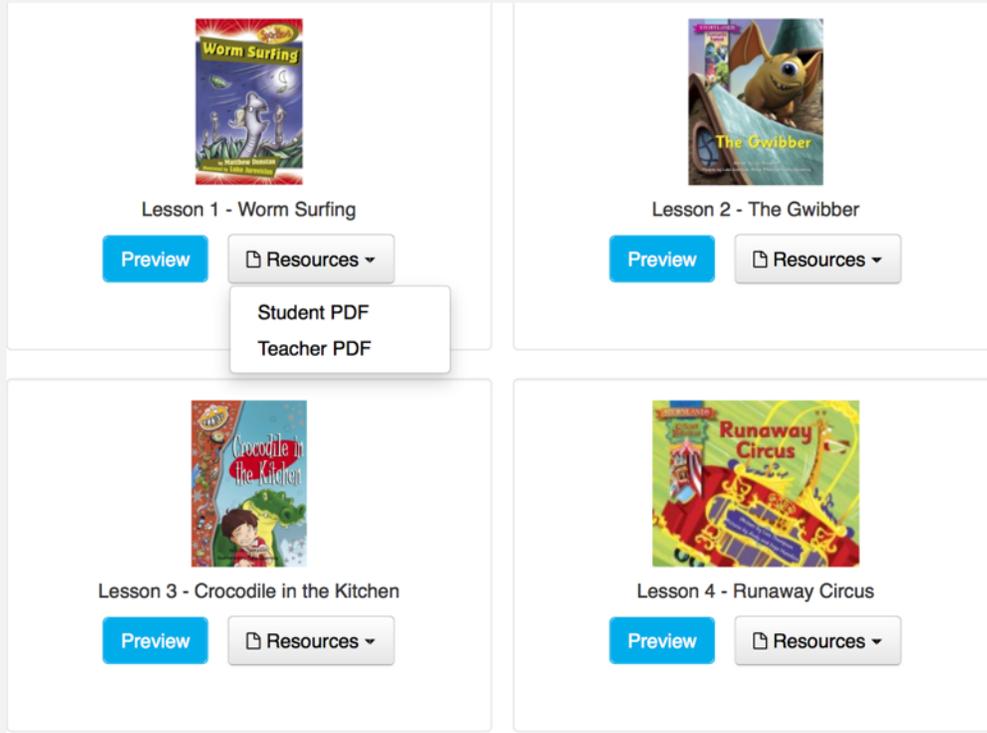
Audio Supports are used in every lesson. See example:



In addition to the lessons, the program provides interactive practice and further opportunities to apply skills in sections like Storylands and Story Factory. From the home screen, they access the program sections and additional portals where students can spend their points (eggs) earned, sing songs, and play interactive games.



Additionally, the program includes resources for teachers and students to support content in each lesson. These can be accessed in the Teacher’s section of the program. See example:



The screenshot displays a grid of four lesson cards. Each card features a colorful book cover at the top, followed by the lesson title. Below the title are two buttons: a blue 'Preview' button and a grey 'Resources' button with a dropdown arrow. For Lesson 1, the 'Resources' dropdown is open, showing two options: 'Student PDF' and 'Teacher PDF'.

- Lesson 1 - Worm Surfing**: Book cover shows a worm surfing on a wave. Buttons: Preview, Resources (dropdown with Student PDF, Teacher PDF).
- Lesson 2 - The Gwibber**: Book cover shows a green creature on a slide. Buttons: Preview, Resources.
- Lesson 3 - Crocodile in the Kitchen**: Book cover shows a crocodile in a kitchen. Buttons: Preview, Resources.
- Lesson 4 - Runaway Circus**: Book cover shows a circus tent and train. Buttons: Preview, Resources.

2) The supports described in part 1 help students to practice and successfully use new content, and to advance from one proficiency level to the next. To encourage self motivation and monitoring, Reading Eggs uses a reward-based scoring system. Students gain points (golden eggs) each time they complete a task, and they can set record scores and receive rewards that encourage advancement. Learners use the eggs to shop, play games, receive trophies, and printable certificates. Teachers can track progress of the class and individual student advancement throughout the program in the Teacher’s section of the site. See example:



3) Scaffolding supports are systematically integrated into every lesson in the Reading Eggs program. The supports described in sections 1 and 2 are representative of supports found in all levels, and throughout the lessons.

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 Reading Eggs is linguistically and developmentally appropriate for pre-school to 2nd grade students. Content is organized into 3 levels, and each level provides content appropriate for a targeted age group. The first level and first 40 lessons, Starting Out in Zoo, targets 3-6 year-olds who have little or no reading skills. Level 2 and 3 content is targeted at 5-7 year-olds. Learners can then seamlessly progress into the Reading Eggspress program that presents a range of content appropriate for students 7-13 years old.



2) Grade-level content is accessible for the targeted levels of language proficiency by placing learners in the correct level and scaffolding instruction. A computer-based placement test places students in the curriculum. Grade-level content is further made accessible through front-loading of information that builds background knowledge and ensures understanding. For example, crucial vocabulary is taught prior to reading content selections and selections are thematically organized in order to build background knowledge.

3) Grade-level content is systematically presented throughout the program. View lesson content at <https://readingeggs.com/about/lesson-overview/reading/>.

The Spelling lessons are the core of the Reading Eggs learn-to-spell program. The Spelling Vault contains 96 carefully graded spelling lessons. Each spelling lesson focuses on a 12-word spelling list. The lessons cover the spelling requirements of the first three years of school with 32 lessons per year level.

Kindergarten/Prep Levels A-D, Lessons 1-32.

Year 1/Grade 1 Levels E-H, Lessons 33-64.

Year 2/Grade 2 Levels I-L, Lessons 65-96.

E. Strands of Model Performance Indicators

- | | | |
|--|------------|----|
| 1) Do materials include a range of language functions? | <u>Yes</u> | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | <u>Yes</u> | No |
| 3) Do the language functions support the progression of language development? | <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) Reading Eggs includes WIDA defined language functions in every lesson and throughout the levels. Language functions like draw, look, discuss, repeat, ask, choose, and judge are used throughout the instructional language and teacher's resources. Example activities using language functions include "Draw a picture to show the main idea," or "Match each picture to a word."

2) Language functions are always attached to a context, and used to guide instruction through the program. They are used to define the action involved in the activity, in the descriptive instructions, and used to define lesson goals in the teacher resources.

3) Language functions are presented comprehensively and support students' language development progression throughout the program. As students develop comprehension skills, content complexity increases and includes more advanced language functions. View representative examples of language functions found throughout Reading Eggs and the resource lessons:

Vocabulary

1 Match each word to a picture. Underline the correct answer.

2 Trace and copy. **1** Color the correct word. Cross out the wrong word.