



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**



# PRIME V2™

## Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at [store@wceps.org](mailto:store@wceps.org) or 877-272-5593.

## New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

## Primary Purposes

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

## Primary Audience

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

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

**Overview of the PRIME Process**

PRIME has two parts. Part 1 is an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

Part 2 comprises a series of yes/no questions related to the presence of the criteria in the materials. All “yes” responses include supporting justifications. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, they are included. Part 2 is divided into the four major components of the WIDA Framework shown below.

**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: Information about Materials

Publication Title(s): **Readable English**

Publisher: **Readablenglish.com**

Materials/Program to be Reviewed: **Online Program**

Tools of Instruction included in this review: **Resource Guide for Teachers, online lessons, activities, and games**

Intended Teacher Audiences: **K-12 and adult educators, school and district level administrators**

Intended Student Audiences: **1-12 students, English language learners, exceptional learners, and adult learners.**

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

WIDA Spanish Language Development Standards

**WIDA English Language Proficiency Standards**

WIDA Language Development Standards addressed: (e.g., Language for Mathematics):

**ELD Standard 1: Language for Social and Instructional Purposes**

**ELD Standard 2: Language for Language Arts**

**ELD Standard 3: Language for Mathematics**

**ELD Standard 4: Language for Science**

**ELD Standard 5: Language for Social Studies**

WIDA Language Proficiency Levels included: **Readable English supports WIDA English Language Development Proficiency levels 1 (emerging)—6 (reaching).**

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

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

**Readable English is a suite of research-based products and services designed to simplify and accelerate the process of learning to read by breaking the code of English. In six weeks or less, students learn the 21 Readable English glyphs that enable them to decode any word in English. Students practice reading using the Readable English mark-up to develop reading accuracy and fluency. Using this structured literacy program, students build language and literacy fluency and comprehension skills by converting core curriculum text into Readable English and using the mark-up as a scaffold until it is no longer needed. Readable English is designed to support students with literacy and language deficits so that grade level curriculum is available to them. At the same time, advanced students working at grade level can use the program to access materials above their current grade level. Here is a short video that shows how the Readable English mark-up works.**

<https://youtu.be/a8XuGm2AKIE>

## PRIME Part 2: Correlate Materials

### 1. Asset-Based Philosophy

*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 the WIDA Can Do Philosophy.*

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

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

##### 1) Are student assets and contributions considered in the materials?

Student assets and contributions are considered in the materials. According to the founder, “We’ve made English phonetic without changing the spelling of the words.” Given that more than half of the top 10 languages spoken by English learners in the United States are phonetic, this program builds on the assets and contributions of students familiar with a phonetic language. The program also considers the assets and contributions of all students by enabling them to immediately connect a written word with a spoken word they may already know. This allows students to focus more on comprehension and fluency. The Multilingual Learners Addendum to the Teachers Resource Guide provides specific directions for teachers to increase student contributions using the Readable English program. This example from the Resource Guide for Teachers details instructions on how to adapt instruction based on the ages and language abilities of students:

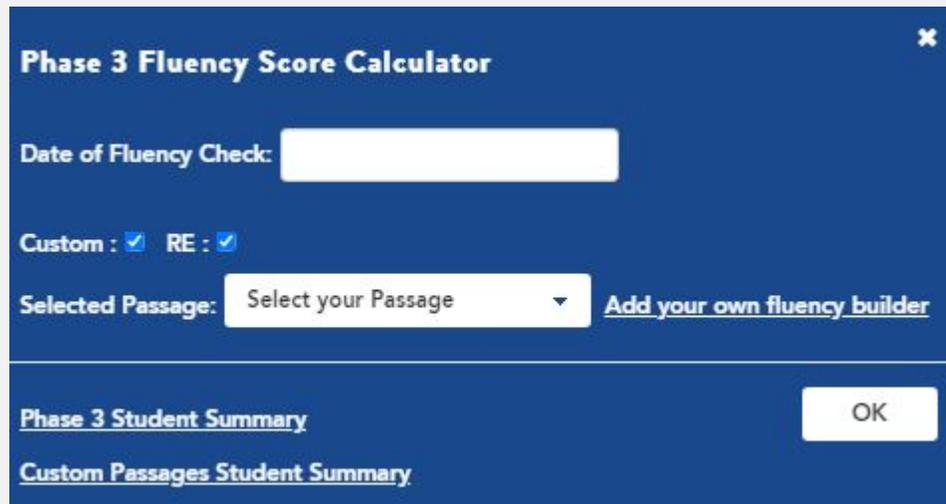
##### **Tips for teaching different age groups**

If you’re working with older students, you can choose to use the “3 in 1” faster-paced glyph lessons. You may also choose to include or omit certain resources to suit the age group. (Some teachers report that their older students do not respond well to the playful nature of some of the materials, like the songs and body movements. However, other older students love these materials, so be adaptive to what you think your class needs.)

If your older students are struggling with basic letter-sound association, review these sounds using either the “1 by 1” materials or the Standard English lessons. Reviewing the sounds of letters may feel too basic for an older student, but letter-sound knowledge really is a fundamental skill for struggling readers. You and your students need to feel assured that their knowledge is correct. The more knowledge they have of letter, digraph and glyph sounds, the better they will be able to sound out whole words and progress to reading fluency.

If you’re working with younger or struggling students, you may choose to use the “1 by 1” materials, if the “3 in 1” glyph lessons are too fast paced. For some younger students, three glyphs per lesson may be okay, but you may need to assess whether your students are capable of absorbing this much new information in one go.

The program also provides tools that allow both teacher and students to view and monitor student progress, so teachers can guide students in individual goal setting and tracking personal progress. Below is an example of the online Fluency Score Calculator. Students and teachers have the option of choosing passages students and/or teachers find relatable.



The screenshot shows a blue window titled "Phase 3 Fluency Score Calculator" with a close button (X) in the top right corner. Below the title, there is a text input field for "Date of Fluency Check:". Underneath, there are two checked checkboxes: "Custom : ✓" and "RE : ✓". Below these is a "Selected Passage:" label followed by a dropdown menu showing "Select your Passage" and a link that says "Add your own fluency builder". At the bottom of the window, there are two links: "Phase 3 Student Summary" and "Custom Passages Student Summary", and an "OK" button on the right side.

**2) Are student assets and contributions systematically considered throughout the materials?**

Student assets and contributions are considered systematically throughout the materials. The program incorporates a systematic approach to reading instruction that begins with decoding. Readable English simplifies the complexities and inconsistencies of English spelling through the systematic use of glyphs which provide an embedded pronunciation guide to words without changing their spelling. These 21 glyphs (plus two that are combined with “r”) eliminate the need for students to memorize advanced phonics rules and exceptions. The program considers the assets and contributions of all students by enabling them to make use of their understanding of letter-sound correspondences to begin reading quickly. The sample from the Glyph Chart demonstrates the letter-sound correspondences:

# READABLE ENGLISH™ Glyph Chart

Icons	Glyph Names	Glyphs	Sounds	Letters	Sample Words	Images
	Aussie Oswald	○	[o]	â é	swân	
	Dome	∩	[oh]	ô â ê	rôad	
	Ed Says	<	[e]	ă ú	hâir	
	Fun Enough	=	[f]	ġ	lauġh	
	Happy Face	∴	[ee]	é í ý	têa	
	Hey April	/	[ey]	á é	páint	
	Hook	~	[oo]	õ ù	fōot	
	I Spy	†	[ahy]	ī ŷ	eĳe	
	Infinite	∞	[i]	ā ē ō ū ŷ	ban-dāġe	
	j Dot	•	[j]	ġ d	bridge	
	Noisy Tail	∟	[z]	ş x	rôşe	
	Say Cheese	▷	[ch]	ċ t̄	ċel-lô	
	Sharp Hat	^	[sh]	ĉ ŝ t̂	lô-tiön	
	Silly C	∪	[s]	ç	fáçe	
	T Crossed D	—	[t]	d	báked	
	That Noisy Th	—	[th]	th	fea-thĕr	
	Treasure Chest	⌌	[zh]	ġ ŝ ž	tel-ĕ-vi-siön	
	Two Moons	••	[oo]	ē ō ū	shōe	
	Unicorn	∴	[yoo]	é ú	cúbe	
	Upper Cup	∪	[uh]	ă ě ĭ ö ŷ	um-brel-lă	
	Wonder One	//	[w]	ú ó	squáre	
	Aussie Oswald + r	○	[or]	âr	qúâr-tĕr	
	Upper Cup + r	∪	[ur]	är ěr ĭr ör	bĭrd	

The movements, gestures, songs, and videos associated with each glyph offer students additional multimodal opportunities to collaboratively engage with language learning. Below are examples of the body movements:

 **Readable English Glyph Body Movements** 

 <p>Ed Says</p>  <p>Says "eh"</p>		 <p>J Dot</p>  <p>Says "j"</p>		 <p>Infinite</p>  <p>Says "i"</p>	
 <p>Sharp Hat</p>  <p>Says "sh"</p>		 <p>Treasure Chest</p>  <p>Says "zh"</p>		 <p>Wonder One</p>  <p>Says "w"</p>	
 <p>Say Cheese</p>  <p>Says "ch"</p>		 <p>Fun Enough</p>  <p>Says "fff"</p>		 <p>T Crossed D</p>  <p>Says "l"</p>	

Here is an example of a teaching video of the “unicorn” glyph:



<https://youtu.be/L0tvq2uP1Ls>

Here is the song and gesture video for the same glyph:



<https://youtu.be/m8V2ffIs-LQ>

Throughout the program, teachers are instructed to encourage students to relate to content multimodally. For example, in this Readable English Yoga extension activity, students are asked to use their whole body to create their personal impression of a glyph.

## READABLE ENGLISH YOGA

### **Introduction:**

The aim of this activity is to reinforce students' knowledge of the glyph shapes, by incorporating them into yoga poses.

### **Directions:**

Clear a space in the classroom so that each student has enough space to perform a yoga pose. With the whole class, go through all the glyphs and think of poses that would suit each glyph, based on their shape. If you or your students are familiar with yoga poses, you can choose actual poses and assign them to the glyph that fits best, or you can simply make up your own poses. For example, the pose for the glyph Dome could be hands and knees on the ground with head down and back arched to represent a dome.

Once you've decided on the pose and students are making the pose, remind them of the sound of the glyph and have them say it at the same time.

### **Optional:**

Take a photo of different students making each yoga pose. You can compile these into a chart and use this later to repeat the activity as a warm up or warm down.

Students are also encouraged to write about and respond to subjects that are personally relevant. This example is from Phase 3: Classroom Lesson Tasks of the Teaching Guide, but the Multilingual Learners Addendum to the Teachers' Resource Guide includes scaffolding supports for MLs at all proficiency levels:

## Phase 3 Lessons: **General Structure**

*Aim: to develop reading fluency and comprehension*

### WRITING PRESENTATIONS / ORAL READING

**Writing Presentations / Oral Reading** - Every two weeks, have students read at least one of their stories to the whole class. First let students warm up by getting into groups of two and reading aloud their story to their partner. Then as a class, have students read their story aloud. It doesn't matter if the student misreads something. Give them the chance to try again or ignore it. The idea is to give encouragement for sharing their writing and feeling comfortable reading aloud. Encourage positive feedback and applause. Ask students to say at least one thing they like about each other's story before moving to the next student.

## 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, and variety of speech/written text)

- |   |            |           |
|---|------------|-----------|
| <b>1) Do the materials address language features at the discourse dimension in a consistent manner for the identified proficiency levels?</b> | <b>Yes</b> | <b>No</b> |
| <b>2) Are the language features at the discourse dimension addressed systematically throughout the materials?</b>                             | <b>Yes</b> | <b>No</b> |

### 1) Do the materials address language features at the discourse dimension in a consistent manner for the identified proficiency levels?

Readable English is a reading and language development program designed to provide discourse opportunities targeted for all six language proficiency levels. Because the overarching goal of the program is to enable learners who struggle to read English to quickly access texts at or above grade level (by relieving the cognitive demands of decoding), program materials address language features at the discourse dimension. Students are immediately engaged in levels of English language proficiency of listening, speaking, and reading from the beginning of Phase 1 instruction. Writing activities during Phase 1 instruction are limited and scaffolded to support students with a variety of learning abilities. Initial language activities involving writing are primarily designed to focus on phonemic awareness, phonological awareness, vocabulary choice (e.g., Write the word; fill-in-the-blank with the correct word; create words using initial letter(s) and rimes.)

Language engagement in all four domains increases during Phases 2 and 3 of the program as students read text aloud at their instructional and/or grade level and work on learning modules in a variety of settings (e.g., independently, in pairs, in groups, and with the teacher). Below is an example of a level 4 passage from the Reading Practice Module used beginning in Phase 2 of the program:

1 Read

2 Review

Cy·clone

Last month, our town was hit by a de·väs·tät·ing cy·clone. Mät·ny peö·ple's hñmes were knocked down, ö·thër hñmes were flöod·ed, and there was cñ·si·dër·ä·ble da·mäge to thë schööl and ö·thër pu·blic build·ings. Al·thöugh thë cñ·mu·ni·tý has been wörk·ing hard to ré·build thë town, there is still ä lot to dö.

Tö·dáy, lots öf vol·un·téers are en·dea·vör·ing to cléan up thë town háll and thë park that is out thë frñnt. Se·vëräl boy's cléared thë är·é·ä

1

It is important to note that Phase 1 program materials address language features at the discourse dimension as students watch and listen to the Standard English Lesson videos that teach phonics. Here is an example from Phase 1, Standard English Lesson 5 teaching the primary sounds of these letter(s): u, m, n, ng:

Standard English Lessons

Lesson 5: u, m, n, ng

A Watch

B Read

C Play

D Read

E Quiz

Click Play to watch this video



## 2) Are the language features at the discourse dimension addressed systematically throughout the materials?

The language features at the discourse dimension are addressed systematically throughout the materials. Readable English is a systematic step-by-step approach to teaching reading which combines auditory, visual and language skills functioning together effectively to support readers to attain fluency quickly. As previously mentioned, students engage with the language features at the discourse dimension extensively in the Reading Practice Modules in Phases 2 and 3. These modules include eight different reading passages at six different levels that encompass a range of culturally diverse fiction and non-fiction texts.

1 Read

2 Review

### Pid·ginş and Cré·ôleş

Have yōu e·vēr hēard ōf ā 'pid·gin'? Cāre·fūl! Ā pid·gin haş nō·thing tō dō with thē com·mōn bīrd, ā pi·geōn. Ra·thēr, ā pid·gin iş ā sim·pli·fīed lan·gúāge dē·vel·ōped bī spēak·ērş ōf dif·ferent lan·gúāge grōups aş ā méanş ōf cōm·mú·ni·cá·tīōn. Ā pid·gin iş not ā fūll lan·gúāge, méan·ing thāt it haş li·mit·ed ex·pres·sive cá·pā·bil·i·tiēş. But, pid·ginş dō dē·vel·ōp na·tur·āl·lý un·dēr çer·tain çir·cum·stan·çeş, such aş trāde or whēre twō grōups ōf péo·ple spēak dif·ferent lan·gúā·geş frōm thē coun·trý whēre thēy rē·şīde. In thēşe

1

In addition, the ReadWorks Modules provide grade-level text encompassing all five of the English Language Development (ELD) standards. In “Maria Recycles,” a level 1 ELD Standard 5: Language of Social Studies text, students read, listen, and discuss a fictional father and child recycling cans and bottles. An optional written extension activity would activate the fourth mode of communication.

1

Read

2

Review



## Mă·rí·ă Rĕ·cŷ·cleş - Fic·tŏn

bŷ ReadWorks



Mă·rí·ă wăş help·ing hĕr dad. Shĕ pŭt ôld canş and bot·tleş in ă box. Dad pŭt thĕ box out·sĭde. ă grĕen truck pickĕd up thĕ canş

1

The following are two examples of content available at differing levels in the ReadWorks and Reading Practice Modules:

**ReadWorks Module**

The passages provided in this module belong to [ReadWorks.org](https://www.readworks.org). You can access many more articles directly from the [ReadWorks website](https://www.readworks.org). To read additional ReadWorks articles in Readable English, you can convert them using the Conversion Tools and eReader (refer to the Help page for more details).

◀ BACK

NEXT ▶

- 1 Grade 1
- 2 Grade 2
- 3 Grade 3
- 4 Grade 4
- 5 Grade 5
- 6 Grade 6
- 7 Grade 7
- 8 Grade 8
- 9 Grade 9

- 1 Cabin in the Woods - Fiction ...
- 2 Grace's Painful Pattern Repe...
- 3 America from Washington to ...
- 4 Everyday Energy - Nonfiction...
- 5 The Battle of the Bagel - Non...
- 6 Halau Hula - Fiction (988 wor...
- 7 The Gift of the Magi - Fiction...
- 8 Time for Jazz - Fiction (997 w...
- 9 The Fault Line Threatening D...
- 10 Yellowstone Grizzlies to Lose...

ReadWorks Module Grade 9 Text Passages



## Reading Practice Module

### Reading Practice Levels



### Reading Practice Module Level 6 Text Passages

**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 in a consistent manner for 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 for the identified proficiency levels?                | Yes | No |

**1) Do the materials address language features at the sentence dimension in a consistent manner for the identified proficiency levels?**

The materials address language features at the sentence dimension in a consistent manner for the identified proficiency levels. Language at the sentence dimension is included in all three phases of the program.

In Phase 1, students consistently engage with sentence-level language in the Word Lists & Sentences worksheets during Rotation Stations. This task enables students to practice reading sentences that contains words with the glyphs they have learned in that lesson. An example from Phase 1, Lesson 5 is shown below:

- 1 Ī sǎid Ī did-n't wǎnt ǎ-ný-more!
- 2 Ed Sǎyş iş thĕ náme öf ǎ glýph.
- 3 Bĕ-wǎre how your dog búr-iĕş hiş bōneş.
- 4 Your ġem iş hùġe!
- 5 Ġents lounġed in our lodġe.
- 6 Thĕ sōl-diĕr réached our moun-tain ridġe.
- 7 Wō-men dō well in búşĭ-ness.
- 8 Shĕ had prĕt-tý, or-ǎnge glōveş.
- 9 Wĕ drōve past ǎ prĕt-tý Ēn-ġlish vil-lǎġe.
- 10 Réa-dǎ-ble Ēn-ġlish ù-şeş sýl-lǎ-bleş and sým-bōlş.

Phase 1, Lesson 5

In Phase 2, students consistently engage with sentence-dimension language in a wide range of activities. The Building Sentences activity shown below is also designed to develop knowledge of story structure.

Building Sentences Set 1 This	Building Sentences Set 1 iş	Building Sentences Set 1 Sam.	Building Sentences Set 1 Sam
Building Sentences Set 1 m̄y	Building Sentences Set 1 dog.	Building Sentences Set 1 l̄ikes	Building Sentences Set 1 t̄o pl̄ay
Building Sentences Set 1 M̄y	Building Sentences Set 1 dog'ş	Building Sentences Set 1 catch.	Building Sentences Set 2 İ̄
Building Sentences Set 1 n̄ame	Building Sentences Set 1 iş	Building Sentences Set 2 w̄ake up	Building Sentences Set 2 at se-v̄en.
Building Sentences Set 2 F̄irst	Building Sentences Set 2 İ̄ t̄ake	Building Sentences Set 3 Th̄e w̄ai-t̄er	Building Sentences Set 3 brings us
Building Sentences Set 2 ă show-ër.	Building Sentences Set 2 Th̄en	Building Sentences Set 3 our f̄ood.	Building Sentences Set 3 Th̄e f̄ood
Building Sentences Set 2 İ̄ éat	Building Sentences Set 2 break-f̄ast.	Building Sentences Set 3 t̄astes	Building Sentences Set 3 ter-ri-ble.
Building Sentences Set 3 W̄e or-d̄er	Building Sentences Set 3 our f̄ood.	Building Sentences Set 4 Tom	Building Sentences Set 4 léaveş

Phase 2, Building Sentences, Sample Word Cards

# Building Sentences



## Introduction:

This is a game to develop students' knowledge of sentence and story structure. The cards for Building Sentences can be found in the Resources section of the website at [www.readableenglish.com](http://www.readableenglish.com). Blank cards are also provided at the end of the document so you and your students can create your own sentences to use.

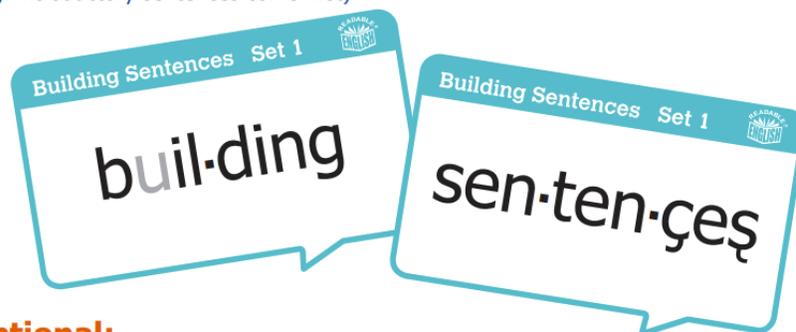
## Directions:

The aim is to have students build sentences, and then put those sentences in order to make a mini story.

**One-on-one:** To start, put the cards from one sentence down on the table. Have the student arrange the words to make a sentence. Leave that sentence, and place the cards from a different sentence down on the table. Again, have the student arrange the words to make a logical sentence. Once all the sentences have been built, have the student arrange the sentences to make a mini story. Then get them to read the story out loud.

**Classroom:** Hand out the cards from one sentence to randomly selected students (one card each). Get them to stand up in front of the class and arrange themselves in the correct order to make the sentence make sense. Have them read the sentence aloud together while you write it on the board. Repeat this process with the other two sentences. Once all the sentences have been written on the board (in random order), ask the class to number the sentences to make a mini story. Then read the whole story aloud together.

Below are sets of cards that make up the mini stories. Use the sentences in a random order (i.e. not first, second, third). This way students will have to understand basic story structure (e.g. introductory sentences come first).



## Optional:

You can time how long it takes students to arrange the words into logical sentences. This way they can try to beat their time with the next sentence (or beat other groups).

- Set 1: This is my dog. My dog's name is Sam. Sam likes to play catch.
- Set 2: I wake up at seven. First I take a shower. Then I eat my breakfast.
- Set 3: We order our food. The waiter brings us our food. The food tastes terrible.
- Set 4: Tom leaves school at three. He walks home slowly. At home he does his homework.
- Set 5: The sun rises in the morning. At noon the sun is high in the sky. The sun sets in the evening.
- Set 6: First we mix the ingredients together. Then we put it in the oven. Finally we take out the cake and eat it.

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During Phase 3 of the program students consistently engage with sentence dimension language in the Comprehension and Writing activities. Below is an example showing scaffolding for a pre-writing activity designed to support students as they advance through proficiency levels:

**READABLE ENGLISH**  
Level 1.1

### Sentence by Sentence

Read one sentence at a time and answer the set of questions that go with it. You can answer the main idea question last.

What did Tim see at the library?  
\_\_\_\_\_  
\_\_\_\_\_

What is a 'poster'?

\_\_\_\_\_

\_\_\_\_\_

This is a supporting detail

Tim saw a poster on the library wall.

**Sentence 1**

What would be a good title for this story?  
\_\_\_\_\_  
\_\_\_\_\_

Why was help needed?

\_\_\_\_\_

\_\_\_\_\_

This is a main idea

It said that help was needed to clean up the pond at Valley Park because the frogs were dying.

**Sentence 2**

This is a supporting detail

Who did Tim tell about the frogs dying?  
\_\_\_\_\_  
\_\_\_\_\_

Why do you think Tim told his teacher and class?

\_\_\_\_\_

\_\_\_\_\_

This is a supporting detail

Tim told his teacher and class about the frogs dying.

**Sentence 3**

This is an inference

Phase 3 Comprehension/Writing Worksheet

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## 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?

Language features at the sentence dimension are appropriate for the identified proficiency levels. The program enables teachers to continuously monitor students' proficiency levels. Tests report real-time student performance so teachers can select materials for students that match their proficiency levels. The Multilingual Learners Addendum to the Teachers Resource Guide specifically addressed how to appropriately scaffold instruction considering language usage, modes, function, and features while building students' ELD proficiency. Below is an excerpt from the MLs Addendum:

### **Program Considerations of Language Usage, Modes, Function, and Features in building ELD Proficiency**

#### **Phase 1**

After establishing the classroom community "rules of engagement," begin Readable English instruction, offering opportunities for student contribution and language practice through scaffolded questioning. It is helpful to look at the progression of ELD proficiency expectations to consider best ways to provide language support to students at all proficiency levels. Language will be used in (often overlapping) ways to narrate, inform, argue, and explain by the language modes of speaking, listening, reading, viewing, speaking, writing, and representing. Language activities will progress from gesturing to single word verbal and written responses to increasingly complex spoken and written responses.

Teachers must weigh the ability level and amount of available class time to determine whether to teach the glyphs 3 at a time or 1 at a time. Older students or students with greater than "emerging" proficiency levels may be able to learn via the "3 in 1" lesson path. That path is quicker for students who have sufficient language proficiency to fully participate. Younger students, or students who need more processing time may feel better supported by the "1 by 1" materials.

Rotation stations are excellent opportunities to differentiate instruction based on ELD proficiency levels, as well as a place to initiate different language modes. Younger MLs or older MLs at beginning ELD proficiency levels will find Phase 1 a comfortable starting place because many activities offer opportunities for responding in gestures and words. The "What's Changed?" app can be played alone or with a friend. "What's the Same" activities can be answered with gestures, sounds, and letter names. To scaffold up this activity ask students to answer in complete sentences using starter phrases like "I see that the letter \_\_\_ has changed." And "The words \_\_\_ and \_\_\_ are the same, but the (letter/sound) in \_\_\_ has changed."

### 3) Are the language features at the sentence dimension addressed systematically for the identified proficiency levels?

Language features at the sentence dimension are addressed systematically for the identified proficiency levels. Each of the three phases of Readable English provides week-by-week scripted lessons that include a variety of activities that engage students with language at the sentence dimension. Students work through the lessons at their own pace. Below are scope and sequence documents for each of the three phases:

<b>Phase 1: Weekly Teaching Schedule</b>					
<b>Phase 1: Glyph Learning</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Prepare materials.  Create student accounts and assign to correct teacher.	Log into website.  Familiarize yourself and your students with the website layout.	Standard English review: Use the "Before Getting Started" lesson plan. Have students take the "Standard English Pre-test" on the website to give you an idea of how much Standard English review is needed.	Standard English review: Use the flash cards and Standard English worksheets / online lessons if necessary.  Class participation activity: What's the Change?	Standard English review: Play the Standard English board games, give quizzes to check for mastery.  Class participation activity: What's the Change?
<b>Week 2</b>	Introduction to Readable English: Use the "Before Getting Started" lesson plan (and include more Standard English review if needed).	Glyph learning: Happy Face, I Spy, Hey April  Rotation Stations	Review / Reading warm up  Rotation Stations  Class participation activity: Sound Groups 1.	Review / Reading warm up  Glyph learning: Dome, Unicorn, Noisy Tail  Rotation Stations	Review / Reading warm up  Rotation Stations
<b>Week 3</b>	Review / Reading warm up  Glyph learning: Upper Cup, Silly C, Two Moons Rotation Stations	Review / Reading warm up  Rotation Stations  Class participation activity: Make A Word 1.	Review / Reading warm up  Glyph learning: Hook, That Noisy Th, Aussie Oswald Rotation Stations	Review / Reading warm up  Rotation Stations  Class participation activity: Sound Groups 2.	Middle point of activity: Phase 1 lessons. Review the previous 12 glyphs with activities. This is also an opportunity to catch up on anything that was missed (e.g. a class participation activity).
<b>Week 4</b>	Review / Reading warm up  Glyph learning: Ed Says, J Dot, Infinite Rotation Stations	Review / Reading warm up  Rotation Stations	Review / Reading warm up  Glyph learning: Sharp Hat, Treasure Chest, Wonder One	Review / Reading warm up  Rotation Stations  Class participation activity: Make A Word 2.	Review / Reading warm up  Glyph learning: Say Cheese, Fun Enough, T Crossed D Rotation Stations
<b>Week 5</b>	Review / Reading warm up  Rotation Stations	Review / Reading warm up  Glyph learning: Upper Cup + r, Aussie Oswald + r. Rotation Stations	Review / Reading warm up  Rotation Stations  Class participation activity: Sound Groups 3.	Review / Reading warm up  Rotation Stations Catch up on any unfinished activities.	Bingo Party!

Phase 1, Weekly Teaching Schedule

Weekly Teaching Schedule Phase 2: Building Reading Accuracy & Fluency					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 1</li> <li>Worksheet: Integration 1.1</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 1</li> <li>Worksheet: Decoding/Encoding 1.1</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 1</li> <li>Worksheet: Integration 1.2</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder (catch up)</li> <li>Worksheet: Decoding/Encoding 1.2</li> <li>Additional rotation stations</li> </ul>	<p>Class participation activity:</p> <p>eReader / Conversion Tools practice session</p> <p>(Assign glyphs to be taught next week.)</p>
Week 2	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 2</li> <li>Worksheet: Integration 1.3</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 2</li> <li>Worksheet: Decoding/Encoding 1.3</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 2</li> <li>Worksheet: Integration 1.4</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder (catch up)</li> <li>Worksheet: Integration 1.5</li> <li>Additional rotation stations</li> </ul>	<p>Class participation activity:</p> <p>Student glyph teaching (Part 1)</p>
Week 3	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 3</li> <li>Worksheet: Integration 2.1</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 3</li> <li>Worksheet: Decoding/Encoding 2.1</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 3</li> <li>Worksheet: Integration 2.2</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder (catch up)</li> <li>Worksheet: Decoding/Encoding 2.2</li> <li>Additional rotation stations</li> </ul>	<p>Class participation activity:</p> <p>Student glyph teaching (Part 2)</p>
Week 4	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 4</li> <li>Worksheet: Integration 2.3</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 4</li> <li>Worksheet: Decoding/Encoding 2.3</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 4</li> <li>Worksheet: Integration 2.4</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder (catch up)</li> <li>Worksheet: Integration 2.5</li> <li>Additional rotation stations</li> </ul>	<p>Class participation activity:</p> <p>Word Bingo</p>
Week 5	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 5</li> <li>Worksheet: Integration 3.1</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 5</li> <li>Worksheet: Decoding/Encoding 3.1</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 5</li> <li>Worksheet: Integration 3.2</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder (catch up)</li> <li>Worksheet: Decoding/Encoding 3.2</li> <li>Additional rotation stations</li> </ul>	<p>Class participation activity:</p> <p>Readable English Yoga</p>
Week 6	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 6</li> <li>Worksheet: Integration 3.3</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 6</li> <li>Worksheet: Decoding/Encoding 3.3</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder 6</li> <li>Worksheet: Integration 3.4</li> <li>Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>Fluency Builder (catch up)</li> <li>Worksheet: Integration 3.5</li> <li>Additional rotation stations</li> </ul>	<p>Class participation activity:</p> <p>Nonsense Sentences</p>

Phase 2, Weekly Teaching Schedule

Weekly Teaching Schedule Phase 3: Building Fluency & Comprehension					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 1</li> <li>• Worksheet: Comprehension/ Writing 1.1 &amp; 1.2</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 1</li> <li>• Worksheet: Comprehension/ Writing 1.3</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 1</li> <li>• Worksheet: Comprehension/ Writing 1.4 &amp; 1.5</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder (catch up)</li> <li>• Worksheet: Comprehension/ Writing 1.6</li> <li>• Additional rotation stations</li> </ul>	Class conversion exercise
Week 2	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 2</li> <li>• Worksheet: Comprehension/ Writing 1.7 &amp; 1.8</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 2</li> <li>• Worksheet: Comprehension/ Writing 1.9</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Class participation: Writing catch up / editing</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 2</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Class participation: Writing presentations</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder (catch up)</li> <li>• Additional rotation stations</li> </ul>	Class participation activity: Create your own Building Sentences
Week 3	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 3</li> <li>• Worksheet: Comprehension/ Writing 2.1 &amp; 2.2</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 3</li> <li>• Worksheet: Comprehension/ Writing 2.3</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 3</li> <li>• Worksheet: Comprehension/ Writing 2.4 &amp; 2.5</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder (catch up)</li> <li>• Worksheet: Comprehension/ Writing 2.6</li> <li>• Additional rotation stations</li> </ul>	Class conversion exercise
Week 4	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 4</li> <li>• Worksheet: Comprehension/ Writing 2.7 &amp; 2.8</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 4</li> <li>• Worksheet: Comprehension/ Writing 2.9</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Class participation: Writing catch up / editing</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 4</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Class participation: Writing presentations</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder (catch up)</li> <li>• Additional rotation stations</li> </ul>	Class participation activity
Week 5	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 5</li> <li>• Worksheet: Comprehension/ Writing 3.1 &amp; 3.2</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 5</li> <li>• Worksheet: Comprehension/ Writing 3.3</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 5</li> <li>• Worksheet: Comprehension/ Writing 3.4 &amp; 3.5</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder (catch up)</li> <li>• Worksheet: Comprehension/ Writing 3.6</li> <li>• Additional rotation stations</li> </ul>	Class conversion exercise
Week 6	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 6</li> <li>• Worksheet: Comprehension/ Writing 3.7 &amp; 3.8</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 6</li> <li>• Worksheet: Comprehension/ Writing 3.9</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Class participation: Writing catch up / editing</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder 6</li> <li>• Additional rotation stations</li> </ul>	<p>Warm up</p> <p>Class participation: Writing presentations</p> <p>Rotation stations:</p> <ul style="list-style-type: none"> <li>• Fluency Builder (catch up)</li> <li>• Additional rotation stations</li> </ul>	Class participation activity

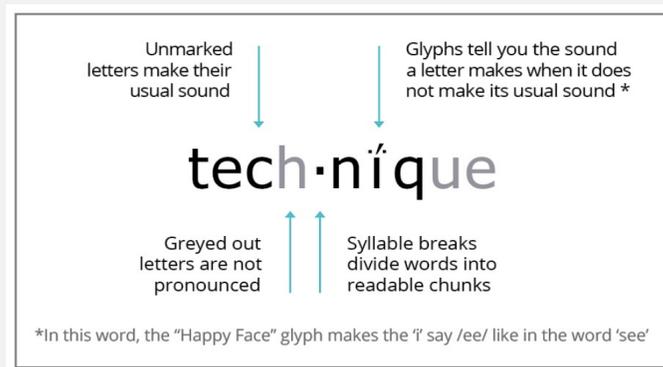
Phase 3, Weekly Teaching Schedule

**C. Word/Phrase Dimension** (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- |   |            |           |
|---|------------|-----------|
| <b>1) Do the materials address language features at the word/phrase dimension in a consistent manner for the identified proficiency levels?</b> | <b>Yes</b> | <b>No</b> |
| <b>2) Are words, expressions, and phrases represented in context?</b>   | <b>Yes</b> | <b>No</b> |
| <b>3) Is the general, specific, and technical language appropriate for the identified proficiency levels?</b>                                   | <b>Yes</b> | <b>No</b> |
| <b>4) Is the general, specific, and technical language systematically presented throughout the materials?</b>                                   | <b>Yes</b> | <b>No</b> |

**1) Do the materials address language features at the word/phrase dimension in a consistent manner for the identified proficiency levels?**

The materials address language features at the word/phrase dimension in a consistent manner for the identified proficiency levels. Much of the instruction is initially focused on the word dimension. The program is called Readable English because it relies on a system that makes written English phonetic without changing the spelling of words. Embedded within each word are syllable breaks, grayed out silent letters and glyphs that provide visual cues that specify the sound a given letter makes (e.g., the ‘c’ sound in ‘cell’, ‘cello’, or ‘ocean’ as opposed to its sound in ‘cat’).



## GLYPHS IN ACTION

Many letters in English can make more than one sound, and that can make reading difficult for new learners. See below how Readable English differentiates the four sounds of the letter C.

**cat** The C has no glyph which means it makes its standard sound [k].

**çell** The glyph **Silly C** means that C makes the sound [s].

**çello** The glyph **Say Cheese** means that C makes the sound [ch].

**o-ĉean** The glyph **Sharp Hat** means that C makes the sound [sh].

### 2) Are words, expressions, and phrases represented in context?

Words, expressions, and phrases are represented in context and are appropriate for identified proficiency levels. Students learn language skills and build vocabulary across proficiency levels primarily through reading a variety of genres of text and core curriculum in context. However, general, specific, and technical vocabulary and language are also scaffolded for learners multimodally using sensory, graphic, and interactive supports. All written language in the program is presented in the context of visual cues (syllable breaks, shading, and glyphs) that enable students to sound out any word accurately and independently. Here are two examples from texts used in Phases 2 and 3 of Readable English:

## Reading Practice Module

Level 4: Cyclone

NEXT 

1 Read

2 Review

### Cy·clone

Last month, our town was hit by a de·väs·tät·ing cy·clone. Mäs·ny pēo·ple's hōmes were knocked down, ö·thēr hōmes were flōod·ed, and thēre was cōn·si·dēr·ä·ble da·mäge to thē school and ö·thēr pu·blic build·ings. Äl·thōugh thē cōm·mü·ni·tý has bēen wörk·ing hard to ré·build thē town, thēre is still ä lot to dö.

Tō·däy, lots öf vol·un·téers are en·dea·vör·ing to cléan up thē town häll and thē park thät is out thē frōnt. Se·vēräl boys cléared thē är·é·ä öf öld boardş, rub·bish and bran·cheş thät wēre cō·vēr·ing

1

Reading Practice Module Level 4

NEXT 

 Read

 Review



## Ker·rý Kan·gǎ·röö Hops

bÿ ReadWorks



Ker·rý Kan·gǎ·röö wǎş grôw·ing up. Mǎ·mǎ Kan·gǎ·röö let him out öf hër pouch.

1

ReadWorks Module Grade 1

### **3) Is the general, specific, and technical language appropriate for the identified proficiency levels?**

The general, specific, and technical language is appropriate for the identified proficiency levels. All the materials are designed for to support all ELD proficiency levels, determined through testing at the beginning, middle and end of each school year. Reports from this testing can be used by teachers to determine individual student proficiency levels, which in turn, is used to determine appropriate instructional level materials for each student.

In the Multilingual Learners Addendum to the Teachers Resource Guide teachers receive explicit instruction in systematically supporting language features and types of vocabulary for all ELD proficiency levels. Below is an excerpt detailing how to use academic language phrases to support MLs during class discussions:

Formulaic, academic language can be a confidence builder for MLs, supporting them with often-used phrases to which they can attach words to express their thoughts. Everyone wants to sound smart and practicing grade appropriate phrases offers MLs that opportunity! Posting the new phrase-of-the-week on the classroom wall is a reminder to the students AND the teacher to use their academic language. Students learning to read English will not be able to read these phrases at first, but they will quickly learn to look at the wall for hints. Scaffolding the phrases with the Readable English mark-up will make the learning quicker! Below are a few examples of academic language that might be used in a variety of ways with students at varying age, grade, and ELD proficiency levels when discussing texts from the five WIDA ELD Standards:

- "I predict..."
- "I want to add to what (name) said..."
- "I agree/disagree with \_\_\_\_ because..."
- "When I saw/read/heard \_\_\_\_ it made me think..."

When deciding how to word discussion phrases it is helpful to reference the WIDA ELD proficiency level performance definitions to think about what type of language would be appropriate and use Bloom's taxonomy for verbs to power the phrases. These academic discussion phrases can easily be converted to "can do" statements on lesson plans. If one phrase per week was introduced and used students would accrue more than 30 academic phrases in a typical school year!

### **4) Is the general, specific, and technical language systematically presented throughout the materials?**

General, specific, and technical language is systematically presented throughout program materials in a consistent and systematic way. While reading, students can access word definitions and listen to the spoken word. There can be a mix of general, specific, and technical language used within a single passage depending on the proficiency level and subject matter. Both fiction and non-fiction texts often include cross content connections to social studies, science, math, the arts, and other areas. A variety of visual supports and sensory-motor activities help build relationships between words and ideas.

### 3) Performance Definitions

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

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

- |  |     |    |
|--|-----|----|
| 1) Do the materials differentiate between the WIDA language proficiency levels?  | 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 |

#### 1) Do the materials differentiate between the WIDA language proficiency levels?

Although the WIDA language proficiency levels are not explicitly referenced in the student materials, they are clearly referenced in the Multilingual Learners Addendum to the Teachers Resource Guide excerpted below.

The program does provide individual differentiation specific to reading levels. At program entry, all students take the Standard English Placement Test to determine their knowledge of basic letter-sound correspondence and beginning phonics rules. Once placed at their instructional level within Phase 1 of the program, all students progress through the glyph learning assignments (videos, games, student lessons, etc.) at the instructional pace and level determined by the instructor. During this phase of instruction, students work independently online reinforcing reading fluency skills and building vocabulary. With their online work scaffolded by the Readable English mark-up, students can work up to their individual language proficiency levels, earning badges and increasing their word reading volume count as they build fluency and vocabulary.

Teachers also receive explicit instruction detailing how to tailor core curriculum from the classroom to the needs of the students using the Readable English conversion tool. Below is an excerpt from the Multilingual Learners Addendum to the Teachers Resource Guide:

### Phase 3

In Phase 3 students are asked to use more complex productive language. Graphic organizers provide an access point to support students as they begin to analyze the meaning of text. At the beginning, students are asked to provide answers in simple words, phrases, and sentences. Adjust student expectations according to their ELD proficiency levels. Students at more advanced grade and proficiency levels may find these activities easy. Scaffold these activities up by requiring compound sentences, having students use academic vocabulary, and asking them to connect the current text to previous text or personal background knowledge. Students in earlier grades and proficiency levels may need to respond in pictures, single words, short phrases, or simple sentences. These are great group activities. If the graphic organizer were expanded onto the Smart Board, students could write their responses on Post It notes and stick them in the appropriate spaces. Then they could work together to generate verbal and then written responses.

The activities and graphic organizers in Phase 3 are great examples of what teachers can do in the classroom with their own text converted into the Readable English mark-up. The predictability of using the same graphic organizer for a variety of activities is very helpful for students. Once they are comfortable with the expectations and process of filling in the graphic organizer they can increasingly focus on the text, rather than also trying to navigate new instructions. Repetition can be a good thing in classroom instruction.

When looking at new text, consider the suggestions listed in the “Best Teaching Practices for Multilingual Learners” section. Text choices and lesson planning should be weighed while considering Bloom’s taxonomy, the WIDA ELD proficiency levels, and WIDA standards descriptions. Focus on the types of student responses expected, as well as types of supports needed to help students generate productive language (e.g., speaking, representing, and writing).

## 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

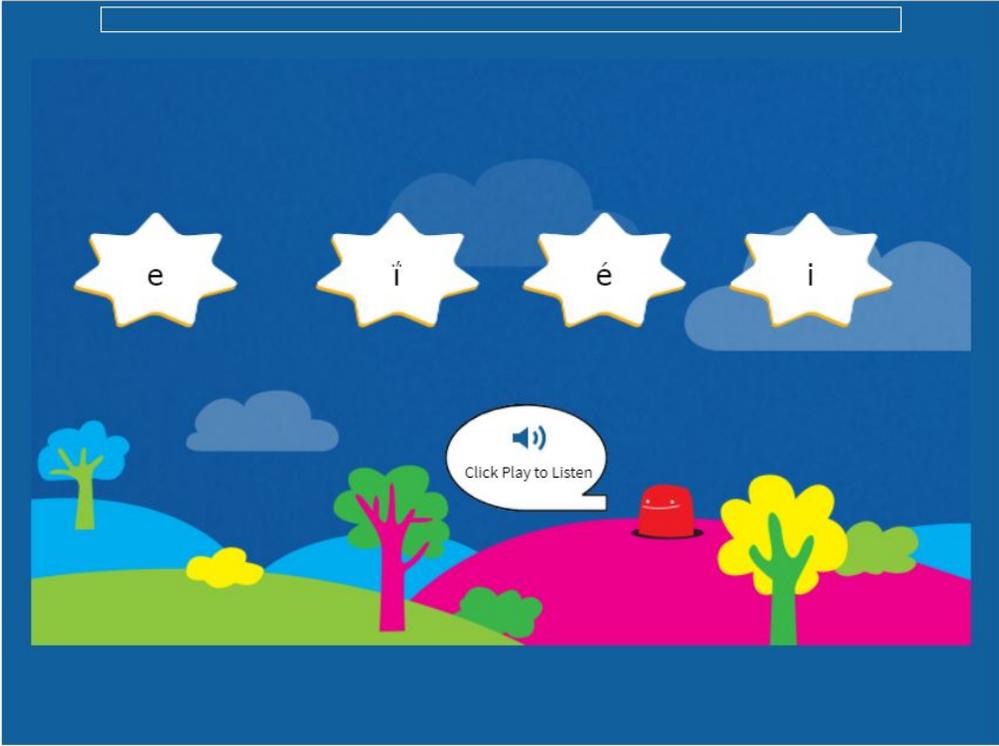
Readable English program materials are developmentally and linguistically appropriate for language learners of all proficiency levels. Students at Proficiency Level 1 (Entering) practice matching the sounds they hear to the correct letter (e.g., “3 in 1” Glyph Lessons) and giving single word responses to prompts. In the “3 in 1” Glyph Lesson below the student listens to the sound and matches the sound to the correct graphic representation:

NEXT LESSON

### "3 in 1" Glyph Lessons

Lesson 1: Happy Face, I Spy, Hey April

- A Watch
- B Read
- C Play
- D Read
- E Quiz



Whereas students in Proficiency Level 2 (Beginning) would play increasingly difficult levels of the Missing Word Skill Builder game. In this game the student chooses the word that best belongs in the sentence:



## Missing Word Skill Builder

The screenshot shows a game interface with a light green header. On the left, it says "MISSING ? WORD" in blue. In the center, a timer shows "Time: 00:06". On the right, it says "Score: 0/5". The main area features a cartoon illustration of a backyard with a yellow house on the left, a wooden fence, a tree on the right, and a clothesline with four items hanging: a blue t-shirt, a pink shirt, a blue pair of shorts, and a white sheet. The sentence "I have one older \_\_\_\_\_." is displayed in the center. Below the clothesline, there are two buttons: "Back" with a left-pointing arrow and "Next" with a right-pointing arrow.

Students in Proficiency Level 3-5 (Developing, Expanding, and Bridging) would be challenged at their appropriate instructional levels in Phases 2 and 3 of the program by reading texts and writing assignments at their instructional levels.

Teachers can monitor students' word volume and lessons completed from the Class Progress Page.

The screenshot shows the 'Class Progress Page' for 'Phase 1'. It features four key metrics: Class average Word Volume (12.9k), Class average Standard English Pretest (17), Class average out of 10 Lesson Quizzes (7), and Class average Online Worksheets (93%). Below these are two tables. The first table shows individual student data for Word Volume and RE Lesson Quizzes. The second table is a 'Word Volume' list for the class.

My Class	Word Volume	RE Lesson 1 Quiz	RE Lesson 2 Quiz	RE Lesson 3 Quiz	RE Lesson 4 Quiz	RE Lesson Quiz
[Student Name]	19685	10	10	8	8	9
[Student Name]	6672	10		8	9	9
[Student Name]	2480	9				

Student Name	Word Volume
[Student Name]	19786
[Student Name]	7821
[Student Name]	6331
[Student Name]	16037
[Student Name]	8237
[Student Name]	2480
[Student Name]	35015
[Student Name]	10612
[Student Name]	19075
[Student Name]	20878
[Student Name]	22987

The screenshot shows the 'Progress Page for [Student Name]'. It displays a 'Lifetime Word Volume' of 35k. To the right, there are two rows of achievement badges representing word volume milestones: 1K (VERY GOOD), 2K (WAY TO GO!), 5K (KEEP IT UP!), 10K (GOOD WORK), 15K (GREAT JOB), 20K (WELL DONE), 30K (AWESOME WORK), 40K (EXCELLENT WORK), 50K (SUPER STAR), 75K (SUPERB WORK), 100K (TREMENDOUS EFFORT), and 100K (FANTASTIC EFFORT).

Students at Proficiency Level 6 would read grade level core curriculum using the conversion tool to help read unknown words in context. Because the conversion tool can also provide a recording and definition of the word, readers are able to continue to rapidly expand their discourse processes differentiated to their exact level of need. This is an example of text captured from the WIDA Resource Guide and converted into Readable English mark-up with definitions in English and Spanish for the word “cohesion.”



### 3) Is differentiation of language systematically addressed throughout the materials?

Readable English automatically differentiates literacy and language building skills within the online interactive student games and worksheets. In class, teachers use both program materials and core curriculum text converted to the Readable English mark-up to systematically provide differentiated support following each of the three phases of the program.

Sequential lessons are designed to activate student assets in a cooperative learning environment using all four language domains.

Beyond the printable or online games and extension worksheets, teachers can challenge students at every proficiency level with text that will motivate students to fully engage and expand their language learning. Readable English uses modeled activities, cooperative learning, and lessons designed to activate student assets as in-class differentiation supports. Students can also access core curriculum using the Readable English conversion tool so that they can quickly begin the same grade level content their peers are reading.

## B. Representation of Language Domains

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

### 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

The Readable English program includes all four communication modes: listening, speaking, reading, and writing. Literacy lessons develop vocabulary and language skills focusing on those domains. Cross-curricular reading content from all English Language Development standards support grammar and word study instruction, vocabulary development, and reading fluency and comprehension.

One example of multimodal learning to engage the language domains is the Student Glyph Teaching activity. In Phase 1 of the program, instructional time is allotted for students to teach the glyphs to their peers for review and reinforcement. (See a screenshot of Teachers Guide description of the activity below.) An initial learning activity, student glyph teaching provides excellent opportunities for students to engage in all four language domains (i.e., listening, speaking, reading, and writing). By using formulaic academic language modeled by the teacher and multimodal forms of communication, language learning is scaffolded, and English Language Development (ELD) Standards in social and instructional language (Standard 1) and language for language arts (Standard 2) are integrated.

#### STUDENT GLYPH TEACHING

##### *Introduction:*

The aim of this activity is to cement students' understanding of the glyphs, by having them teach a glyph to you and the class.

##### *Directions:*

Prior to the session in which you complete the activity, assign each student a particular glyph. This will be the glyph that the student needs to teach to the class. Tell students to prepare to teach that glyph to the class, as if the class were for example younger students, or students who did not yet know the glyph. Encourage them to be creative by creating their own raps/songs, poems, or body movements that match the shape or sound or name.

Students should think about which materials they would like to use in their instruction (video, song, body movement, writing on the board etc.). They could even record their own video to share with the class.

Learners beginning to use Readable English and participating in program activities are challenged and supported across the continuum of second language acquisition from Proficiency Levels 1 (entering) through 6 (reaching) and across grade levels during these receptive and productive language interactions and activities.

While the focus on the materials is literacy development, students are engaged in all four language domains. During Phase 1, the materials include posters, rhymes, video clips, and pictorial representations of each of the 21 glyphs to support students in learning them. The screenshots below show the different ways in which students engage in the different domains.

### **Phase 1: Standard English Classroom Lesson Tasks**

#### **Lesson 4: o, s, z, sh**

##### **Review / Reading Warm Up**

- Phoneme Flash Cards
- Segmentation Clap and Jump
- Segmentation Stretch and Blend

##### **Learn**

- Standard English Lesson 4 video - o, s, z, sh

##### **Rotation Stations**

- Standard English Worksheet - o, s, z, sh
- Tee Off board game
- Tic Tac Toe - o, s, z, sh
- Standard English website lesson 4

##### **Teacher Resources**

- Standard English Scripted Lesson Plan 4
- How to video: Segmentation Clap and Jump

#### **Phase 1, Lesson 4**

## Phase 2: Classroom Lesson Tasks

### **Reading Warm Up**

Complete one or more of the below activities as a warm up.

- Word Attack Exercise
- Word Strings
- Sight Words Flash Cards

### **Rotation Stations**

The key activities are the fluency builder and the worksheets. The other activities are recommended as additional stations. Refer to the below Weekly Teaching Schedule for which worksheet and fluency builder to complete each lesson.

#### **Fluency Builder (One-on-one)**

- Student Reading Sheet
- Teacher Scoresheet
- Progress Chart
- Record & Calculate Scores
- Add your own Fluency Builder

#### **Worksheets**

- Integration Worksheets
- Decoding/Encoding Worksheets

#### **Computer Activities**

- Reading Practice Module
- Missing Word
- eReader & Conversion Tools practice

#### **Apps**

- Choose or Lose app (App Store or Google Play)
- What's Changed? app (App Store or Google Play)

#### **Glyph Review**

Choose any game or activity to review the glyphs.

- What's the Same?
- Board games
- Tic Tac Toe

#### **Class Participation Activities**

Refer to the below Weekly Teaching Schedule for which class participation activity to complete.

- eReader / Conversion Tools Practice session
- Student Glyph Teaching
- Word Bingo
- Readable English Yoga
- Nonsense Sentences
- Building Sentences
- Readable English Raps / Poems
- Readable English Mentoring

## Phase 2 Lesson Tasks

## **Phase 3: Classroom Lesson Tasks**

### **Reading Warm Up**

Complete one or more of the below activities as a warm up.

- Rapid Fire Reading
- Vocab Flash Cards
- Synonym Shout Out
- Recall Exercise
- Sight Words Flash Cards

### **Rotation Stations**

The key activities are the fluency builder and the worksheets. The other activities are recommended as additional stations. Refer to the below Weekly Teaching Schedule for which worksheet and fluency builder to complete each lesson.

#### **Fluency Builder (One-on-one)**

- Student Reading Sheet
- Teacher Scoresheet
- Progress Chart
- Record & Calculate Scores
- Add your own Fluency Builder
- Record & Calculate Scores
- Add your own Fluency Builder
  
- Comprehension/Writing Worksheets

#### **Computer Activities**

##### **Worksheets**

- Comprehension/Writing Worksheets

##### **Computer Activities**

- Reading Practice Module
- Missing Word

##### **Glyph Review**

Choose any game or activity to review the glyphs.

- What's the Same? Game
- Board games
- Tic Tac Toe

#### **Class Conversion Exercise**

- Class Conversion Exercise

#### **Class Participation Activities**

- Comprehension Editing
- Writing Presentations/Oral Reading
- Word Bingo
- Create your own Building Sentences

## **Phase 3 Lesson Tasks**

**2) Are the targeted language domains presented within the context of language proficiency levels?**

All Readable English listening, speaking, reading, and writing activities are appropriate for the targeted proficiency levels. Students interact with each other and the teacher to discuss content, to practice reading aloud, and to complete group and individual writing assignments. Leveled student activities include “can do” statements for targeted language proficiency. The Multilingual Learners Addendum to the Teachers Resource Guide instructs teachers how to add supports to scaffold all Multilingual Learners so that they can successfully use both receptive and productive language modes as they advance in their ELD proficiency. All MLs will be sufficiently supported and challenged using Readable English’s functional approach to language development.

**3) Are the targeted language domains systematically integrated throughout the materials?**

The targeted language domains are systematically integrated throughout the materials. As mentioned above, students are engaged in all four language domains through Phases 1, 2 and 3. Embedded supportive instruction within the online program provides immediate response and encouragement when students respond incorrectly in a lesson. Visual, interactive, and sensory supports are provided throughout the program to support and activate reading, writing, listening, and speaking activities. In addition, the teaching resources provide reminders for engaging students in expressive and receptive activities. Below is an exemplar excerpt.

*Expressive exercise example: Write a letter on the board and ask, ‘What sound does this letter make?’ Students should respond by saying the letter sound, not its name (/a/ as in ‘apple’, not /ay/ as in ‘ape’).*

*Receptive exercise example: Ask the students to tell you which letter makes the sound /ih/. Students should respond by saying the letter ‘i’.*

Teachers Resource Guide, p. 7

#### 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, Language Arts, Mathematics, Science, and Social Studies as well as complementary strands including Music and Performing Arts, Humanities, and Visual Arts.*

*The Standards Matrices are organized by standard, grade level, and language domain. They 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 WIDA language development standards to 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 |

#### 1) Do the materials connect the WIDA language development standards to state academic content standards?

By using the conversion tool, students can access all grade-level state academic content standards independently. This video is a demonstration of the Readable English program being used in different implementation settings. Specifically, at 3:34 you can see a student demonstrating how he can access texts provided by his teacher. And then at 4:31, he demonstrates how he can convert materials of his own choosing. <https://youtu.be/CZlGjkyeGTo>

**2) Are the academic content standards systematically represented throughout the materials?**

Academic content standards are systematically represented throughout the materials because students can access grade-level, content-area instructional materials using the conversion tool. (See video example from item 1.) The Multilingual Learners Addendum to the Teachers Resource Guide also includes charts aligning the texts in the ReadWorks and Reading Practice Modules to the WIDA ELD Standards.

**3) Are social and instructional language and one or more of the remaining WIDA standards present in the materials?**

Both WIDA and College and Career Readiness Standards are explicitly referenced in the Multilingual Learners Addendum to the Teachers Resource Guide. Below is an excerpt from the MLs Addendum:

Another important resource to consider when scaffolding instruction for MLs includes the College and Career Readiness (CCR) Standards for Literacy. The anchor standards for Reading, Writing, Speaking, Listening, and Language are listed in tables below for quick reference. Full vertical alignment of standards by grade level, as well as additional information, is available at:

[https://www.dodea.edu/collegeCareerReady/CCR-2017/ela-standards.cfm?filterID=ela\\_gradeccra-intro&title=K-12%20Introduction&pageView=ela](https://www.dodea.edu/collegeCareerReady/CCR-2017/ela-standards.cfm?filterID=ela_gradeccra-intro&title=K-12%20Introduction&pageView=ela)

The CCR Standards for Literacy are interwoven throughout the Readable English program and have been integrated into the WIDA ELD Framework elements as well.

**College & Career Readiness Standards for Reading**

Standard #1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
-------------	---

Text passages from both the ReadWorks and Reading Practice Modules are aligned to the WIDA ELD standards as demonstrated here:

		Standard 1 ELD-SI	Standard 2 ELD-LA	Standard 3 ELD-MA	Standard 4 ELD-SC	Standard 5 ELD-SS	
ReadWorks Module	Grade 5	Magic in the Classroom	Unexpected Fortune		How They Cloned a Sheep	Peer Pressure Power	
		Me and My Habits	A Kid in a Candy Store			Piecing Together the Story of Dinosaurs from Fossils	
			Brothers			The Variety of Maps	
			Ready for a Powwow				
	Grade 6			The Mountain	The Penny Experiment	The Wonders of Flight	Temporary Employment
						Blue Lightening	Predicting the Future
						Space Junk	Self Help
						White Out	Slavery in the North
	Grade 7	Taken By Surprise	Running a Real Zombie 5K			The History of Planet Earth	Fanhood
		An Unexpected Trip	The Artist's Search			Water: A Give and Take	A Monument for Peace
							Sacagawea
							The Secrets of Viking Ships

## 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 language level? | Yes | No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?  | Yes | No |

- 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 language level?

The materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of language level. Even during Phase 1 when students are learning the 21 glyphs, they are asked to analyze spelling patterns.

 **Tic Tac Toe - Hey April Spelling Patterns**

<table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td style="padding: 5px;">máde</td><td style="padding: 5px;">sáfe</td><td style="padding: 5px;">láke</td></tr> <tr><td style="padding: 5px;">máke</td><td style="padding: 5px;">táke</td><td style="padding: 5px;">náme</td></tr> <tr><td style="padding: 5px;">sáme</td><td style="padding: 5px;">cáme</td><td style="padding: 5px;">gáme</td></tr> </table>	máde	sáfe	láke	máke	táke	náme	sáme	cáme	gáme	<p>What spelling pattern do you see?</p> <hr style="border: 0; border-top: 1px solid #ccc; width: 100%;"/>
máde	sáfe	láke								
máke	táke	náme								
sáme	cáme	gáme								
<table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td style="padding: 5px;">ráin</td><td style="padding: 5px;">tráin</td><td style="padding: 5px;">máin</td></tr> <tr><td style="padding: 5px;">páint</td><td style="padding: 5px;">wáit</td><td style="padding: 5px;">sáil</td></tr> <tr><td style="padding: 5px;">táil</td><td style="padding: 5px;">fáil</td><td style="padding: 5px;">gáin</td></tr> </table>	ráin	tráin	máin	páint	wáit	sáil	táil	fáil	gáin	<p>What spelling pattern do you see?</p> <hr style="border: 0; border-top: 1px solid #ccc; width: 100%;"/>
ráin	tráin	máin								
páint	wáit	sáil								
táil	fáil	gáin								
<table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td style="padding: 5px;">láy</td><td style="padding: 5px;">páy</td><td style="padding: 5px;">wáy</td></tr> <tr><td style="padding: 5px;">dáy</td><td style="padding: 5px;">máy</td><td style="padding: 5px;">pláy</td></tr> <tr><td style="padding: 5px;">stáy</td><td style="padding: 5px;">sáy</td><td style="padding: 5px;">tráy</td></tr> </table>	láy	páy	wáy	dáy	máy	pláy	stáy	sáy	tráy	<p>What spelling pattern do you see?</p> <hr style="border: 0; border-top: 1px solid #ccc; width: 100%;"/>
láy	páy	wáy								
dáy	máy	pláy								
stáy	sáy	tráy								

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Phase 1, Lesson 1

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Opportunities for engaging in higher order thinking are systematically addressed in the materials. As mentioned above, students are engaged in higher order thinking even during the initial phase of the program. According to the Teacher Guide, higher order thinking is a focus on Phase 3. The comprehension questions following reading passages are designed to enable students to “demonstrates higher order thinking skills when reading a text, including getting the main idea, drawing conclusions, identifying the sequence, and making predictions. Below are some examples of these type of comprehension questions.

Question No.3 / 7

3. A soccer ball will travel a greater distance the harder it is kicked. What evidence from the text best supports this statement?

- Kicking a soccer ball requires applying force to the surface of the ball.
- How much force you apply to the ball will often determine whether you score a goal or not.
- Physicists spent years trying to figure out why objects move the way they do.
- The greater the force, the faster the ball will go, and the further it will travel.

6. Read the following sentence: "Everyone knows that kicking a soccer ball causes it to roll across the grass. But what makes this happen? What is "required" to make the ball move faster?" What does required mean?

- allowed
- ordered
- stopped
- needed

ReadWorks Modules, Grade 4, "The Simple Physics of Soccer"

In the Multilingual Learners Addendum to the Teachers Resource Guide are suggestions for scaffolding instruction for a students at various ELD proficiency levels using HOTS. Here is a clip of the Bloom’s Taxonomy Planning Verbs chart included as a guide for teacher questioning and creation of “can do” statements:

Bloom’s Taxonomy, though not in the WIDA ELD Standards Frameworks 2020, is another helpful planning tool. Use of these Higher Order Thinking Skills (HOTS) terms in conjunction with the WIDA ELD Proficiency Levels Performance Definitions will be essential for ML instructional planning.

BLOOM’S TAXONOMY PLANNING VERBS					
<b>REMEMBER</b> <i>Can the student recall or remember the information?</i>	<b>UNDERSTAND</b> <i>Can the student recall or remember the information?</i>	<b>APPLY</b> <i>Can the student use information in a new way?</i>	<b>ANALYZE</b> <i>Can the student distinguish between different parts?</i>	<b>EVALUATE</b> <i>Can the student justify a stand or decision?</i>	<b>CREATE</b> <i>Can the student create a new product or point of view?</i>
Choose	Articulate	Act out	Appraise	Argue	Adapt
Copy	Chart	Articulate	Attribute	Assess	Assemble
Define	Classify	Demonstrate	Break down	Comment	Blog
Draw	Describe	Determine	Calculate	Compare	Build
Duplicate	Discuss	Dramatize	Categorize	Criticize	Collaborate
Find	Display	Employ	Compare	Debate	Compose
Highlight	Examine	Examine	Contrast	Defend	Construct
Identify	Explain	Execute	Correlate	Evaluate	Create
Illustrate	Identify	Experiment	Criticize	Hypothesize	Design
List	Locate	Implement	Deconstruct	Judge	Develop
Listen	Map	Integrate	Deduce	Predict	Devise
Locate	paraphrase	Interpret	Differentiate	Recommend	Facilitate
Match	Recognize	Interview	Discriminate	Review	Formulate
Memorize	Reenact	Operate	Estimate	Score	Integrate
Paint	Report	Organize	Examine	Support	Negotiate
Quote	Select	Present	Expand	Test	Simulate
Recall	State	Reenact	Link	Validate	Synthesize
Repeat	Translate	Schedule	Question	Value	Write
Search		Solve			

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

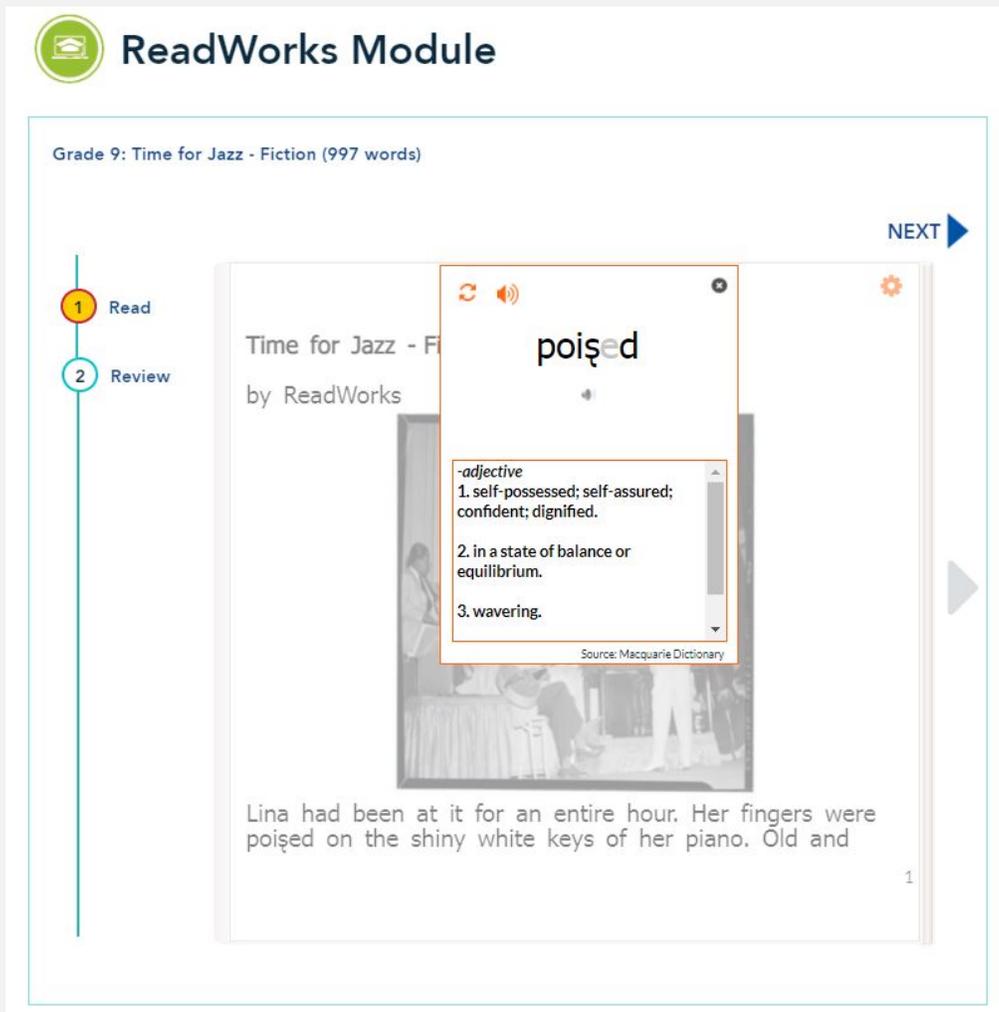
- |   |     |    |
|---|-----|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level?              | Yes | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | No |
| 3) Are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

#### 1) Do the materials provide scaffolding supports for students to advance within a proficiency level?

Readable English provides supports for increasing language proficiency within the online program and with teacher support in the classroom. Within the program, text converted into the Readable English mark-up provides scaffolding for students to be able to pronounce and read words with 100% accuracy. Additionally, as students' language proficiency increases, they can turn off the mark-up by right clicking on the individual words known. When students feel confident that they can read and discuss the text, mark-up on converted text can be also be turned off. This scaffolds students at each level to test their language abilities, while still having access to language supports. For example, a students can right click on unknown words to turn on the Readable English mark-up for individual words. If a word is not recognized by the student, it can be "clicked," and the word will be read aloud. If a student still does not recognize the word, definitions are provided.

In the online ReadWorks Module lessons students choose a text at their instructional reading level, read the text, and answer comprehension questions at the end. Quiz results are immediately available, along with positive feedback, a graph of correct and incorrect responses, and an opportunity to re-take the quiz. Students can choose to read the text independently and complete the assignment, or they can work in pairs or groups for discussion and peer support. Teachers can extend and scaffold assignments across modes of communication to strengthen specific language dimensions (word, phrase, sentence discourse, context) and functions to ultimately increase areas of language proficiency.

The example below shows a level 9 text about Jazz from the ReadWorks Module. This example shows how a confident student might turn off the Readable English mark-up and use the program features for support as needed. Here the student has right clicked on the word “poised” and turned on the mark-up. Needing additional support, the student has left clicked on the word and now has three definitions and can hear the spoken word (note the microphone button in the call out box).



The screenshot displays the ReadWorks Module interface. At the top left is the ReadWorks logo, and next to it is the title "ReadWorks Module". Below this, the text "Grade 9: Time for Jazz - Fiction (997 words)" is visible. On the left side, there is a vertical navigation bar with two steps: "1 Read" and "2 Review". On the right side, there is a "NEXT" button with a right-pointing arrow. The main content area shows a text passage titled "Time for Jazz - Fiction by ReadWorks". A callout box is open over the word "poised", displaying three definitions: 1. self-possessed; self-assured; confident; dignified. 2. in a state of balance or equilibrium. 3. wavering. The source is cited as "Source: Macquarie Dictionary". A microphone icon is present in the top left of the callout box. Below the callout box, the text reads: "Lina had been at it for an entire hour. Her fingers were poised on the shiny white keys of her piano. Old and". The page number "1" is visible in the bottom right corner of the text area.



# ReadWorks Module

Grade 9: Time for Jazz - Fiction (997 words)

BACK

1 Read

2 Review

Great Effort! 5/7

The red numbers are the questions you answered incorrectly.  
Click on any box to go back and see the correct answer.

REVIEW 1 2 3 4 5 6 7

Question No.1 / 7

1. What instrument does Lí-nă play?

- bẻ drums
- bẻ pí-a-nô
- bẻ sax-ô-phôn
- bẻ trum-pet

Try Again!

Next Passage

**2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?**

All literacy materials are designed to provide scaffolded support for students as they move through increasingly complex levels lessons integrating all four language domains: reading, writing, speaking, and listening. Students may work independently or in groups to complete some assignments, while the teacher monitors progress and prepares to guide group discussion that focuses on one or more key language uses (narrate, argue, inform, and explain).

As seen in prior examples, language proficiency is scaffolded from level to level with teacher and program guidance. The following examples show opportunities for student interaction across the proficiency levels using games as frameworks. Some games are leveled by academic reading vocabulary on grade level. Other games are leveled by progression through Readable English learning phases.

This Connect 4 game of non-fiction academic vocabulary is leveled by grade level.

**Academic Vocabulary Connect 4 Games**  
Grade 6 Reading Vocabulary

Choose a game piece: 

 **Connect 4**   
Grade 6 Academic Reading Vocabulary

lan·guāge	i·dī·ōmş	rōot	dis·tin·gūish	fi·gūr·ă·tive
hŷ·pēr·bō·lē	ex·pli·çit	tōne	con·text	tex·tū·ăl
dē·nō·tā·tiōn	con·tră·dict	me·tă·phor	si·mi·lē	cha·răc·tēr
dē·ve·lōp	căuşe	ău·dī·ēnçe	thēme	re·şō·lū·tiōn

[Save Game](#) [Reset Game](#)



And the example below shows a tic tac toe game played in Phase 1 that allows students at Language Proficiency 1 to compete with students of varying levels of language proficiency.

**Phase 1 Online Tic Tac Toe**  
Lesson 1. Happy Face, I Spy, Hey April

X O

é	y	á	á	é	y
ī	e	ȳ	ī	í	ȳ
é	í	ý	ý	é	e
ī	é	é	ėb	īk	áv
a	á	e	éf	lý	vé
í	ȳ	ý	íg	īp	ėn
bě	mȳ	hě	vě	váy	év
bȳe	eȳe	ám	péy	gí	ém
áte	wé	buȳ	nīe	vá	kī

Save Game Reset Game

**3) Are scaffolding supports presented systematically throughout the materials?**

Scaffolding supports for literacy are presented systematically throughout the materials and include texts and topics from all five English Learning Development Standards, as well as sensory, graphic, and interactive supports. Readable English embraces multimodal communication for language learning beyond spoken and written language. Students use gestures, songs, videos, and facial expressions to learn the glyphs. Online and board games, graphic organizers, charts, diagrams, and even yoga poses are incorporated into the language learning activities across all three phases of the program.

Teacher directions for “What’s the Change” demonstrate the types of scaffolding supports available for teachers within the program. Readable English supports both the students learning English and the teachers who instruct them.

## What’s the Change?



### Introduction:

This is a great game for practicing reading and for developing students’ phonemic awareness by discerning changes (substitutions, omissions, additions and switches) to words. The cards for What’s the Change? can be found in the Resources section of the Readable English website [www.readableenglish.com](http://www.readableenglish.com).

### Directions:

The aim of this exercise is for students to pair words. Pairs of cards will have similar words written on them, with one sound that has changed. For example, one card may have ‘ice’ written on it and the matching card may have ‘mice’ written on it.

**One-on-one:** Randomly lay down cards from the pairs of cards below. Have the student pair the similar words. Once they have finished pairing all the cards, have the student identify what changed between the two words.

**Classroom:** Randomly hand out cards from the pairs of cards below (one per student). Have students walk around the classroom trying to find their pair. Once all students are in pairs, go around the room and ask students to identify what changed between the two words.

The types of possible changes include:

- Substitutions – one sound is substituted for a different sound (e.g. students would say that the /d/ sound in ‘ward’ changed to an /m/ sound in ‘warm’).
- Additions/Omissions – one sound is added or removed (e.g. for ‘ice’ and ‘mice’, students would say that the /m/ sound was added to the word ‘ice’).
- Switches – two sounds within a word are switched (e.g. students would have to identify that the /s/ and /t/ sounds switched in the words ‘blist’ and ‘blits’, or that the /l/ and /e/ sounds switched in ‘plez’ and ‘pelz’).

Be sure to only use cards from one set at a time.



### Tips:

Start with some of the easier changes and fewer pairs until students understand the task. The pairs of words in the third set include ‘switch’ changes and use nonsense words instead of real words. This forces students to really use their phonemic awareness skills to decode the word, instead of relying on their memory of known words.

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## 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 |

### 1) Is linguistically and developmentally appropriate grade-level content present in the materials?

Linguistically and developmentally appropriate grade-level instructional materials are available in the ReadWorks Module. Reading Practice Module levels 1-6 provide content that builds from short, simple phrases and basic vocabulary toward more linguistically and developmentally challenging content. Additionally, the conversion tool enables teachers and students to convert any grade-level instructional materials into the Readable English mark-up.

“Best Teaching Practices for Multilingual Learners” in the Multilingual Learners Addendum to the Teachers Resource Guide offers a wealth of information on how to provide scaffolded support to make grade level content accessible.

### 2) Is grade-level content accessible for the targeted levels of language proficiency?

Grade-level content is available throughout Readable English. The ReadWorks and Reading Practice Modules provide grade-level reading content to build both fluency and comprehension. The Missing Word Skill Builder provides multiple levels of vocabulary building activities by category using reading-in-context. Additional materials from any reading skill level are available and accessible using the conversion tool. Teachers can still use favorite lessons and materials after converting them via the Readable English conversion tool.

**3) Is the grade-level content systematically presented throughout the materials?**

Reading passages in the ReadWorks and Reading Practice Modules are leveled by grade and include a wide range of topics and genre types. The word level reading skills instruction in Phases 1, 2, and 3 are taught individually, and then immediately applied at the students' appropriate instructional level in the ReadWorks and Reading Practice Modules.

#### 4) 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

#### 1) Do materials include a range of language functions?

Readable English instructional language and objectives use a range of language functions across each level. Instructional language functions used include, but are not limited to: select, write, decode, list, circle, choose, sequence, recognize, look for the pattern, use the clues, make a conclusion, make a prediction, make an inference, reread, rewrite, proofread, look, underline, repeat, sort, describe, discuss, explain. Example activities using language functions include “make a conclusion,” “make an inference,” and “rewrite the ending of the story”.

### Phase 3 Lessons: **Reading Warm Up Activities**

*Aim: get students engaged, reading quickly and fluently and thinking about comprehension*

#### **RECALL EXERCISE**

Another effective exercise for developing students' comprehension ability is to ask them to recall what they read in a previous session. After you've finished a full comprehension worksheet (that is, all three parts), ask a student to retell the story without looking at any notes.

Over time, this will reinforce that students should focus on what they're reading, and retain as much information as they can from texts.

#### 2) Are the language functions incorporated into a communicative goal or activity?

Language functions are included throughout the program as communicative goals and activities. “Program Considerations of Language Usage, Modes, Function, and Features in Building ELD Proficiency” in the Multilingual Learners Addendum to the Teachers Resource Guide gives explicit guidance on how to incorporate language functions into all Readable English program activities.

This example from the Multilingual Learners Addendum includes information on proper formation of English language sounds and the supports available for multilingual learners:

Look in the Quick Guides page for special help for MLs and students with speech difficulties. In addition to the songs and videos that go with the glyphs are a series of support videos for the glyph, consonant, vowel, and digraph sounds that include close-ups of the mouth as the sounds are spoken. Students and teachers can also click to hear just the sound and to hear the sound used in word. The screenshot below shows how to choose the type and sound needed. In this example, “digraphs” has been chosen:

### Digraphs Quick Guide

Select the audio or video icon below



Click the letter to hear the sound.  
Double click the letter to hear an example word.



Click the letter to watch the mouth movement video.

GLYPHS

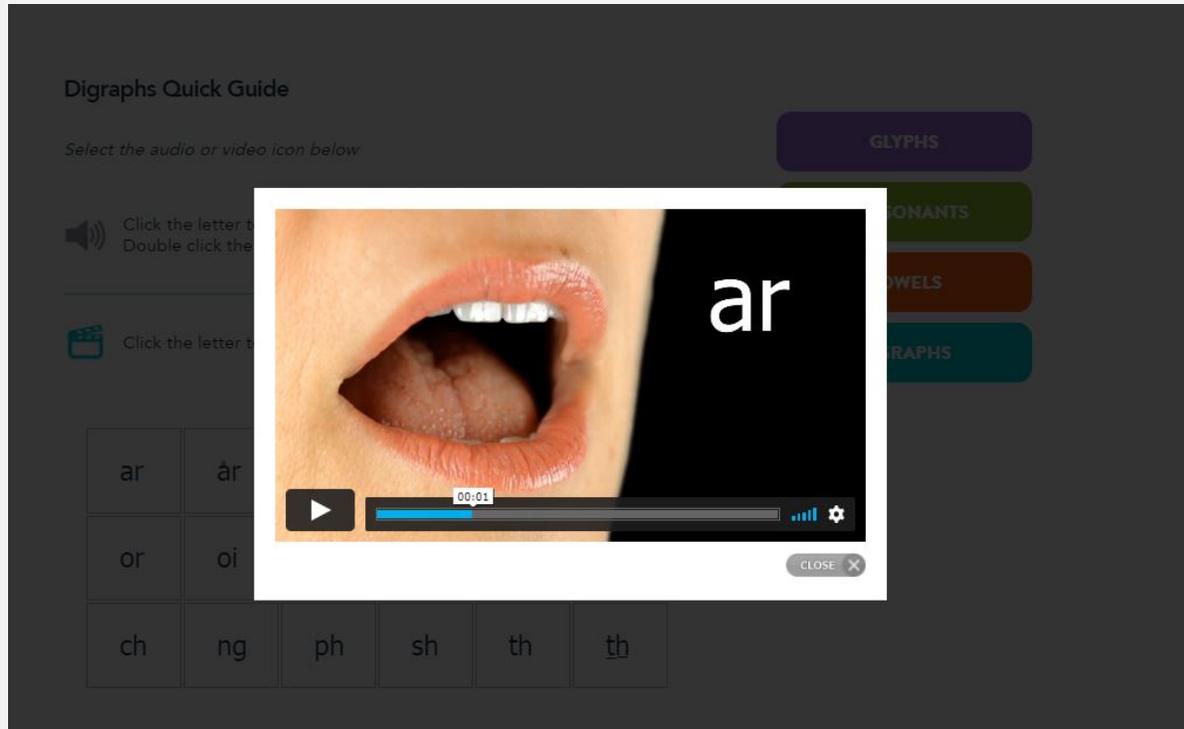
CONSONANTS

VOWELS

DIGRAPHS

ar	âr	ăr	ěr	ĩr	ör
or	oi	ou	ow	oy	ur
ch	ng	ph	sh	th	<u>th</u>

When the video option and /ar/ digraph is chosen the viewer will see a 6-7 second video of the mouth movements of the sound:



These videos are especially helpful for students learning new sounds in English that they have never heard in their native language(s). In Spanish, for example, it is difficult for students to distinguish between /b/ and /v/ sounds. The standard sound placement tests in Phase 1 will show which sounds students find difficult to hear and recognize.

#### 4) Do the language functions support the progression of language development?

Language functions are used systematically though all levels of the program. Teacher guided language used to support classroom instruction and discussions is found throughout Teacher Resources instructions. Integrating instructional-level texts matched to students' individual proficiency levels supports comprehension and language proficiency progression. Communicative situations within structured literacy lessons, as well as in less formal interactive learning activities, allows students the change to apply and improve listening, speaking, reading, and writing skills. The inherent program scaffolding that promotes foundational literacy and language skills helps students progressively increase language function skills. As ELs advance through Readable English program levels, they are building upon what they have previously learned and increasing their English language proficiency.