



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

Correlated by Colin Kiely, CSA Creative LLC, in partnership with
Scientific Learning Corporation.





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

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 Assistant

Publisher: Scientific Learning

Materials/Program to be Reviewed: Banded Literacy Lesson

Tools of Instruction included in this review: “The Ocean is Big, My Father Said” Lesson Plan for K-3 (This is the main text used, several other articles were used for comparisons within K-3)

Intended Teacher Audiences: K-3 Teachers,

Intended Student Audiences: K-3 students with reading/speaking issues, including ELLs, ESLs, struggling readers, struggling speakers, students with speech disorders.

Language domains addressed in material: Reading, Speaking, Listening

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: Language of Language Arts

WIDA Language Proficiency Levels included: Not Identified

Most Recently Published Edition or Website: <http://www.scilearn.com/products/reading-assistant>

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

-The Reading Assistant Program helps students both read and speak passages from stories or informational texts. While the program is not exclusively for ELL students, it is focused on helping students learn to read while having a constant virtual coach listening to every word. The program records and assesses student fluency and accuracy when reading a text; allowing for students to listen first, hear words spoken for assistance, and get instant definitions for unknown words. The program blends content with easy navigation through texts.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

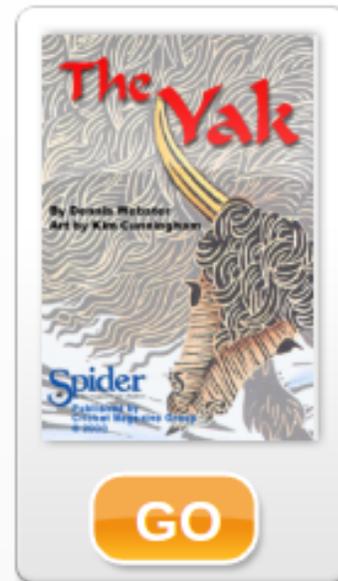
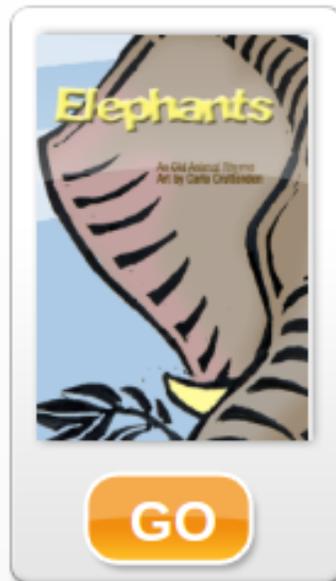
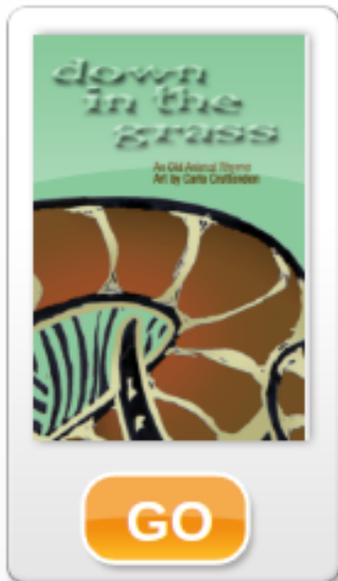
A. Representation of Student Assets and Contributions

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

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

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

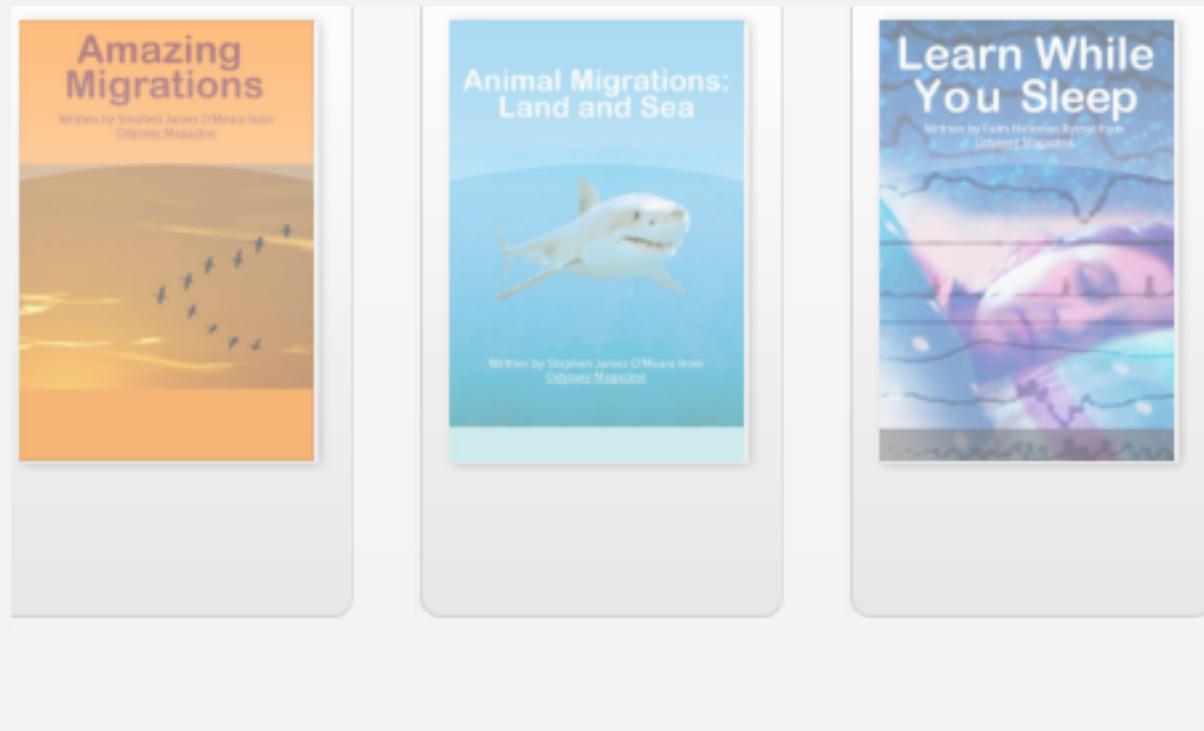
1) Many of the articles in the K-3 section are short stories about family experiences. Many discuss simple activities like meals, trips, or holidays. Another large portion of the passages are on a wide variety of animals that students will have seen or read about in other sources. In this manner, there is something that students can relate to in regards to a personal experience and background knowledge.



The selected passage, for example, is about going to visit the ocean. While not all regions have easy access to the ocean, another series of stories deals with a boy traveling across snow. Some students may relate to coastal experiences and others can related to colder climates.

2) The topics throughout each band of grades continue to vary between texts, continually accounting for student assets and contributions. While the focus moves toward civics, history, and the science of animals, the topics are not focused on one specific theme. For example, in the 6-8 grade band, there

are texts on sleeping habits and migration routes. Even as the texts increase in complexity, however, there still remains story-based texts and more informational texts. The only drawback to the resources would emerge in lack of overall depth or choice of materials. While the texts do not isolate many students from contributing, there are not enough texts to allow for specialization. This may become important in later grades, if only to promote continued practice.



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.

"What's the ocean like?" I asked my father as he packed the car.

"The ocean is big," my father said. "A ship takes two weeks to cross it."

"What's the ocean like?" I asked my mother as she made sandwiches for our trip.

"The ocean is always moving," my mother said. "The tides go in and out. The waves roll in forever."

1) The discourse dimension is addressed effectively across the K-3 band. In regards to reading and listening, the second and third proficiency levels call for both simple and extended sentences. The sample demonstrates how sentences are simple, often being repeated to provide repetition. While dialogue is also utilized a great deal, each comment from a character is also a simple sentence. Towards the end of the passages sentences slowly change into slightly more complex sentences. The proficiency levels stay between levels 2 and 3 effectively throughout the K-3 band of lessons.

In regards to speaking and writing, students are again covering many simple and some complex sentences during their recitation of the text. Many new content words are thus spoken by the students – with help and assessment from the program diagnostic as well. Students also answer comprehension questions along the way that test accuracy of

various words or phrases. These ideas can range from simple identifying of key events or words to analyzing a character's motives for his or her actions. Throughout each lesson students are reading, listening and speaking as the program assesses their reading fluency based on the proficiency levels of each lesson.

Reading Selections	Grade Equivalent	Guided Reading Level	Lexile
Rhymes and Songs (K-3)	G1 Beginning		
If You're Happy and You Know It	1.0	D	NP
The Green Grass Grows All Around	1.0	D	NP
The House That Jack Owns	1.0	D	NP
I Can! (K-3)	G1 Beginning		
I Can Swim	1.4	D	60L
I Can Take Care of My Pet	1.4	D	110L
I Can Walk to School	1.6	E	160L
I Can Ride a Bike	1.5	E	160L
I Can Tie a Bow	1.8	E	220L
New Things in Nature (K-3)	G1 Mid		
A Butterfly Is Born	1.8	E	130L
A Sunflower Grows	1.9	E	150L
A Cub's Life	2.1	E	180L
The Penguin Chick	1.7	E	260L
A Frog Is Born	2.0	E	430L
Animal Behavior (K-3)	G1 Mid		
Panda Place	1.7	E	230L
Polar Bears	2.0	F	430L
Birds Begin as Eggs	2.0	F	420L

All lessons are grouped in multiple different ways that allow for the teacher to select passages. While the program tracks reading fluency and accuracy – measured by the “guided reading level” – a teacher could also look to the grade or lexile equivalents. These varied reading levels provide proficiency levels for the teacher to monitor as the student completes each assignment.

- 2) Towards the end of the lesson, the passages begin to increase slightly in length and complexity. For example, the last page of the story has one of the longest paragraphs and a compound sentence to end this paragraph. While the discourse level progresses slightly throughout the texts, it does not jump levels outright. The complexity of the words and phrases remains consistent with the previous passages.

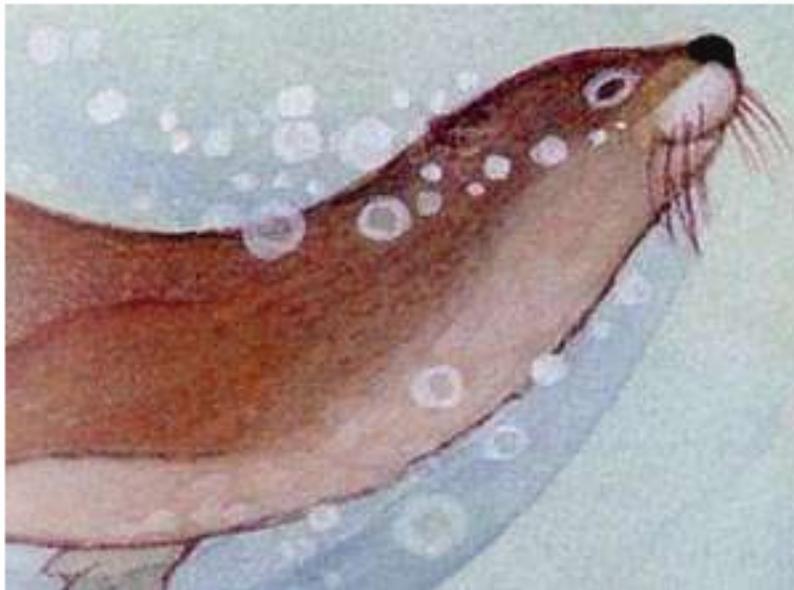
I found a pool filled with seawater. It was left behind when the tide went out. The pool was not too big. It was not too deep. It was not too cold. I waded in. Tiny fishes swam around my toes. There was a starfish hiding in the rocks, and two little crabs were on the bottom.



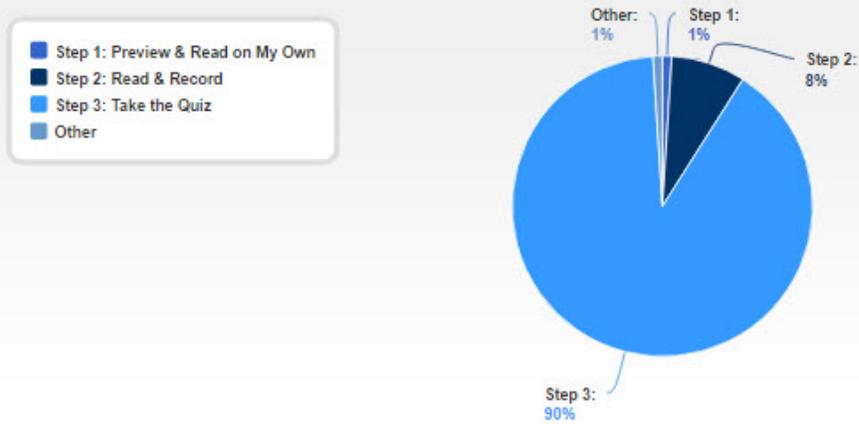
It is important to note, however, that the ability to have any word spoken aloud by the program and the access to definitions for most difficult words helps to control the dimension of discourse into at the intended level. By controlling what words are sheltered and which are assumed, the text systematically helps guide readers.

In the next text the “glossary” words are highlighted to emphasize this last point. One can notice how the majority of the words and phrases in the passage are considered to be somewhat problematic for students in this grade band. The sentences are generally the same, however, offering repetition at the same lower proficiency level. The informational text about otters, even though moving away from the “story” format, still utilizes the same amount and complexity of written text.

The river otter is a great swimmer. Her long body is shaped for swimming, and her big back feet help her move quickly through the water. She can swim on her stomach or dive deep into the water. Sometimes, though, she just likes to float on her back.



Time Usage per Session (Avg.)



Time Usage

Date Exercised	Minutes	Selections	Step 1	Minutes per Activity	Step 2	Step 3	Other
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Other functions help to measure how long it takes for a student to progress past certain steps in each lesson. This data provides additional assessments for teachers to see how a student progresses throughout the breadth of a unit or school year. When pairing usage data with fluency data, the teacher is able to see how the program works for a student overtime as opposed to just one singular lesson. In this process, it helps to map out a student's proficiency levels over longer durations.

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) The lessons address language features at the same proficiency levels for the sentence dimension. For the K-3 audience, these passages effectively convey content/subject matter, while still maintaining emerging to developing sentence and phrase patterns. Regardless of the size of paragraph or content, the sentence structure and language forms remain consistent across the proficiency standards. These effectively control the text between the emerging and developing levels for sentence performance. In regards to the speaking capabilities of the program, it also helps to address these proficiencies. The program tracks every word spoken during a reading assessment. Following the assessment, the program can track what words the student either struggled with or skipped altogether. As students retrace their work, they can listen again to a single word, sentence or paragraph for fluency improvement. By offering repetitive phrases and sentences for students to practice, it ensures a strong base from emerging to developing.
- 2) The language in the K-3 lessons is appropriate for the proficiency levels. In the passage below, for example, the majority of the sentences are ordered in a basic subject-verb starting structure. This allows for repetition of sentence mechanics for developing students. The program will read over any sentence as many times as the student needs. Around 50% of the words offer definitions and alternate sentences of equal difficulty. This allows for students to see words and phrases in different context and, at many times, spoken by different speakers.

The Ocean Is Big, My Father Said

"What's the ocean like?" I asked my father as he packed the car.

"The ocean is big," my father said. "A ship takes two weeks to cross it."

"What's the ocean like?" I asked my mother as she made sandwiches for our trip.💡

"The ocean is always moving," my mother said. "The tides go in and out. The waves roll in forever."

Glossary
✕

packed

🔊

loaded



Jim **packed** the car while Ann made sure they didn't forget anything.

Sentences with content specific information use the same grammar and structure. One notices short sentences still that include more descriptive adjectives and factual content patterns. The level of fluency, though, remains the same

The river otter sleeps in a den on a bed of dry leaves. After a rest, it's time to eat, swim, and play some more.

for the intended levels and audiences.

3) The sentence dimension is systematically addressed, mainly when students are asked to listen to an audio recording of the article and create their own narration. The student is asked to parallel the recording they heard previously, and use their own knowledge of speaking simple phrases, compound sentences and content ideas.

--Recordable Narration: allows student to see what words or phrases are impacting their own narration of the text.

--Narrator assisted reading: provides student with a guide as to how to read and decode the sentences. The example below, although from higher grade bands, shows how the program helps students decode most words, especially proper nouns. It pronounces the name for students and gives a brief description of the noun.

By Water to India

Dias and the Cape of Good Hope

When Prince Henry the Navigator died in 1460, his navigators still had not found the route to India, but Portugal's rulers realized the importance and financial value of discovering such a route and backed further voyages. 💡

In 1486, twenty-six years after Prince Henry died, the reigning Portuguese king, John II, commissioned Bartolomeu Dias to lead a fleet of three Portuguese ships around Africa and into the Indian Ocean. Dias could tell when he entered new waters and lands,

Glossary

Cape of Good Hope

southernmost tip of Africa



The **Cape of Good Hope** was named by Portugal's King John II to celebrate the promise of a water route to India.

--Fluency report: shows student the exact repetitive phrases and sentences that are possibly slowing down reading/speaking. As the chart details, all of the words in the K-3 lessons are short, simple nouns and verbs. The verbs are mostly in simple past or present tense. The only adjective listed ("Tiny") is word that students will most likely have a concept of already.

Way to go! You've reached your goal! Let's see if you can do even better!

Words Correct Per Minute	Words to Practice:
<p>Goal 72</p> <p>86</p> <p>Date: 04/25</p> <p>Highest Words Correct Per Minute: 86</p>	<ul style="list-style-type: none"> filled I like ocean out really stared swam tastes Tiny waded was whales Will yes

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? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and technical ² language systematically presented throughout the materials? | Yes | No |

¹

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

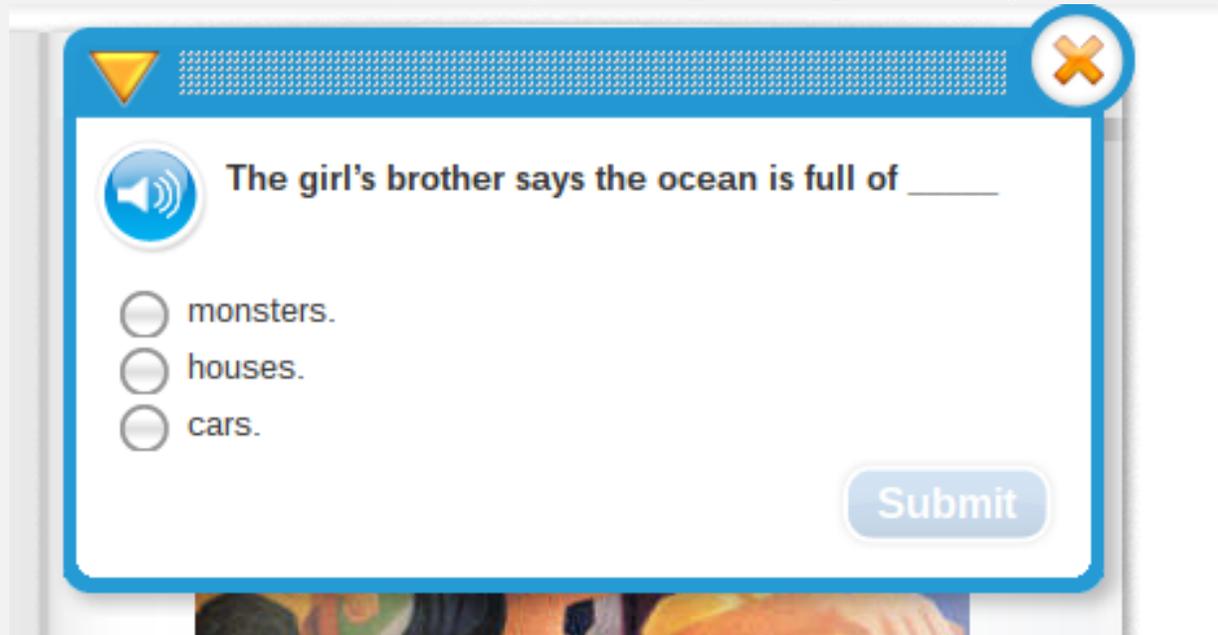
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

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.

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

1) Vocabulary usage throughout the K-3 texts does address the levels consistent with this grade band. The phrases and content words are accessible to the reader and apply directly to the theme or genre of the text. For this grade band, especially, nearly half of the words used have available definitions and alternative context sentences. Students are exposed to advanced words and content material during the passages, but these complex words are used in moderation. The ability to hear words spoken, as many times as needed, also allow for increasing speaking proficiency during lessons.

2) Content words and phrases are both covered extensively during the texts. The general process of introducing a specific noun, and then adding simple details, helps students understand the context. These words are revisited in many of the "Lightbulb" comprehension questions throughout the text.



The key phrases that are explained with simple supporting details are revisited to assess the student's understanding of the word or phrase. Regardless as to whether the specific word is being assessed, the text does a good job of supporting all the words that students at the intended level might find difficult. This allows for more effective differentiation when students are reading alone, as they can stop at certain phrases others may understand.

**This lamp was kept lit by burning oil.
The oil for the lamps came from
whales. If the lamps ran out of oil, they**

Expressions are also covered occasionally in the lessons. However, the phrases are often not explained. If students are merely meant to repeat for fluency, they may not understand some

phrases. For example, one might think that whales could give oil to us or maybe the whales provide the oil like chickens lay eggs? More expressions like this example should be included in the texts as the standards call for such idioms and collocations. It is simply important to explain each a bit further.

3) All levels of vocabulary are appropriate for the K-3 banded grades levels. The majority of general words are either easily decodable or provide extended definitions. The specific words are central to the theme of the text or overall purpose of the passage. This passage about lighthouses, for instance, systematically uses complex words that are first identified through simple details.

Lighthouses stand next to the sea. Their lights warn ships that there is danger. A long time ago, their light came from a fire. Then, candles were used. 💡

About two hundred years ago, a special lamp was used in lighthouses. This lamp was kept lit by burning oil. The oil for the lamps came from whales. If the lamps ran out of oil, they

These passages use a new word by connecting it to simple ideas: lighthouses create light by the sea to warn ships. Thus, the specific content words are broken into three sentences. Specific content phrases are effectively supported by general words. There are no technical words used in these proficiencies levels

4) The progression of introducing specific terms and phrases through general sentences is mirrored throughout the program effectively. This process is used in most of the lesson for grades K-3 in a similar manner. The repetition of content words and associated general verbs provide the reader with a strong context. Even in the example below, the advanced verb is easily defined with help or understood through the context of the picture and passage.



In Mexico, children celebrate their birthday with family and friends. At these celebrations there is often a piñata. A piñata is made of paper. It is filled with things like candy, fruits, and nuts. Children try to break the piñata so they can enjoy the treats inside.

3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

- | | | |
|---|-----|-----------|
| 1) Do the materials differentiate between the language proficiency levels? | Yes | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | Yes | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | Yes | No |

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

The materials do not differentiate between language proficiency levels, but it does differentiate across reading levels.

B. Representation of Language Domains

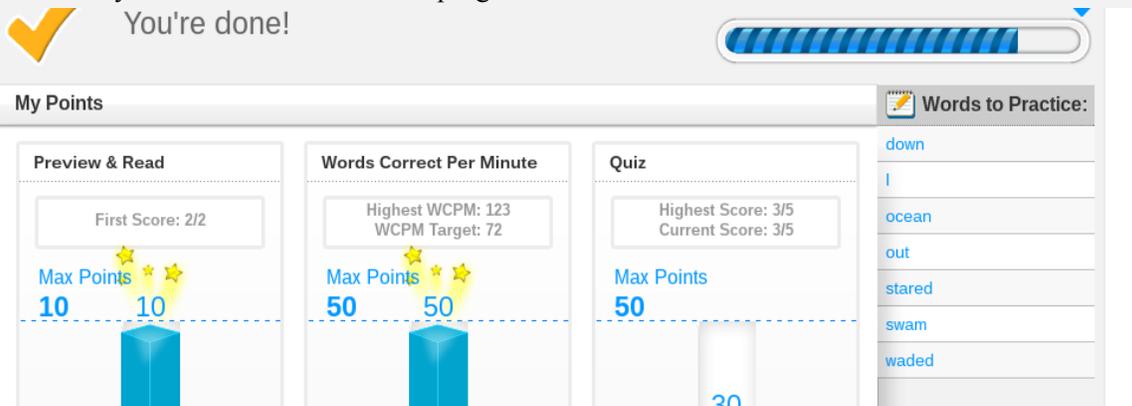
WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- | | | |
|---|------------|-----------|
| 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) The lessons provide in-depth coverage for listening, speaking and reading across the entire program.

First students read the story, both for content to answer questions and to decode the text. During this part of the lesson students have the option to read additional comments on complex words, adding an advanced or differentiated reading of the text. The glossary, also, is controllable, and students can turn it on only when they need help with word comprehension. Second, students have the option to have a narrator read the text for them. As the program reads each word is highlighted as the narrator progresses. Students have the option to stop the reading, select certain words, or backtrack to a previous sentence. The narration even covers the word definitions and alternate context sentences. Interestingly, the narration voice also changes between texts and the additional word definitions. This is a small aspect, but it provides differentiation in the event a student has trouble understanding a given narrator. Third, students create a verbal reading of the text through the program using technology. The program requires students read through the text saying every word and in relative order. For example, if a student skips a word, the program waits on the word (highlighting it) until the student goes back and repeats it. Sometimes, when words are swapped or spoken in different order, the program allows it, but flags it for later review. The students receive a fluency reports after the recording that lets them know on overall efficiency and words to try again. Writing is not covered in the lessons, however, maybe in the form of answering questions. But the majority of these are multiple-choice. Any writing will have to come from supplemental materials provided by the teacher outside of the program.

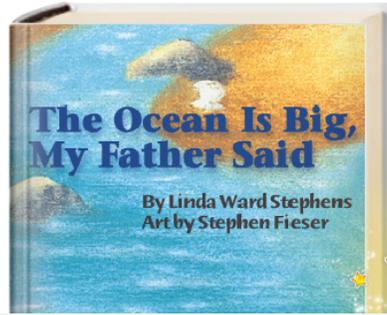
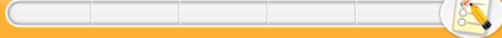


- 2) The targeted language domains are not presented within the context of language proficiency levels.
- 3) While the reading/listening standards are not the focus of the lessons, all language domains are effectively integrated throughout the lessons and program overall. Every lesson covers all domains (even writing to some degree through comprehension questions) in some manner. The program also does an effective job of repeating the system: listen, read, comprehension questions, oral reading, and follow up questions. The ability for students to retrace the steps that they individually need or prefer also allows for advanced differentiation. The program efficiently covers all language domains in some capacity, while still enabling students to progress at their own pace.

1 Preview &
Read on
My Own

2 Read &
Record

3 Take
the Quiz



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

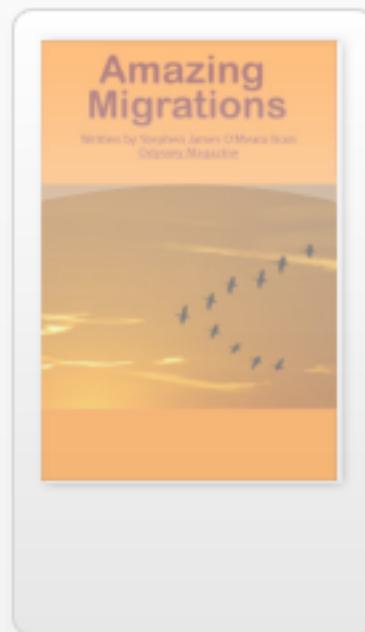
- | | | |
|---|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards? | Yes | No |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present 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) Many academic content areas are covered in the materials. The majority of the lessons deal with science and language arts content. Many of the stories are about animals, depicting how animals live and play in their environment. Another large portion of the lessons depict real-world scenarios or experiences that mirror family experiences. These tend to be typical events like cooking, family trips or funny short stories. Two of the lessons deal with topics that probably border on social studies content: lighthouses and blizzards. However, for the intended grade band, K-3, these materials are consistent with academic content standards.

2) The academic content standards are represented throughout the materials. One good example of this would be the extended lesson groups. Several lessons build off earlier, more generalized lessons on animals, for instance. In this manner, a common theme can be seen developing throughout the program. Students begin with simple lessons about how certain animal lives out in the wild; eventually students learn about migration patterns or unique relationships humans have with a certain animal. The lessons show consistent and controlled growth throughout the program within academic standards.

3) Instructional language is probably the strongest covered domain within the lessons. Since every word is decodable from multiple angles (narrator assistance, available definition, secondary context sentence) content words and phrases are very manageable for students. In regards to social language many of the lessons deal with personal relationships - between family members, friends, etc. While there are no idioms or slang terms that arise in the lessons, the tone of many stories provides



Now, the people who lived in the little town of Chelm weren't fools, not at all. It was merely that foolish things kept happening to them!

One day, Hershel the scribe and Chaim the butcher got into a great argument. About what? About clothing!



students with very readable text. In the example below, two young boys (who at first appearance are from a foreign country) get into a friendly argument about clothing. Many of the stories contain simple dialogue that K-3 students would hear at home or school. The lessons on animals, conversely, offer more informational texts that give more details. Overall, the lessons allow for students to get several different styles of language both in small doses for any lesson as well as thematically based on the lesson content.

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

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

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

- 1) The program is designed to scaffold reading fluency in both controlled and supportive manners. When students record their oral reading of the lesson the program will not allow progression past skipped or mispronounced words. The fluency report at the end has a target goal of words per minute students need to reach. If too many words are read incorrectly or the students take too long the program requires you attempt the reading again. While students shouldn't be forced to continuously read the same passage over and over, it does help to provide a roadblock that not everyone will pass on the first read through. Even proficient students might miss words simply from reading too fast or with little focus. In this manner, though, the system requires readings that are both efficient and accurate. So, students might be slower while reading, but spoke every word flawlessly. The program allows them to constantly try to improve both accuracy and speed when reading aloud. In regards to reading, students are given the option to turn off the glossary links connected to many words. Students can be challenged to read the text without narration as well. In this scenario, the student will be expected to not only read the text by him or herself and also understand every word in the text. While the program is designed to scaffold the reading and reciting aspects of literacy, students can progress at different speeds and with varying supports.
- 2) The differentiations mentioned in the last question are included in all lessons. The content within the lessons can also provide another layer of higher-order thinking. The lessons regarding the lighthouse, for instance, offers a series of lessons chronicling a longer story about a lighthouse. The first lesson is merely introduction materials on the purpose of lighthouses. Many of these lessons could be added on to a student's workload as a bonus text. The majority of the lessons, conversely, are singular texts that don't continue across multiple lessons. Both the lesson content and scaffolding systems effectively integrate across the program.

C. Supports for Various Levels of Language Proficiency

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

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

- 1) The majority of the K-3 grade band occurs between the emerging and developing ranges. Within a given lesson students are able to advance within a proficiency level. This is also to say that a student might improve their speaking language to mastering level two, while still struggling with understanding the reading side (via comprehension questions). The program does enable students to improve across proficiency levels by either only using a few context clues or, possibly, none at all during a reading.

- 2) The scaffolding - or removal of scaffolding supports rather - will allow for students to progress into a new level of proficiency. Students able to complete a reading, without narration, and effectively pass the fluency assessment are probably firmly rooted in the developing proficiency levels for the K-3 materials. The materials for the K-3 bands do effectively allow students to progress levels.
- 3) The scaffolding supports remain the same throughout the entire program. As students progress through lessons, for instance, they might find themselves using the narration less than before. While they still need glossary terms, they might prefer to read on their own pace. Even students in higher-grade bands, such as high school, will have the option to use a reader or identify key content words. The learning system remains the same, however, with the language complexity and content knowledge changing as students progress.

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 lesson content is very appropriate for grades K-3. The stories generally involved fun family experiences or animals playing. While the students are learning several details about the ocean or otters, for instance, the majority of the lesson is positive and simple. The family is having fun and the text is concise. The lessons are a good bridge of content and background knowledge for K-3.



Was my brother right, too?
Were there monsters in the
ocean? I backed out and stood
on the beach.

- 2) The content for the lessons works well with the emerging and developing learning bands. The material does not effectively engage entering proficiencies levels as much in regards to reading. Students can have the story read through the narrator. However, since the grade band covers up until grade 3, the focus should be on mastering level 2 and beginning level 3. The content material also has varying levels of complexity. The story about the family’s trip to the ocean is an introductory text to the program. The extended lighthouse stories provided more detailed lessons. The materials do an effective job of providing materials that range across the grade bands, while using the scaffolding materials to allow students to read within their own proficiencies levels.
- 3) The grade-level content is effectively controlled over the course of the program. In the one story about sea turtles, for instance, the idea of conservation arises. While the text just mentions the turtle gets stuck in a net, it is an important idea that might come up in content, as students get older. Again, though, this advanced notion is not presented directly to the student. It is either raised in comprehension questions or supplementary by the educator. Still the base material is simple and easy to follow for K-3 students. Even the highest “concept” texts from this grade band do not overreach the intended audiences.

One night Caretta swam into a fishing net that was drifting in the ocean. One of her flippers caught in the net. An ocean current carried the net and Caretta away from the route she had been traveling. Caretta struggled. She bit at the net with her strong jaws and finally broke free. Once again Caretta knew which way to go. She turned and swam toward Florida.

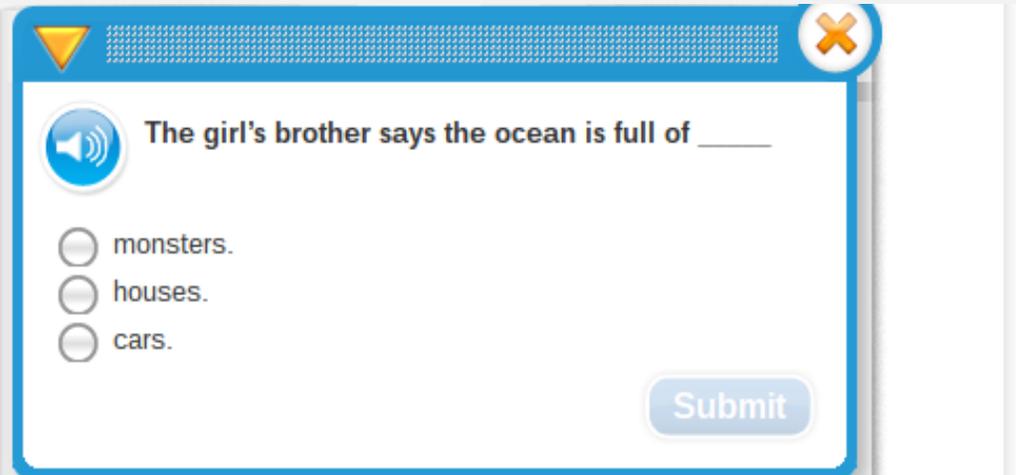


E. Strands of Model Performance Indicators

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

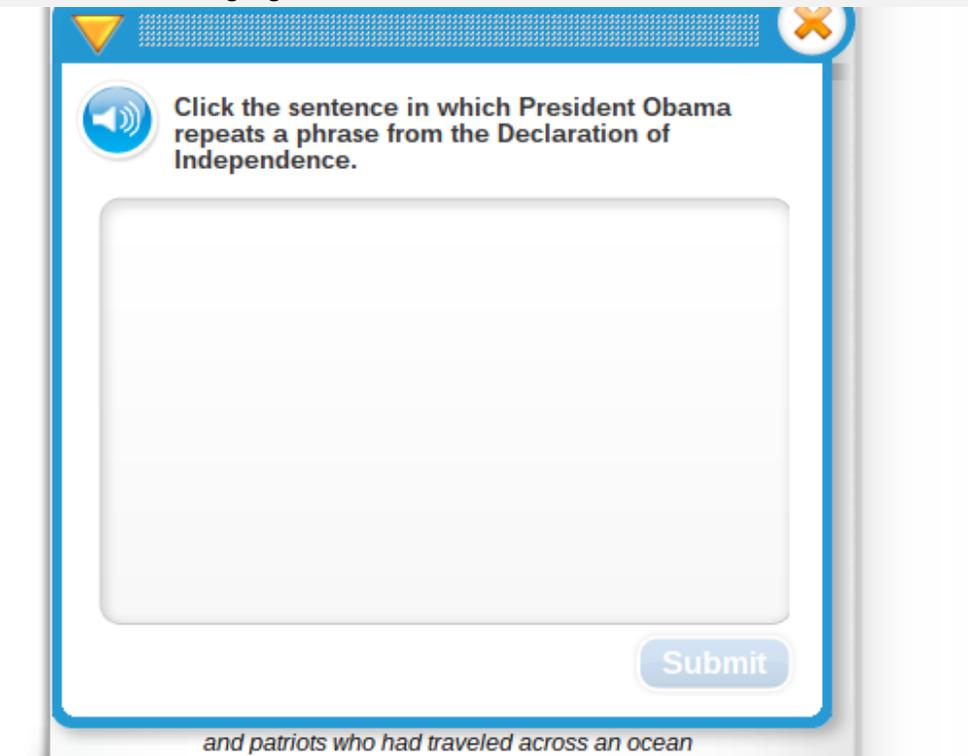
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1) The comprehension questions during each lesson provide opportunities for students to practice language functions. At lower reading levels might be asked to describe how a character feels during a story, for example.



The screenshot shows a digital learning interface with a blue border. At the top left is a yellow downward-pointing triangle, and at the top right is a yellow 'X' icon. Below the triangle is a speaker icon. The main text reads: "The girl's brother says the ocean is full of ____". Below this text are three radio button options: "monsters.", "houses.", and "cars.". At the bottom right of the interface is a blue "Submit" button.

The questions provide a series of words with one or more requiring the student to use specific words to connect with the passage. For higher reading levels students perform additional language functions, such as listing. In the picture provided, students are asked to connect quotes from important historical documents to a presidential speech. The comprehension questions at all levels utilize effective language functions.



The screenshot shows a digital learning interface with a blue border. At the top left is a yellow downward-pointing triangle, and at the top right is a yellow 'X' icon. Below the triangle is a speaker icon. The main text reads: "Click the sentence in which President Obama repeats a phrase from the Declaration of Independence." Below this text is a large, empty rectangular box. At the bottom right of the interface is a blue "Submit" button. Below the interface, the text "and patriots who had traveled across an ocean" is visible.

- 2) The activities - closed reading, comprehension questions and oral reading - all have goals that lead towards the focus of the materials. Students are working towards improved fluency and understanding within every lesson. The students are aware of this overall goal, and every task they complete is towards this target. The comprehension question below is from a lesson on presidential speeches (in a higher grade band). This question is a good example of how the content reflects back on both the goal of the reading program (fluency and understanding), while still also being consistent with the lesson's theme. The language functions within the K-3 materials regularly reflect the goals and proficiency levels of these materials.

- 3) The language functions present in the K-3 materials effectively support student progression across proficiency levels. Students are kept on a very precise path through each lesson. This process promotes consistent and regular improvements to both fluency and reading comprehension. Students are able to progress faster in some areas and remain on more effective paths for other aspects. Progression can occur within individual lessons or across the course of multiple texts. The language functions allow for students to become comfortable with the system, while still controlling the pace and difficulty of each reading.

General Overview

The Reading Assistant program does a very efficient job of scaffolding reading – both visually and verbally – and listening for the grade band K-3. The system offers positive repetition that allows for students to quickly understand the expectations and limitations of the online program. The following were two ideas or instances I felt could be examined to benefit ELL/ESL students:

First, the literacy level of the lessons in the K-3 grade bands are very controlled across the library. There were no texts that were either too low or high for the intended audiences. The programs tools – or omission of them rather – allows for effective higher-tiered reads from students at or above a certain proficiency level. If we are thinking about ELL/ESL students, however, it would be beneficial to have several materials that allow for “emerging” reading capabilities. While the narrator can help walk the student through all of the texts, the educator is unaware as to which words, phrases, or texts the student cannot read on his or her own. An introduction module, for instance, would allow a student to learn how to use the program while also providing short phrases or words, as opposed to full sentences. Especially if we are to consider adding content and technical terms, it is important to make sure the sentence length is appropriate. In this manner, the “training texts” could be used with all students while not making the lower proficient audiences feel left out of the curriculum. Again, it might be helpful to at least have some material – that aligns and works with the Reading Assistant – slightly below the average text materials for grades K-3. These will engage ELL/ESL students to utilize all language domains, as

opposed to possibly just hearing the story and repeating words with little to no comprehension.

Second, the Reading Assistant program's main focus is to develop fluency with reading. Moreover, the emphasis of the program links verbal reading with visual literacy. There is, however, little to no writing components within the program itself. **This is not to say that supplemental materials or teacher-driven assessments won't involve more aspects of writing.** Still, the comprehension questions – even at higher grade levels – often provide simple “this or that” answers. (I understand certain limitations prevent writing effective online assessments that are *not* graded by an in-person educator.) It would be beneficial to allow student a chance to write something, even as small as a sentence, at some point in each lesson. This could be sent to the teacher along with the lesson results. In this manner, the program is allowing students a chance to engage writing literacy alongside the program. A simple question such as, “Where have you gone on a family trip to?” The use of the computer, along with having examples of sentences next the response window, provide effective scaffolding as well. Furthermore, the written response bears no “grade” on the lesson completion. This would be purely additional data that an educator could look at, for example, if a student was either way above or behind the intended results.

**It should be noted that the printable teacher's instructional materials do provide additional opportunities for effective writing. While the program itself does not prompt students with time or questions to reflect upon past multiple choice answers; the lesson plans demonstrate how a teacher could integrate writing before, during, and after reading a passage.