



# PRIME V2™

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 US domestic and international audiences.

## Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

## Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the

language development of language learners, both in the U.S. and internationally, as they pertain to products.

## **Overview of the PRIME Process**

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “no” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

## **PRIME at a Glance**

<b>Standards Framework Elements Included in the PRIME Inventory</b>
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

## **PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

Publication Title(s): Imagine Learning

Publisher: Imagine Learning

Materials/Program to be Reviewed: Online Program and Classroom Resources

Tools of Instruction included in this review: Student Online Program, Teacher's Portal and Classroom Resources

Intended Teacher Audiences: Curriculum Administrators & Teachers Pre-K-6

Intended Student Audiences: English Language Learners & Struggling Readers

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

Check which set of standards will be used in this correlation:

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language, the Language of Language Arts, Mathematics, Social Studies, and Science.

WIDA Language Proficiency Levels included: Entering-Bridging

Most Recently Published Edition or Website: <http://www.imaginelearning.com>

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

Imagine Learning is an engaging language and literacy software program that accelerates English learning. Focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support—it spells success for students everywhere.

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

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

1) Imagine Learning creates pathways for students to connect to content by considering the student's background, personal experiences, culture, and academic knowledge in activities throughout the program. Conversational language is taught by creating a narrative that relates to learners of the targeted age levels. Child actors enact a story line similar to interactions in life or school and use verbal and nonverbal cues to interact with the learner. For example, the actors use a shoulder shrug cue and look directly at the screen/learner to indicate when the learner should respond. See an example from a language lesson:



Pre-reading activities in the leveled book sections elicit background and prior knowledge by asking open-ended questions that prepare students for new content. Example questions include "What kinds of things do you think you would see in a museum?" or "What do you think might be a sign that a volcano will erupt?" Classroom activities also consider student assets and contributions in multiple reoccurring activities. These include open-ended discussion questions, questions that ask for student opinions, and exercises that encourage students to share their personal experiences, culture, and academic knowledge. See representative examples from the Teacher Resources:

**Honeybees**

Written by Diane de Mille

**Pre-Reading Questions**

Do you like bees? What do bees do? Do bees help people? Do you like to eat honey? In this story, we will learn what bees do and how bees make honey.

**Classroom Activities**

**Response Journal**

Think about the article *World of Celebrations*. Write about a special celebration you have in your family or in your culture. How do you prepare for the celebration? What do you do at the celebration? Who comes to celebrate with you?

OR

Write about your favorite celebration. Why do you like it? Describe what you do at this celebration.

In many classroom activities, the Teacher Resources provides guided explanations to help students connect new content to 1<sup>st</sup> language knowledge. In this example, students introduce themselves using the student's culture of origin to help explain the differences in naming and introductions. This example is found in the Teacher Resources for Blended Learning Vol. 7:

### Explain

Introduce the activity: *It's important to know your name, your address, and your phone number. We are going to learn about them and practice using them.*

Say: **My name is [teacher's name]. What's your name?**

Have students turn to a partner and exchange names using the sentence frame, "My name is \_\_\_\_." Have students turn to a different partner and exchange names.

Say: **My full name is [teacher's full name]. What's your full name?** Discuss with students where the family name is placed in English. Discuss how different countries might place it differently. If applicable, have students share examples from different countries.

- In Spanish-speaking countries, it is common to have two family names, like Luis Martinez Lago. In this example, *Martinez* is the father's surname and *Lago* is the mother's. The child uses both names.
- In China, names start with the family name, followed by the person's first name.

Say: **What's your full name?** Have students turn to a partner and exchange full names using the sentence frame, "My full name is \_\_\_\_." Have students turn to a different partner and exchange names.

Say: **My address is [teacher's address]. What's your address?** Discuss with students that most addresses have a house or building number, street, city, state, and zip code. Someone who lives far from a city might have an address that is just name of the road they live on.

Say: **What's your address?** Have students turn to a partner and exchange addresses using the sentence frame, "My address is \_\_\_\_." Have students turn to a different partner and tell say their addresses.

Say: **My phone number is [teacher's phone number].** Discuss with students that in the United States, your phone number is 10 digits. In New Zealand, your phone numbers might be 8 digits. In other places, your phone number might be 11 digits.

Say: **What's your phone number?** Have students turn to a partner and exchange phone numbers using the sentence frame "My phone number is \_\_\_\_." Have students turn to a different partner and tell them their phone number.

2) Considering student assets and contributions is deliberately and systematically presented throughout the Imagine Learning program. Activities that present opportunities for students to connect to content and share their personal experiences are located in the online program and in the classroom lessons. The online activities include an overall reaching into the

student environment by using real and diverse actors, real-world situations, and academic settings relating to the targeted age groups. In the classroom activities, extension activities utilize journaling and other personal expression exercises that are practiced with peers.

## 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) The Imagine Learning program addresses language features at the discourse level in the speaking and listening lessons and the classroom resource activities. In the online program, language lessons are presented in a contextual narrative supported with videos and student characters that relate to real-world peer interactions. The characters interact with each other to provide authentic verbal and nonverbal cues to increase contextual comprehension. Beginning conversational practice lessons focus on school readiness and conversational phrases like "What do you want to do?" or "How's the Weather?" More proficient students practice phrases related to ordering food at a restaurant or asking questions like "What's the matter?" Students listen to each phrase multiple times, learn its meaning, and then have the opportunity to record themselves. See examples from the language lesson "What's the Matter?" #16.

Students listen to the dialogue.



Students practice and record.



Students demonstrate mastery.



After practicing the conversational phrases online, classroom lessons promote peer and group interactions using the new language. In this example classroom exercise called “Good Morning” the objective is to help students practice common greetings and conversational phrases in an interactive activity.

#### WHEN SHOULD I USE THIS?

Use this classroom activity when your students are learning conversational phrases in Imagine Learning Speaking and Listening activities ([Menu > Speaking and Listening > Conversational Phrases](#)).

#### TARGET PHRASES

- Good morning.
- How are you?
- I'm fine, and you?

#### MATERIALS

- 3 different-colored bean bags or soft balls

#### INSTRUCTIONS

1. Students form a circle.
2. Explain that each colored item represents a phrase—for example:
  - Blue ball/bean bag: “Good Morning.”
  - Red ball/bean bag: “How are you?”
  - Green ball/bean bag: “I’m fine. And you?”
3. Students gently toss the item to another student. The student who catches the item then says the phrase connected with the item.
4. Have them practice first with one item, then gradually add other items until all three items are in play.
5. Add new phrases each time students play.

2. Opportunities to practice discourse are presented systematically throughout the Imagine Learning program. The online program presents speaking and listening lessons that include academic and school-readiness practice as well as practice for social conversations. Lessons are leveled, interactive, and include audio support to help reinforce speaking and listening skills. Each lesson is structured in the same manner with instruction, practice, and review of each phrase. Online lessons are supported with classroom activities that allow students to demonstrate the skills they learned in the Imagine Learning program. Lessons include kinesthetic and social activities to play in groups or with the whole class. View an example from Teacher Resources for Blended Learning Vol. 7 pg. 218:

**Explain**

Introduce the activity: **A good way to learn new words is to sort them into groups.** Introduce the concept of categories by writing the three category words on the board: animals, people, and food. Name a noun and have students tell you which category it belongs to. Have students brainstorm more words that could go under each category.

Give each student a set of noun cards. Say: **You each have your own set of noun cards. We have a lot of noun cards here! Let's sort them into groups.**

**Play**

1. Have students glue each category label to separate pieces of construction paper.
2. Have students sort and glue each word picture under the label it matches.
3. Have students compare their finished pages to a partner's pages.
4. Have students talk about how they created the categories.

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

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

**2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?**      Yes    No

**3) Are the language features at the sentence dimension addressed systematically throughout the materials?**      Yes    No

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

1) Imagine Learning provides a large range of opportunities that practice language at the sentence level. Even at the very beginning levels of Imagine Learning, students are taught new language in context and at the sentence level. In online speaking and listening lessons, students watch staged but authentic interactions between peers and then are invited, through nonverbal cues, to interpret the conversation and pick the appropriate responses. Students can watch the interaction as many times as necessary and then choose the written phrase/sentence that matches the situation. The new language is then practiced with their peers in classroom activities that extend the online lessons. In general, speaking, listening, reading, and writing lessons focus around language acquisition at the phrase and sentence level and academic skill building. In order to produce sentence level language, students learn parts of speech like nouns, prepositions, comparative adjectives, and also grammar concepts such as subject-verb order, contractions, articles *a* and *an*, and question words. View an example writing and grammar activity in the 2<sup>nd</sup> Grade lesson #7, in which students edit sentences for their school website:

The screenshot shows a digital platform for Imagine Island Academy. On the left, there's a writing activity where a student has typed "When he was a boy, Abraham Lincoln love to read books." A red 'X' icon is next to the word "love". Below the text is a green "POST" button. On the right, there's a profile picture of a girl and a timestamp "Tue 11/08/16". Two "Fun Fact" boxes are displayed: Fact #1 about Abraham Lincoln loving to read books, and Fact #2 about George Washington having teeth made of animal bone. There are also three small circular icons at the bottom right.

Notice the audio button in the far right corner of the screen. Imagine Learning is audio supported and provides opportunities for students to listen to correct syntax in context, internalize the rules and patterns, and then practice language by recording themselves and comparing the recording to the audio model. In this example song called “Make it Plural”, the animated song teaches how to make words plural:



- 2) Imagine Learning’s sentence dimension language features are leveled and appropriate for Entering through Bridging language learners. Lessons are supported by a myriad of instructional scaffolds and supports. The program is audio supported with peer modeling, and students create recordings of themselves reading texts and answering questions. They can then listen to themselves, compare, and practice corrections. Classroom Teacher Resource lessons are available for grammar, vocabulary, listening/speaking, literacy, and grade-level specific reading comprehension. These include sensory-rich activities with differentiated support for students working above and below level.
- 3) Language features at the sentence dimension are addressed systematically throughout Imagine Learning. Each language lesson includes three sections: instruction, practice, and review. The lessons can then be extended in classroom activities that include teacher models, cooperative learning, and extension activities. View a sentence level writing activity with an extension lesson from the Teacher Resources for Blended Learning Vol. 7:

## Check Progress

Use a sentence-writing activity to check individual progress.

Distribute the Write and Draw sheet. Point out to students that there are four sentences that have been started, but they are all missing an action verb. Read the sentence starters together. Say: **Your job is to think of an action verb to complete the sentence. Think of something the noun can do and write it in the blank. For example, the girl bakes.** Invite students to add details to their sentences. For example, "The girl bakes a big cake." **Then draw a picture that shows what you wrote.**

### Assessment Bank:

The girl \_\_\_\_\_.

The frog \_\_\_\_\_.

The cat \_\_\_\_\_.

The boy \_\_\_\_\_.

Check individual student work. Ask each student to identify the action verbs they've created and explain what an action verb is. If students can do these two things, consider the intervention successful.

### Writing Extension

Have students turn the Write and Draw sheet over and create four more squares. Challenge students to write additional sentences with action words on their own. Remind students that a sentence begins with a capital letter and ends with a period. Have them underline the action verb. Allow them to draw the supporting pictures. Consider having them present their favorite sentence with its associated drawing to the class.

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

- |   |               |
|---|---------------|
| <b>1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?</b> | <u>Yes</u> No |
| <b>2) Are words, expressions, and phrases represented in context?</b>   | <u>Yes</u> No |
| <b>3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?</b>                                     | <u>Yes</u> No |
| <b>4) Is the general, specific, and technical<sup>2</sup> language systematically presented throughout the materials?</b>                       | <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) Imagine Learning addresses language features at the word/phrase dimensions in a consistent manner for all identified proficiency levels. Students are taught vocabulary through videos, pictures, glossaries, and direct translations. Words and concepts are repeated in multiple contexts in various books and activities, which provides students with a rich language experience and deepens comprehension. Vocabulary usage addresses all targeted levels of proficiency and is supported with instructional scaffolding that assists all learners. For Entering and Beginning students, vocabulary is presented through illustrations accompanied by sentences. In the higher levels of proficiency with more difficult words and phrases, they are presented in videos and reading selections. In this example from the grade 2 leveled book *Sir Isaac Newton*, vocabulary is introduced in pre-reading activities that first define, and then give opportunities to use the word in a matching game and sentence.

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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.



In addition, Imagine Learning provides an individualized and supported learning path that tracks where students are struggling. This tool is called the *Action Areas Tool*, and suggests resources for targeted intervention that include online activities and teacher led instruction in small and large groups. Classroom activities are interactive and reinforce the skills students learn from the online curriculum, and provide students opportunities to practice language with peers. See an example from a word level classroom lesson in the Teacher Resources for Blended Learning Vol. 7 pg. 331:

### Picture It

**Materials**

- Vocabulary List of 5-10 words.

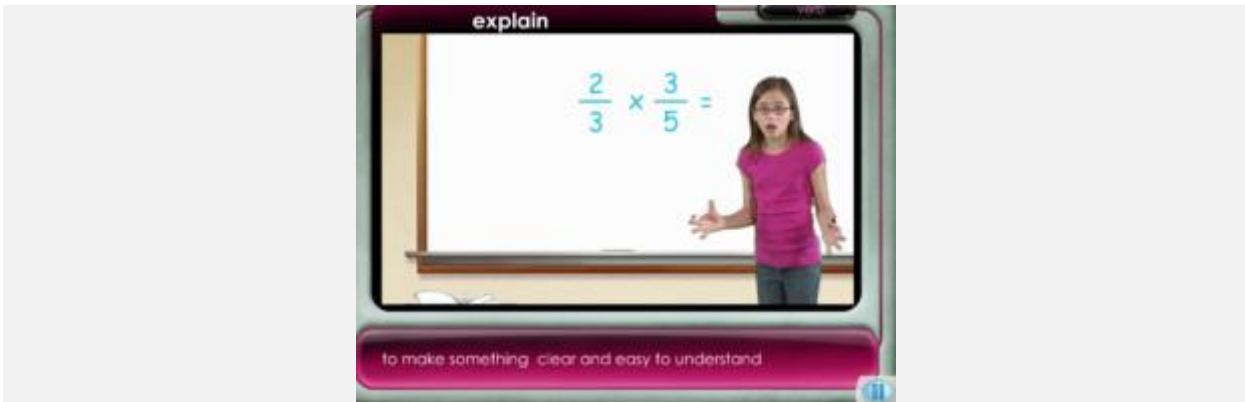
**How to Play**

- Display the Vocabulary Words Display a list of vocabulary words for students.
- Draw the Word Choose one student to go first. The student should choose a vocabulary word without telling anyone which word he or she has chosen. Without talking, the student draws pictures as clues to help the other students guess the word.
- Score Points The first student to guess the word gets one point. He or she scores one more point for correctly using the word in a sentence.
- Continue the Game Continue the game until each student has had a turn drawing clues.

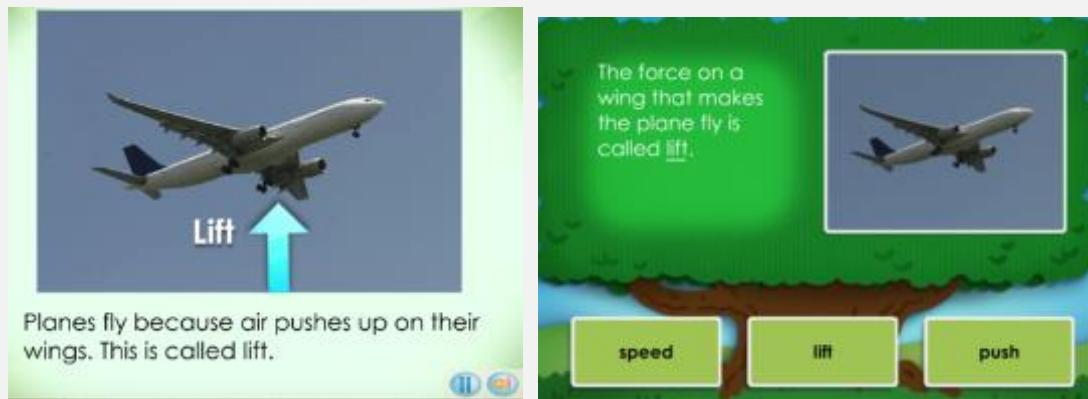
**Check Progress**

Name each vocabulary word. Prompt a student to use the word in a sentence. If students can correctly use the words in a sentence, consider the intervention successful.

2) Words, phrases, and expressions are represented in context throughout every level. For entering students, the context may be an illustrated scene. Entering and beginning students may encounter a video with a sentence caption. View a screen shot from an academic vocabulary lesson about the word *explain* in which a video gives examples on how to use the word *explain*:



Developing and Expanding students encounter vocabulary in the context of informational text, such as "Why Don't Airplanes Fall Out of the Sky?" which teaches students about how planes fly. See examples of how the vocabulary is presented with visuals and assessed in context.



General, specific, and technical language are level appropriate and made accessible for all targeted proficiency levels with embedded supports and leveling. Supports include audio tracks, animations that provide context, actors that provide verbal and nonverbal cues, graphics, and interactive supports online and in the classroom. In the example used in section 2, the vocabulary word lift is used in context and supported with graphics. Classroom supports include but are not limited to cooperative learning, gaming and kinesthetic lessons, peer and teacher modeling, using graphic organizers, and on-page differentiation for students working above or below level. View a representative example of a classroom vocabulary support in a graphic organizer lesson in the Teacher's Resources Vol. 7 p. 324:

### Introduce the Activity: Creating a 3-D Graphic Organizer

Tell students they will create a 3-D graphic organizer that shows their understanding of a vocabulary word. Explain: *We will make a 3-D graphic organizer by folding paper to create different sections. In each section, you will fill in different kinds of information that relate to the word. I will guide you step-by-step to create your 3-D graphic organizer.*

1. Assign a Vocabulary Word Display the target vocabulary word and guide group discussion about its meaning.
    - Say a student-friendly definition of the word. Then prompt volunteers to restate the meaning in their own words.
    - Say the word in a sentence and invite students to say the word in a sentence of their own.
    - If appropriate for the chosen 3-D graphic organizer, give an example or a related word. Prompt students to think of other examples or related words.
  2. Model Creating the 3-D Graphic Organizer Display the page with a sample of the chosen 3-D graphic organizer. Explain how the information in each section relates to the vocabulary word.
  3. Create the 3-D Graphic Organizer Use the directions to guide students in making a 3-D graphic organizer with information about the target vocabulary word. See Differentiation suggestions for grouping.
  4. Share and Discuss Invite students to share one part of their completed 3-D graphic organizer with the group.
- If time allows, select additional words and repeat steps 3 and 4 of the routine.

#### Differentiation

**Below Level** Guide the group to create a shared 3-D graphic organizer for the target word. Add information with input from students.

**On Level** Have students work with a partner to create a shared 3-D graphic organizer for the target word.

**Above Level** Have students work individually to create a 3-D graphic organizer. Encourage them to say or write a few sentences using the target vocabulary and other words and phrases from the completed graphic organizer.

3) Imagine Learning systematically presents general, specific, and technical vocabulary to develop critical language skills. General language skills are practiced in listening and speaking lessons and in the classroom activities. Depending on their proficiency level, students learn to converse socially with peers, in typical school situations, and interact in real world scenarios. For example, in Vocabulary 1, Lesson 19, students develop general vocabulary for use on the playground, such as *baseball*, *soccer*, *ball*, *grass*, *fence*, and *slide*. Specific vocabulary including instructions using language functions, is used throughout Imagine Learning. For example, in Vocabulary 2, Lesson 34, they learn specific vocabulary such as *select*, *sort*, and *estimate*. View the expansive representation of specific vocabulary in the academic vocabulary lessons in grades 5–6:



The program also teaches hundreds of words that students will encounter in language arts, science, math, and social studies. This broader vocabulary helps kids bridge the gap between the two most important areas of their lives: the playground and the classroom. For example, in the non-fiction reading “Why Don’t Airplanes Fall Out of the Sky?” students learn science concepts and vocabulary like *lift* and *air flow*.

### **3. Performance Definitions**

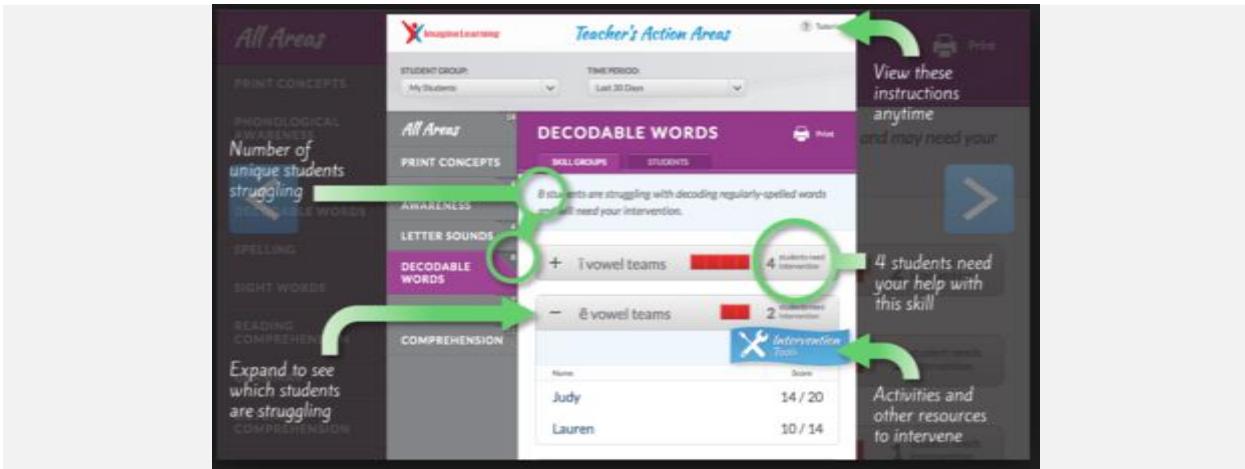
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

#### **A. Representation of Levels of Language Proficiency**

- |   |               |
|---|---------------|
| <b>1) Do the materials differentiate between the language proficiency levels?</b>   | <u>Yes</u> No |
| <b>2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?</b> | <u>Yes</u> No |
| <b>3) Is differentiation of language systematically addressed throughout the materials?</b>   | <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) Imagine Learning is a leveled program that differentiates and supports learners of all targeted proficiency levels. Before entering the program, students take a literacy and language assessment and the teacher enters personal data about the student such as first language and grade level. Students are then placed into the appropriate developmental and proficiency level with personalized supports. As the student moves through the program, ongoing assessments create instructional adaptations based on student performance. For example, pre-tests or "predictive checkpoints" are systematically presented to determine if the student is ready to advance. After advancing, if the student does not show skill mastery, they may be moved back a level. Using the Assessments and Reporting section of the program, teachers can access a range of important information about each student including student growth through proficiency areas and identify students who need help and the skills that need more work through the Action Areas Tool. In this section, teachers can access state and Common Core Standards as well as student specific intervention resources. See example:



2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels throughout Imagine Learning. Before starting the program, the student's grade level is entered into the program. This guides the programming and guarantees that students receive developmentally and grade-level appropriate content. The pre-assessment test places students in the linguistically appropriate level that includes instructional scaffolds and differentiation. Supports include optional 1<sup>st</sup> language translations, graphics, interactive platforms, audio supports, and extensive resources for classroom activities that include differentiation. View a representative example of embedded differentiation in a graphic support classroom lesson in the Teacher's Resources Vol. 7 p. 324:

**Introduce the Activity: Creating a 3-D Graphic Organizer**

Tell students they will create a 3-D graphic organizer that shows their understanding of a vocabulary word. Explain: *We will make a 3-D graphic organizer by folding paper to create different sections. In each section, you will fill in different kinds of information that relate to the word. I will guide you step-by-step to create your 3-D graphic organizer.*

1. Assign a Vocabulary Word Display the target vocabulary word and guide group discussion about its meaning.
  - Say a student-friendly definition of the word. Then prompt volunteers to restate the meaning in their own words.
  - Say the word in a sentence and invite students to say the word in a sentence of their own.
  - If appropriate for the chosen 3-D graphic organizer, give an example or a related word. Prompt students to think of other examples or related words.
2. Model Creating the 3-D Graphic Organizer Display the page with a sample of the chosen 3-D graphic organizer. Explain how the information in each section relates to the vocabulary word.
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4. Share and Discuss Invite students to share one part of their completed 3-D graphic organizer with the group.

If time allows, select additional words and repeat steps 3 and 4 of the routine.

<b>Differentiation</b>
<b>Below Level</b> Guide the group to create a shared 3-D graphic organizer for the target word. Add information with input from students.
<b>On Level</b> Have students work with a partner to create a shared 3-D graphic organizer for the target word.
<b>Above Level</b> Have students work individually to create a 3-D graphic organizer. Encourage them to say or write a few sentences using the target vocabulary and other words and phrases from the completed graphic organizer.

3) Differentiation is systematically addressed throughout the Imagine Learning program. As students move through the lessons, the program provides responsive embedded differentiation. Lessons are modified based on student demonstration of skill mastery. In literacy lessons, students that demonstrate strong phonic skills but poor reading comprehension skills will receive streamlined reading lessons without phonic instruction. This

type of adaptation occurs systematically across the levels. Another example can be found in reading lessons and audio supports. In the beginning levels, reading questions are read to the student. Support is withdrawn in the higher levels, and students are expected to read and comprehend academic instructional language. Additionally, immediate feedback that directly relates to the answer systematically helps to differentiate and support instruction. When the student enters an incorrect answer, the feedback draws attention to the narrative and story elements. The second incorrect answer immediately prompts the correct answer. Students then review the skill throughout the level. In the online program, the teacher portal presents a multitude of supplemental resources to support learners at every level. The below screen shot is the entry point for the library of online resources. It is organized into literacy and language sections and includes lessons that practice reading, writing, listening, and speaking skills.

## TEACHER RESOURCES

Teacher Resources include supplemental classroom activities, worksheets, reading texts, graphic organizers, and other materials that work hand-in-hand with Imagine Learning digital curriculum in a blended learning environment.

LITERACY	LANGUAGE
 <b>ABC</b> abc Print Concepts  Supports uppercase and lowercase letter recognition skills.	 <b>dog</b> ear bird nose mouth <b>cat</b> Basic Vocabulary  Supports basic vocabulary skills using words grouped by topic.
 Phonological Awareness  Supports rhyming, blending, phoneme position, and segmentation skills.	 <b>locate</b> soot plus another evidence data solution Academic Vocabulary  Supports academic vocabulary skills using words grouped by parts of speech.
 Spelling  Supports word family recognition and spelling skills.	 Speaking & Listening  Supports language production, listening comprehension, and conversation skills.
 Comprehension  Supports reading comprehension skills such as compare and	 Grammar  Supports grammar skills such as subjects, verbs, articles,
 Reading Lessons  Supports integrated reading, phonics, comprehension, and	 Figurative Language  Supports figurative language skills such as understanding

## B. Representation of Language Domains

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

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

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

1) Listening, speaking, reading, and writing are targeted throughout the Imagine Learning program. Imagine learning includes many listening comprehension activities, as well as provides audio supports for all domain practice. For example, students practice active listening and attend to verbal and nonverbal cues when interpreting social and academic conversations in language lessons. Students build speaking skills when practicing new language, singing songs and chants, and in classroom activities that encourage peer discussion and collaboration. Reading lessons are leveled and include read-along books, beginning books, transitional books, and leveled books in a range of non-fiction and literature genres. Comprehension questions correlate to standard-based objectives and are inferential and literal. Writing activities are found in the online program and in the classroom activities, and are supported with models and graphic organizers. View examples of the diversity of readings presented:



The screenshot shows two main sections: 'Transition Books' and 'Leveled Books'.

- Transition Books:** This section is under a red header. It features a grid of six book covers with titles: 'Am I Too Small?' (lion), 'Let's Fly' (bird), 'To the Rescue' (boat), 'Strong Winds' (clouds), 'What's to Eat?' (people), and 'Finding a Home' (person).
- Leveled Books:** This section is under a blue header with tabs for Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6. It shows a grid of books for Grade 2, titled 'RIDE AND SEEK', 'Hedgehog', 'Museum', 'SYMBOLS AND SECRETS', 'Don't Eat Me', 'TERRIBLE DINOSAURS', 'A Party Surprise', and 'WORD OF CELEBRATION'.

2) All language domain activities are leveled and include instructional scaffolding, differentiation, and graphic, sensory, and interactive supports. In the beginning levels, students listen to a story that has predictable language and text patterns. Students can click on words and graphics for audio support. As students advance through the Imagine Learning levels, they record themselves reading texts with comparison to an audio of a peer model. Students at the highest level record without the support of a fluent model.

3) Language domain instruction is presented systematically throughout Imagine Learning. View representational examples of listening, speaking, reading, and writing activities found in the Imagine Learning program:

Reading: View a 6<sup>th</sup> grade reading comprehension activity for the AP article "Oldest Message in a Bottle".

The screenshot shows a reading comprehension activity from Imagine Island Academy. The article is titled 'Couple finds 'oldest message in a bottle'' by SYLVIA HILL, Associated Press, August 21, 2015. The text discusses a century-old message in a bottle found on the German island of Amrum. A couple found it in April 2015, making it between 108 and 111 years old. Inside, a postcard asked it be sent to the Marine Biological Association of the U.K., which they did.

Below the text is a question: "Which statement from the article best supports the main idea?"

**Main Idea: A message in a bottle was found over one hundred years after it was released.**

Four options are listed with radio buttons:

- The bottles were weighed down to float just above the ocean floor.
- Most bottles were found by fishermen and returned decades ago, Baker said.
- The bottle was tossed into the North Sea sometime between 1904 and 1906.
- Inside the bottle they found a postcard asking that it be sent to the Marine Biological Association of the U.K.—which they did.

At the bottom right are three circular icons: a checkmark, a speech bubble, and a person icon.

Speaking and Listening: Online practice includes viewing modeled language (demonstrated in the first screenshot), answering questions, and the students recording their language practice (demonstrated in the second screen shot) of the lesson practicing the phrase "I do not understand."



**Writing:** In this example classroom activity from Teacher Resources for Blended Learning Vol. 7 pg. 324, students write using a graphic organizer.

#### Introduce the Activity: Creating a 3-D Graphic Organizer

Tell students they will create a 3-D graphic organizer that shows their understanding of a vocabulary word. Explain: *We will make a 3-D graphic organizer by folding paper to create different sections. In each section, you will fill in different kinds of information that relate to the word. I will guide you step-by-step to create your 3-D graphic organizer.*

1. Assign a Vocabulary Word. Display the target vocabulary word and guide group discussion about its meaning.
  - Say a student-friendly definition of the word. Then prompt volunteers to restate the meaning in their own words.
  - Say the word in a sentence and invite students to say the word in a sentence of their own.
  - If appropriate for the chosen 3-D graphic organizer, give an example or a related word. Prompt students to think of other examples or related words.
2. Model Creating the 3-D Graphic Organizer. Display the page with a sample of the chosen 3-D graphic organizer. Explain how the information in each section relates to the vocabulary word.
3. Create the 3-D Graphic Organizer. Use the directions to guide students in making a 3-D graphic organizer with information about the target vocabulary word. See Differentiation suggestions for grouping.
4. Share and Discuss. Invite students to share one part of their completed 3-D graphic organizer with the group. If time allows, select additional words and repeat steps 3 and 4 of the routine.

Differentiation
<b>Below Level</b> Guide the group to create a shared 3-D graphic organizer for the target word. Add information with input from students.
<b>On Level</b> Have students work with a partner to create a shared 3-D graphic organizer for the target word.
<b>Above Level</b> Have students work individually to create a 3-D graphic organizer. Encourage them to say or write a few sentences using the target vocabulary and other words and phrases from the completed graphic organizer.

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

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

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

- |   |               |
|---|---------------|
| <b>1) Do the materials connect the language development standards to the state academic content standards?</b>            | <u>Yes</u> No |
| <b>2) Are the academic content standards systematically represented throughout the materials?</b>                         | <u>Yes</u> No |
| <b>3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?</b> | <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) Imagine Learning is designed specifically to address the Common Core, the Council of Great City Schools ELD Framework, and state standards that have both ELD and ELA standards such as California, New York, and Texas. The WIDA philosophy has greatly influenced Imagine Learning's instructional design, and informs the content development when the program is updated twice a year. Common Core standards alignment focuses on grammar, spelling, phonological awareness, text features, and literary and informational text. For example, students are taught to use text features such as glossaries and section headings to comprehend informational texts. Students are exposed to a variety of texts with literal and inferential reading comprehension questions, as well as targeted instruction in speaking, listening, and writing. The primary focus of the program content is to teach language and English language arts skills, but the program includes science, math, and social studies reading selections and associated content related vocabulary. See a thorough list of correlations to state, national, and international standards on the Imagine Learning website-  
<http://my.imaginelearning.com/resources/standardsCorrelations>

2) Standard aligned content is presented systematically throughout the Imagine Learning program. English language arts topics include a range of non-fiction and literature genres with instruction in their characteristics and associated vocabulary. Students engage with many types of language content, including reading biographies, comparing prose to a play, and discovering how to determine point of view. After learning to read, students continue to develop literacy by reading informational text that is purposefully designed to present grade-level content. Imagine Learning connects to all the WIDA standards including the language of science, social studies, and mathematics at every level. Vocabulary instruction includes academic and general terms, and is practiced in all language domains. Classroom activities list the standards and objectives for teachers—see examples:

Example from Teacher Resources for Blended Learning Vol. 3, pg. 155:

Decodable Words  
**Long a Teams in Multisyllable Words** | Grade 1  
10 min. CCSS.RF.1.3e  
TEKS 110.12.3.A(v)

**LEARNING OBJECTIVE:** Decode and read advanced vocabulary words by analogy.  
**LANGUAGE OBJECTIVE:** Use known words and patterns to sound out words formed with vowel teams.

In the Assessments and Reporting: Action Area Tools teachers can view the areas in which students are needing extra support, assess grade-level standards that apply to those areas, and assign resources to develop the skills.

3) Social and Instructional Language and the languages of Science, Social Studies, and Mathematics are present in the materials. Social and instructional language is practiced in language lessons that practice conversational language, and lessons that teach academic vocabulary. Instructional language is used throughout the program, including in the classroom and resource lessons. There is an emphasis on the language of Language Arts, which is taught through the content of 145 literacy lessons, and moderate emphasis on the language of Science, of Social Studies, and of Mathematics through reading selections and vocabulary activities. Of the 92 leveled reading selections, 27 address science, 25 address social studies, 4 address math, and 36 address language arts. Literature and non-fiction texts include a large range of genres including AP articles, myths, science articles, and poems. See examples of reading across content areas in Read-Along books and Leveled Books:



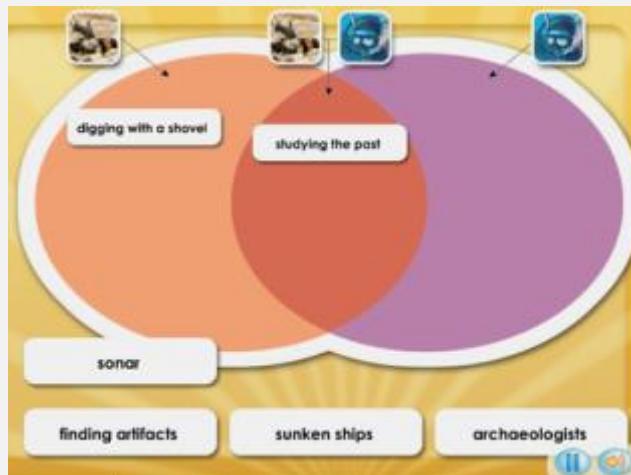
## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

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

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

1) Imagine Learning presents a range of opportunities for language learners to apply higher order thinking throughout the program regardless of their language level. In each language lesson, students learn new language by first remembering, understanding, and applying the new language forms. After these most basic cognitive functions are practiced, learners use the language in online and classroom activities that support creating and producing, evaluating and judging, and analyzing. In guided and leveled reading lessons, comprehension activities give opportunity for cognitive skill practice. Students are asked literal and inferential questions and apply content by making charts, diagrams, and using story elements to draw conclusions and make inferences. Literature and non-fiction texts are presented in pairs, and students compare and contrast elements in the texts. Additionally, open-ended questions provoke prior knowledge and reflective thinking. Example questions include "What do you think happens to your weight in space?" or "When you get information from a website, what do you think is a good question to ask yourself?" Third grade students apply their understanding of inference and cause and effect to comprehend Associated Press articles thematically connected to their literacy lessons. See the following representative examples of higher order activities found throughout Imagine learning:

Compare and contrast reading comprehension activity for grade 3:



Evaluating texts and drawing conclusions comprehension activity for grade 4:

Many kids love sports and look up to professional athletes. Some kids even dream about becoming professional athletes when they grow up. It's fine to dream, but it isn't a good idea to plan your whole future around becoming a professional athlete.

For one thing, it's hard to make it to the pros! Less than one percent of high school athletes become professionals.

Also, athletes put their careers at risk every time they play. A serious injury can end your career at any moment. That's where education comes in. Education is always the smartest play. With an education, you can have success in life whether you make it to the pros or not.

Which of the following reasons would best support the main point? Drag the best reason to the highlighted area at the bottom of the passage. When you are happy with your choice, click the "Ready" button.

Additionally, professional athletes can make millions from appearing in advertisements.

Additionally, if you do make it to the pros, careers in sports don't usually last long. The average is about five years.

Additionally, professional athletes weren't allowed to compete in the Olympic Games until 1984.

Additionally, whether or not you choose to become a professional athlete, you should always play sports for fun.

2) Higher order thinking activities are presented systematically throughout the Imagine Learning program. Higher order activities are located in the practice sections of most lessons, comprehension activities, and the classroom extension activities. Many reading lessons include compare and contrast activities and inferential comprehension questions. Imagine Learning includes lessons that teach students how to solve inferential questions by considering what they know and drawing logical conclusions. See an example lesson from grades 2 and up:

What must firefighters be able to do?

A. Write about their adventures

B. Lift heavy things

C. Plant trees

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

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

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

1) Scaffolding supports are provided to allow students to advance within a proficiency level throughout the Imagine Learning program. For example, for students at the Entering level, activity instructions can be provided in the student's first language. As students gain proficiency, instructions are provided only in English. Students also receive scaffolding as they learn vocabulary and conversational phrases. Entering level students learn conversational phrases by viewing a video that shows students interacting. The video makes the context immediately accessible. When peer-actors speak, their faces are clearly shown close-up. Printed sentences accompany each video and individual words are highlighted in sync with the audio, making word boundaries clear. Multiple voices model the target phrase. Beginning level students receive scaffolding as they listen to a story. Scaffolding includes predictable text, supporting illustrations, and clickable graphics that provide vocabulary reinforcement. Additionally, content throughout the program includes interactive, graphic, and sensory supports that assists students at all proficiency levels. The Imagine Learning fast paced automaticity creates an interactive atmosphere and includes multimedia presentations, audio, colorful illustrations and graphics, animations, videos, games, sing-a-longs, modeling, and real-world narratives with likable characters. To encourage self-motivation and monitoring, Imagine Learning uses a scoring system, and students can set record scores and receive achievement recognition certificates. Also, an end-of-session screen shows daily student progress. Teachers can monitor student advancement through the Assessments and Reporting page where reports can be customized and intervention tools are suggested. Additionally, the classroom activities include a large range of interactive and supportive learning activities that include discussions, games, graphic organizers, reenactments, and projects.

2) Imagine Learning provides scaffolding supports as student progress from one level to the next. For example, Developing and Expanding level students, reading selections are paired so one selection provides background knowledge for the other. Reading selections are presented at two levels of difficulty. Vocabulary increases in difficulty and the amount of text

per page increases. Academic vocabulary is supported by video contexts, which increase in difficulty. Assessments help to monitor and support student advancement. Students are placed into an individualized learning path after taking an initial assessment. This data is compared to ongoing and end-of-year tests, and results that show progress through proficiency levels are presented via the Annual Growth Test.

3) Scaffolding supports are systematically integrated into every activity in the Imagine Learning program. The program platform is interactive and adapts to support learners as they advance through the levels. Graphic, interactive, and sensory supports assist learning on-page and in the classroom activities. View representative examples of scaffolds described in parts 1-3:

**Online:**

Compare and contrast lesson utilizing a graphic organizer from comprehension lessons:



Content is supported with audio and visuals (see the ). In this interactive editing activity, after students edit sentences they can decorate their 'webpage' with graphics and images.

The screenshot shows the Imagine Island Academy interface. At the top, there's a logo and the text 'IMAGINE ISLAND ACADEMY'. On the left, there's a circular profile picture of a girl and two small images: a mouse and a taco. In the center, there are two 'Fun Fact' boxes. The first box, dated 'Tue 11/08/16', contains the text: 'Fun Fact #1 Most mice eat about 15 times each day.' The second box contains the text: 'Fun Fact #2 In 2014, a man from Japan ate 130 tacos in 10 minutes.' At the bottom right, there are three small icons: a double arrow (for navigation), a speaker (for audio), and a right arrow (for next).

## Classroom:

An example of a game-oriented lesson in the Teacher Resources for Blended Learning Vol. 7 pg. 331:

The screenshot shows a lesson titled "Picture It". Under the "Materials" section, there is a bulleted list: "Vocabulary List of 5-10 words.". The "How to Play" section contains four numbered steps: 1. Display the Vocabulary Words. 2. Draw the Word. 3. Score Points. 4. Continue the Game. The "Check Progress" section includes a note: "Name each vocabulary word. Prompt a student to use the word in a sentence. If students can correctly use the words in a sentence, consider the intervention successful."

Re-enactment activity in the online Teacher Resources “Tell it Again” lesson:

### Tell It Again

**Learning objective:** Help students comprehend and reenact what they hear in a story.

**What students do:** Students listen to a story, and then reenact it using character headbands.

An example of a lesson that utilizes a graphic organizer in the Teacher Resources for Blended Learning Vol. 7 pg. 324:

### Introduce the Activity: Creating a 3-D Graphic Organizer

Tell students they will create a 3-D graphic organizer that shows their understanding of a vocabulary word. Explain: **We will make a 3-D graphic organizer by folding paper to create different sections. In each section, you will fill in different kinds of information that relate to the word. I will guide you step-by-step to create your 3-D graphic organizer.**

1. Assign a Vocabulary Word Display the target vocabulary word and guide group discussion about its meaning.
  - Say a student-friendly definition of the word. Then prompt volunteers to restate the meaning in their own words.
  - Say the word in a sentence and invite students to say the word in a sentence of their own.
  - If appropriate for the chosen 3-D graphic organizer, give an example or a related word. Prompt students to think of other examples or related words.
2. Model Creating the 3-D Graphic Organizer Display the page with a sample of the chosen 3-D graphic organizer. Explain how the information in each section relates to the vocabulary word.
3. Create the 3-D Graphic Organizer Use the directions to guide students in making a 3-D graphic organizer with information about the target vocabulary word. See Differentiation suggestions for grouping.
4. Share and Discuss Invite students to share one part of their completed 3-D graphic organizer with the group.  
If time allows, select additional words and repeat steps 3 and 4 of the routine.

#### Differentiation

**Below Level** Guide the group to create a shared 3-D graphic organizer for the target word. Add information with input from students.

**On Level** Have students work with a partner to create a shared 3-D graphic organizer for the target word.

**Above Level** Have students work individually to create a 3-D graphic organizer. Encourage them to say or write a few sentences using the target vocabulary and other words and phrases from the completed graphic organizer.

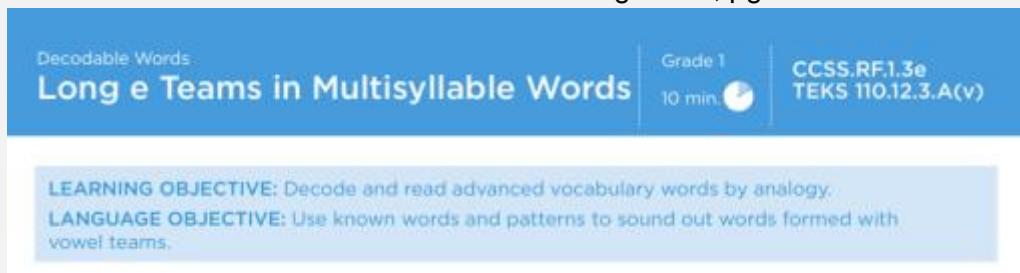
## D. Accessibility to Grade Level Content

- 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) The content covered in Imagine Learning English is linguistically and developmentally appropriate for kindergarten through grade six. Before entering the program, students take a literacy and language assessment and the teacher enters personal data about the student such as first language and grade level. Students are then placed into the appropriate developmental and proficiency level with personalized supports.

The scope of instruction includes both basic and advanced language and literacy skills. For example, kindergarten students develop emergent literacy skills by learning familiar songs and chants such as "If You're Happy and You Know It." They also read along as they listen to stories about moving or the arrival of a new baby in the family. Meanwhile, fifth-grade students read texts that help them gain information about how to conduct research on the Internet and how to recognize persuasive techniques used by advertisers. Although the program is leveled, lessons are labeled and correspond to grade level standards. View an example from Teacher Resources for Blended Learning Vol. 3, pg. 159:



2) Content is made accessible for the targeted levels of language proficiency by adapting to the students' English and literacy proficiency. A computer-based adaptive placement test places students in the curriculum. As students progress, parts of the curriculum adapt by providing additional practice or streamlining instruction based on performance. Imagine Learning English also provides scaffolding, including first-language support in 15 languages. First-language support includes translations of vocabulary words and instructions, customized activities, detailed explanations of difficult concepts, and more. This support gradually fades as the student progresses to higher levels of language proficiency. 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 paired in order to build background knowledge. An interactive glossary includes more than 700 words with translations.

3) Grade-level content is systematically presented throughout the program. All activities correlate to grade-level content, and grade-level standards. See a thorough list of correlations to state and national grade-level standards on the Imagine Learning website- <http://my.imaginelearning.com/resources/standardsCorrelations>. In the teacher's portal, lessons are organized by skill and then by grade level to ensure students are working on grade appropriate skills. View example comprehension activities organized by grade level:

The screenshot shows a digital learning interface for 'Compare/Contrast (Literature)' at the 'Grade 2' level. At the top, there are tabs for Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6. Below the tabs, the 'Grade 2' section is highlighted. It contains four main activity boxes: 'INSTRUCTION' (Sort It Out), 'PRACTICE' (Just Like the Story!), 'PRACTICE' (What Is the Story?), and 'REVIEW' (Story Circles). Below these are two 'Independent Practice' boxes: 'A-horror-mony' and 'The Author and the Tools'. Each box has a small icon and a brief description.

Students encounter Lexile leveled books in grades 2-6. Each Lexile level range includes multiple books that introduce new concepts, topics, and vocabulary. View examples of leveled books from a range of grade levels.

The image displays three separate sections of a digital library for leveled books. Each section has a red header with the title 'Leveled Books' and a tab for each grade level: Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6. The first section, 'Grade 2 (450-670L)', shows four book covers: 'Hobbit on a Stick', 'Petographs', 'Museum!', and 'Symbols and Secrets'. The second section, 'Grade 4 (750-880L)', shows five book covers: 'P. INFLUENTIAL BY R.L.', 'Advanced', 'How Programming Works', 'Advanced', 'Solve', and 'Car Chunks in Dodge City'. The third section, 'Grade 6 (940-1030L)', shows six book covers: 'Advanced', 'Zoology Rocks! (Dinosaurs Are a Hoot)', 'Advanced', 'Advanced', 'Advanced', and 'Advanced'. Each book cover includes a small icon indicating its level.

## E. Strands of Model Performance Indicators

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

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

1) Imagine Learning includes WIDA defined language functions in every lesson and throughout the levels. Language functions like *identify*, *locate*, *express*, *draw*, *blend*, *model*, *choose*, and *compare* are used throughout the instructional language. Example activities using language functions include “draw a picture,” “compare the pets,” or “identify vowels.” Language functions are also practiced in the academic vocabulary lessons. View terms from the academic vocabulary lessons in grades 5–6, as well as an example activity:

The screenshot shows a digital whiteboard interface. At the top, it says "Advanced Vocabulary (Grades 5–6)". Below this is a grid of 12 numbered boxes, each containing a verb and its definition. To the right of the grid is a video frame showing a young girl in a pink shirt standing at a whiteboard, explaining a mathematical multiplication problem:  $\frac{2}{3} \times \frac{3}{5} =$ . A pink banner at the bottom of the screen defines the word "explain" as "to make something clear and easy to understand".

Verb	Definition
1. sample	period explain article
2. instead of	main identify method
3. produce	solution refine goal
4. locate	organize horizontal result
5. receive	subject succeed mention
6. express	future convince define
7. illusion	phrasal express permit
8. suggest	annual evidence event
9. communicate	setting plot average
10. based on	process emit influence
11. commits to	comment reveal intent
12. selection	responsibility occur the following

In addition, language functions are used in the lesson objectives listed before each classroom activity in the teacher resources. See an example from Teacher Resources for Blended Learning Vol. 3, pg. 148 *Decoding Multisyllabic Words*:

**LEARNING OBJECTIVE:** Identify long and short vowels in syllables and read two-syllable words.

**LANGUAGE OBJECTIVE:** Read syllables with long and short vowels and read two-syllable words.

## Lesson Overview

Students identify vowels in a syllable as long or short and then read two-syllable words.

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. For example, Entering students *identify* and *blend* onsets to make a word and then *identify* the word by *choosing* an illustration that depicts the word. Beginning-level students make new words by changing the beginning letter and Developing students form new words using affixes. Beginning students echo read simple sentences that require early literacy skills. As students further develop literacy skills, they echo read more complex sentences. Students who are more advanced record leveled text without a model. The text increases in both linguistic difficulty and content complexity. See a representative example of the use of language functions in Imagine Learning instructional language from Teachers Resources for Blended Learning Vol. 7, pg. 17:

### Independent Practice

Tell the students they will play a game to practice using adjectives to compare pets. Say: **We are going to use adjectives to describe our pets or our friends' pets. Let's take a minute to brainstorm words we can use to describe pets.** Write the adjectives on the board. As needed, prompt students to think of adjectives such as these: furry, loving, happy, fat, fast, sleepy, silly, etc.

Pass out a blank piece of paper to each student. Say: **Now I'm going to give you just one minute to draw a picture of your pet, so work quickly. Try to draw it in a way that shows some of these adjectives. If you don't have a pet, draw a picture of a pet you would want or an imaginary pet.**

Once the students are done with their drawings, arrange them on a table so everyone can see all the pets.

Say: **Now we are going to compare these pets. Choose three pets to compare. I'll go first.**

Model for the students comparing three pets. For example, to compare a dog, a frog, and a fish, you might say: **The dog is the fastest.**

Have students take turns choosing three animals and using superlative adjectives to compare the pets.