

# PRIME V2™

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 INVENTORY**





## 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. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

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

## PRIME at a Glance

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

## PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): **SuccessMaker**

Publisher: **Savvas Learning Company**

Materials/Program to be Reviewed: **SuccessMaker ELA Grades K-8, Math Grades K-8**

Tools of Instruction included in this review: **SuccessMaker Online Program**

Intended Teacher Audiences: **ELA Teachers K-8, Math Teachers K-8**

Intended Student Audiences: **K-8**

Language domains addressed in material: **ELA, Math**

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

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

WIDA Language Proficiency Levels included: **The WIDA ELP levels are not explicitly addressed**

Most Recently Published Edition or Website: **2021**

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

**SuccessMaker is an adaptive, online reading and math program for Grades K-8. The online program provides a personalized learning system for continuous adaptive differentiation and intervention. Both programs follow a three-step instructional design that accelerates achievement for all learners: adaptive instruction, instant instructional insights, and teacher delivered targeted instruction.**

**PRIME Part 2: Correlate Your Materials**

**1. Asset-Based Philosophy**

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

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

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

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

1) Student assets and contributions are considered in the materials. SuccessMaker includes topics inclusive of real-world examples that students can easily apply to their lives. The math example from Grade 5 uses the recreation of a Stonehenge in Las Vegas using concrete and students have to determine how much concrete is needed. The 5<sup>th</sup> grade reading example discusses a sport similar to basketball and soccer. In the 7<sup>th</sup> grade math example, students are asked to calculate how many views their funny video will receive on the Internet. In the 7<sup>th</sup> grade reading example, a topic of discussion was injustice as it related to history.

<p>Chen is recreating Stonehenge in concrete as historians think it first looked. Her full-sized model is planned to be in Las Vegas. Help Chen find the amount of concrete she’ll need to build the first part of the project.</p> <p>SMMA_LO_02508_S1</p> <p><b>Math, 5<sup>th</sup> Grade</b></p>	<p>“Run? Where? We don’t even know where we are,” Julio replied <u>frantically</u>.</p> <p>“Everyone calm down!” shouted Maria as she pointed to an illustration in the book. “It appears as though we’re in ancient Mexico, and those are the Aztecs.”</p> <p>“What?” Benita, Jared, and Julio gasped in unison.</p> <p>Maria continued excitedly, “Those aren’t warriors. They’re athletes, and the book says they’re playing a game called <i>tlachtli</i>, which is like a combination of soccer and basketball.”</p> <p>Smre_ip_00725_s1</p> <p><b>Reading, 5<sup>th</sup> Grade</b></p>
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<p>🔊 <b>Mila's Rise to Stardom</b></p> <p>Andros loves his cat Mila and Mila loves to get up to trouble! Andros and his uncle took a funny video of Mila and posted it on the Internet. Is the video going viral?</p> <p>Help Andros figure out how many more views he's getting on his video each day.</p>  <p>SMMA_LO_02512_S1</p> <p><b>Math, 7<sup>th</sup> Grade</b></p>	<p>César learned about injustice early on. In 1932, during the Great Depression, the Chávez family lost their businesses. Five years later they lost their farm when César's father struck a deal with a dishonest landowner who did not follow his part of the bargain. César's father got a bank loan to buy the land, but he could not pay the interest. The Chávez family lost their house when César was ten years old.</p> <p>smre-itr_01440_s1</p> <p><b>Reading, 7<sup>th</sup> Grade</b></p>
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- 2) Student assets and contributions are systematically considered throughout the materials. The examples below representing math and reading includes real life examples that can be applied to the lives of students. The 3<sup>rd</sup> grade math example provides the opportunity for students to calculate the snacks that the principal should buy. The 5<sup>th</sup> grade math example asks students to calculate if the café owner will make money on the specials offered. The reading example from 3<sup>rd</sup> grade discusses apples and how families will love them while the 5<sup>th</sup> grade reading example is an opinion piece that discusses camping and bears.

<p>Suppose the students at your school are planning for Fitness Day. Your principal will provide snacks! Your job is to figure out how many snack packages the principal should buy. Select the Continue button to get started.</p> <p>SMA_LO_02500_S1</p> <p><b>Math, 3<sup>rd</sup> Grade</b></p>	<p>Apple Surprise is a sweet treat. These apples are so good. Your family will love them. They will be startled to know that you made them. The steps are <a href="#">simple</a>.</p> <p>smre_ip_00277</p> <p><b>Reading, 3<sup>rd</sup> Grade</b></p>
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<p>Garrett is a waiter at Ali's Cafe.</p> <p>Some days Ali's Cafe has specials, or items sold at a lower price. Garrett likes to figure out if his customers will save money with the special offer or not.</p> <p>Help Garrett make his customers happy!</p> <p>SMMA_LO_02506_S1</p> <p><b>Math, 5<sup>th</sup> Grade</b></p>	 <p>smre_di_00142</p> <p><b>Reading, 5<sup>th</sup> Grade</b></p>
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## 2. Academic Language

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

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

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

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

- 1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. SuccessMaker, both math and reading, introduces new language through animated discussion and spoken discourse that is appropriate for

developmental and language levels. Reading and listening are presented throughout the program and both reading and math offer a “read to me” option. At the beginning of each grade, students are presented with grade level content and if those are not successfully met, prerequisites to that content are introduced and students move through those until the grade level content is successfully met (both math and reading). The SuccessMaker software program includes resources for small group/individual targeted instruction. The math and reading excerpt provide examples of how the teacher might introduce and interact with the language feature at the on-target grade levels for 3<sup>rd</sup> and 5<sup>th</sup> grade. If the students are performing at lower proficiency levels (based on software responses) there are activities and prerequisites that they would work on until the concept is mastered.

**setting the direction**

Introduce today's lesson by telling students that they are going to begin looking at fractions that are not unit fractions—fractions that do not have a 1 in the numerator.

Tell students they will understand these fractions by first dividing a length into equal parts and understanding what each part represents using a unit fraction. Then, they will build other fractions using that unit fraction.

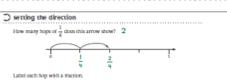
Ask students to look at the number line on page 13.

Read the problem aloud to students.

Instruct students to work solo on the problem.

**writing the direction**

How many hops of  $\frac{1}{4}$  does this arrow show? 2



Label each hop with a fraction.

The arrow on the number line shows 2 hops of  $\frac{1}{4}$ .

As a fraction, this is written  $\frac{2}{4}$ .

In this fraction, 2 is the numerator (the number of equal parts), and 4 is the denominator (the number of parts to make the whole).

**scaffolding for success**

Help special needs students to build their mathematical vocabulary by continually modeling the use of new terms in the context of classroom work and activities.

Student page 13

Lesson 4, Fractions and Decimals, p. 17

**Math, 3<sup>rd</sup> Grade**

**work time**

**Introduce Vocabulary** Write the following vocabulary words on the board: **boycott, segregation, protests.** Point out the Spanish cognate for each word. Then, have volunteers use the words to make predictions about the events that will be described in the text.

**Read—Pause—Make Connections** Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading “The Civil Rights Movement” aloud. After each student reads a paragraph, have him or her pause and share a personal connection.

On the board, write a few sentence frames to help guide the conversation, such as:

- This reminds me of \_\_\_\_\_.
- I remember reading about \_\_\_\_\_.
- Another person who fought unfair treatment was \_\_\_\_\_.

**CRITICAL LITERACY**

To foster further inquiry and understanding of different perspectives, assign small groups another person or event from the Civil Rights movement, such as Ruby Bridges, the Little Rock Nine, or the March on Washington. Allow time for reading and discussion of their topics and then rearrange the groups so the new groups have one member from each of the first groups. Have students share information and discuss how the additional ideas relate to those in “The Civil Rights Movement.”

Lesson 10, Comparing Texts, p. 48

**Reading, 5<sup>th</sup> Grade**

- 2) The language features at the discourse dimension are addressed systematically throughout the materials. Linguistic complexity is evident throughout the robust reading and math passages available at each grade level. As previously mentioned, students are introduced to on-grade level material and based on responses, they are moved along to more challenging concepts and vocabulary or they are presented with prerequisites that allow them to practice and master the concept before advancing. Students who need more targeted supports and practice can be introduced to the lessons for small group/individual support. These supports include teacher tips for vocabulary introduction, practice, and scaffolding for language.

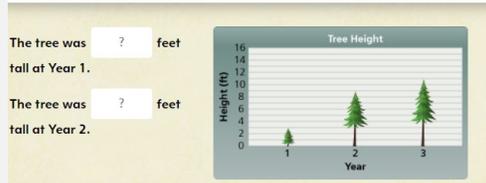
**B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

- |   |            |    |
|---|------------|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?             | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials?             | <u>Yes</u> | No |

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

- 1) The materials address language features at the sentence dimension for all of the identified proficiency levels. SuccessMaker presents prompts for math and reading that are appropriate for students based on their responses. The two 3<sup>rd</sup> grade examples below show different proficiency levels at the sentence dimension. The 3<sup>rd</sup> grade math example shows a math problem designed for the student reading at a lower proficiency level while the reading example uses more complex sentence structures for students who are at the upper proficiency levels.

Lin has a tree in her yard. She measured the tree every year for three years. She made this graph. Find the height of the tree at Year 1 and at Year 2.



SMA\_LO\_01302

**Math, 3<sup>rd</sup> Grade**

One of the most well-known dolphins is the bottlenose dolphin. Bottlenose dolphins are typically found in warm, coastal waters. They are playful and intelligent mammals.



Bottlenose dolphins are very social. They travel together in groups. They also enjoy being near other sea animals and humans. Bottlenose dolphins are often seen following boats and ships. They have even been known to help save people in trouble.

smre\_ip\_00229

**Reading, 3<sup>rd</sup> Grade**

- 2) Language features at the sentence dimension are appropriate for the identified proficiency levels. SuccessMaker consists of activities that are geared to meeting the students where they are and they either progress to more advanced concepts and language or they are provided with prerequisite skills, as necessary. When beginning the SuccessMaker program for either math or reading, students are presented with grade level materials and administered a placement test that identifies the level where students are starting (if not on grade level). Differentiated lessons are presented based on student responses.

The level of complexity increases with each lesson and scaffolds are available to support the students learning at the beginning levels. The 3<sup>rd</sup> grade math snippet provides an example of a math targeted lesson activity that is geared for students who may not be able to verbally respond with the terms but can complete the “show me” activity on paper or markerboard. The 5<sup>th</sup> grade reading example provides a text for a student at the upper proficiency level based on sentence structure.

**show me**

**RESPONSE BOARDS** Begin the lesson by using Show Me Cards FD4-1 through FD4-5. During today's show me, students will identify what fractions of various circles are shaded. Have students answer the following questions on their response boards.

- What part of this circle is shaded? Show me the fraction...

- FD4-1 Answer:  $\frac{1}{4}$
- FD4-2 Answer:  $\frac{1}{2}$
- FD4-3 Answer:  $\frac{1}{8}$

Lesson 4, Fractions and Decimals, p. 18

**Math, 3<sup>rd</sup> Grade**

Put in the leaf and pull out the chairs,  
The table extends as we put away cares.  
For one day of thankfulness  
all else set aside. Together we rest;  
together we abide. It is time to reflect, to  
sing, and to laugh. It is time to forget any  
spills  
from the past. It's the love we'll  
remember;  
it's the love that will last.

smre\_ip\_00723

**Reading, 5<sup>th</sup> Grade**

- 3) The language features at the sentence dimension are addressed systematically throughout the materials. The format of the lessons for math and reading follow the same lesson format. Math passages present a word problem in the format of a scenario and prerequisites are available. Reading follows the same format. Students are presented with the passages and have the opportunity to either explore the glossary, click on the option for read aloud, have the simulated person pop up and provide more details on the passage/vocabulary, or interact with the math problem or question presented.

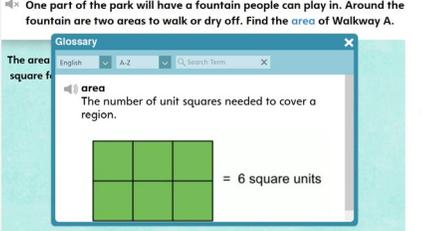
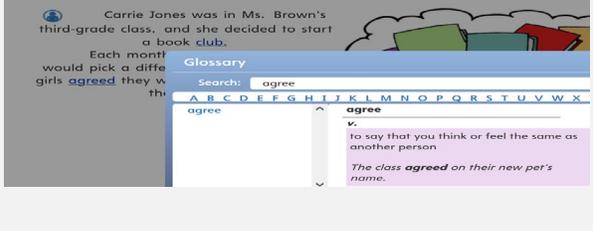
<p><b>Mila's Rise to Stardom</b></p> <p>Andros loves his cat Mila and Mila loves to get up to trouble! Andros and his uncle took a funny video of Mila and posted it on the Internet. Is the video going viral?</p> <p>Help Andros figure out how many more views he's getting on his video each day.</p> <p>The video had 200 views on Monday. By the end of Tuesday, there were 350 views in all. How many views were there on Tuesday? What is the percent increase from Monday? Round your answer to the nearest percent.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Views</th> <th>% Increase from Day Before</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>200</td> <td>--</td> </tr> <tr> <td>Tuesday</td> <td>?</td> <td>? %</td> </tr> <tr> <td>Wednesday</td> <td></td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> <td></td> </tr> <tr> <td>Friday</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Glossary</b></p> <p><b>percent increase</b> When a quantity increases, the percent of change is called a percent increase. percent increase = <math>\frac{\text{amount of increase}}{\text{original quantity}}</math></p> <p><b>Example</b> A flower grows from 10 cm to 12 cm. amount of increase = <math>12 - 10 = 2</math> percent increase = <math>\frac{2}{10} = 0.2 = 20\%</math></p> <p>SMMA_LO_02512_S1</p> <p><b>Math, 7<sup>th</sup> Grade</b></p>	Day	Views	% Increase from Day Before	Monday	200	--	Tuesday	?	? %	Wednesday			Thursday			Friday			<p>César Estrada Chávez was born near Yuma, Arizona, father taught him about farming. His mother taught him that i cheek" and use his mind to find a solution to a problem. This César's life.</p> <p>We get a lot of information when we read. And, sometimes we need it to answer questions when we're finished. Often, understanding question-and-answer relationships helps you find and use information more quickly.</p> <p><b>The Migrant Life</b></p> <p>The Chávez family packed up their belongings such as the Chávez family, moved from place to pl houses that were often shacks. Usually, their basic grapes, lettuce, peas, or beans. The labor was gr low, to the ground.</p> <p>Some questions have these words in them: explain, what is, compare, contrast, or summarize. These are clues that you are seeing a Think and Search question. The best way to find answers for these questions is by looking in more than one place for them.</p> <p>smre_itr_01440_s1</p> <p><b>Reading, 7<sup>th</sup> Grade</b></p>
Day	Views	% Increase from Day Before																	
Monday	200	--																	
Tuesday	?	? %																	
Wednesday																			
Thursday																			
Friday																			

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

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

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

- 1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Each passage in math and reading includes a glossary where students can hear the word spoken and see the definition.

 <p>SMMA_LO_02501_S1</p> <p><b>Math, 3<sup>rd</sup> Grade</b></p>	 <p>SMMA_LO_02501_S1</p> <p><b>Reading, 3<sup>rd</sup> Grade</b></p>
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<sup>1</sup> General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

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

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

2) Words, expressions, and phrases are represented in context. Students are presented lessons in the context of a story or theme for both math and reading. The 5<sup>th</sup> grade math example discusses vocabulary in the context of a menu and food combinations. This example comes from the passage “Today’s Special.” The 5<sup>th</sup> grade reading example from “Naming the Storm” teaches vocabulary such as “hurricane” and “peak” in the context of teaching about hurricanes.

How much is the least expensive combination of a drink, a sandwich, and a treat? Does that combination cost more or less than today’s special?

The least expensive combination costs \$  .

It costs  than today’s special

ALI'S CAFE	
<b>DRINKS</b>	
· lemonade	\$2.15
· tea	\$1.29
· smoothie	\$3.99
<b>SANDWICHES</b>	
· chicken	\$7
· ham	\$6.29
· vegetarian	\$4.75
<b>TREATS</b>	
· pie	\$3.25
· brownie	\$2.19
· cookie	\$1.25
<b>TODAY'S SPECIAL</b>	
· any drink, sandwich, and treat for \$10.50	

SMMA\_LO\_02506\_S1

**Math, 5<sup>th</sup> Grade**



**Naming the Storm**

Hurricanes Given Male and Female Names

KEY LARGO — June is here; summer is coming, and so is hurricane season. Hurricanes are dangerous tropical storms that form in the South Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and eastern Pacific Ocean. Peak months, when hurricanes occur most often, are August through October.

Most hurricanes remain over the ocean and never reach land. On average, a major hurricane hits the U.S. mainland every two years. In the United States, the states bordering the Gulf Coast are most affected.

In 2004, Florida was hit twice by hurricanes Frances and Jeanne. Then in 2005, all storm records were broken when four major hurricanes came ashore in one season: Dennis, Katrina, Rita, and Wilma.

People often ask why hurricanes are named. Scientists name these storms to help track them and record information. Naming storms helps insurance companies handle damage claims. Naming hurricanes also shows that these storms are important and should not be ignored. Names are taken from lists that are reused every six years.

smre\_ip\_00684

**Reading, 5<sup>th</sup> Grade**

3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Since the software program automatically adjusts based on student responses, this is easily done. As students show they are mastering the content, they are presented with more advanced language. In the 7<sup>th</sup> grade excerpt below, examples of general vocabulary are “oceans” and “deeper;” and specific vocabulary: “trench” and “Mariana Trench;” and technical vocabulary: “kilometers” and “figure.” There is also general, specific, and technical language present in the 7<sup>th</sup> grade reading passage, “The Life of Cesar Chavez.” Examples of general vocabulary include “work” and “packed;” and specific vocabulary: “migrant” and “heritage;” and technical vocabulary: “grueling” and “discrimination.”

<p><b>Mariana Trench is the deepest part of the world's oceans. It is approximately 11 kilometers deep. The trench is much deeper than Mount Everest is tall!</b></p> <p><b>In 2012, James Cameron was the first solo person to make it all 11 kilometers into Mariana Trench in his submarine, the <i>Deepsea Challenger</i>.</b></p> <p><b>Help figure out how far James had traveled below sea level at different times.</b></p> <p>SMMA_LO_02514_S1</p> <p><b>Math, 7<sup>th</sup> Grade</b></p>	<p><b>The Migrant Life</b></p> <p>The Chávez family packed up their belongings and headed to California to find work. Migrant workers, such as the Chávez family, moved from place to place, following the seasonal crops. They lived in rented houses that were often shacks. Usually, their basic living expenses ate up the low <u>wages</u> they earned picking grapes, lettuce, peas, or beans. The labor was <u>grueling</u>; workers often spent the entire day crouched, or bent low, to the ground.</p>  <p>In addition to the hardships of the road and field, the Chávez family also suffered from <u>discrimination</u> because of their Mexican heritage. Along with discrimination, the Chávez family and other workers faced very poor working conditions. Sometimes there were strikes in the fields, and the workers would stop working to protest the terrible conditions, low wages, and other unfair treatment.</p> <p>smre_itr_01440_S1</p> <p><b>Reading, 7<sup>th</sup> Grade</b></p>
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4) The general, specific, and technical language is systematically presented throughout the materials. Each passage or problem offers diverse texts ranging from word problems to informational texts, to one sentence directions or problems. The language of the assignments ranges according to the different levels of proficiency (based on student responses). Each topic for math and reading includes resources for small group/individual support that offer multiple types of language in content. Students have the opportunity to interact with passages, word problems, directions, and scenarios that provide exposure to general, specific, and technical language as can be seen in the targeted lesson options that are available with the software program.

<p><b>Mathematical Goals</b></p> <ul style="list-style-type: none"> <li>Once a length is broken into equal-sized parts, each part can be represented by a unit fraction.</li> <li>When the distance moved along a number line is more than one of the equal-sized lengths, that distance can be represented with a fraction that is not a unit fraction.</li> <li>Fractions that are not unit fractions have a numerator that is something other than 1.</li> </ul>	<p><b>Language Objectives</b></p> <ul style="list-style-type: none"> <li>Identify main ideas and details.</li> <li>Demonstrate an understanding of text structures.</li> <li>Compare and contrast two texts on the same topic.</li> <li>Make connections between ideas and texts.</li> </ul> <p><b>Building Literacy</b></p> <p>Comparing and contrasting texts will help students move beyond what is stated by an author by:</p> <ul style="list-style-type: none"> <li>analyzing differences in point of view.</li> <li>examining text structures and relationships between ideas.</li> <li>making connections across texts and to current events.</li> <li>focusing on nuances of word choice.</li> </ul> <p><b>Focus on Language</b></p> <p>Display the following domain-specific vocabulary words that students will encounter in these texts. Have students use a KWL graphic organizer to rate their understanding of these words. (Spanish cognates are in parentheses.)</p> <ul style="list-style-type: none"> <li>boycott (boicot)</li> <li>segregation (segregación)</li> <li>protests (protestas)</li> <li>convention (convención)</li> <li>amendment</li> <li>suffragists</li> </ul> <p><b>ENGLISH LANGUAGE LEARNERS</b></p> <p>Become familiar with common cognates in English and students' primary languages. Cognates are words that share origins and appear in similar forms in different languages. For example, the English word school is of Greek origin and it is similar to the Spanish escuela. For speakers of languages that share word origins with English, the study of cognates can be a powerful vocabulary-building tool.</p>
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<p><b>Focus on Language</b></p> <p>Model the use of this word and encourage students to use it throughout the lesson. Consider displaying the word so students can see it as they work.</p> <ul style="list-style-type: none"> <li>• hop</li> </ul> <p>Lesson 4, Fractions and Decimals, p. 17</p> <p><b>Math, 3<sup>rd</sup> Grade</b></p>	<p>Lesson 10, Comparing Texts, p. 46</p> <p><b>Reading, 5<sup>th</sup> Grade</b></p>
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### 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?  | <u>Yes</u> No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> No |
| 3) Is differentiation of language systematically addressed throughout the materials?   | <u>Yes</u> No |

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

- 1) The materials differentiate between the WIDA language proficiency levels. SuccessMaker is designed to “meet students where they are.” The program automatically adjusts based on student responses and either takes them to the next level or brings them down a level to help make the students feel successful and master the skill, language level, and objective. Prerequisites accompany each concept that are to be met before the program advances the student. SuccessMaker math is laid out in the same framework as reading in that the program adjusts based on whether or not students have mastered the concept presented at the specific language of proficiency. If a concept is not mastered, the program moves students

back to prerequisite skills and if the students are progressing, the program moves students to the next level of language proficiency. An example of a 5<sup>th</sup> grade concept reflective of differing proficiency levels is from "Today's Special." The reading passage that is presented prior to the concept of problem solving is written so that it is reflective of lower level proficiency language. The strand of problem solving is also seen in "Recreating Stonehenge." In this activity, students are presented with more complex language in the reading passage prior to the problem-solving activity which is reflective of higher proficiency levels.

SuccessMaker Reading, Grade 5 addresses comprehension and literary devices that are aligned with grade level standards. The first example from 5<sup>th</sup> grade reading comes from "Naming the Storm" which asks students to read a passage and answer literal questions. The passage reflects words, phrases, and concepts representative of the lower proficiency levels. The second reading passage example from "Ancient Aztecs" includes more complex language and concepts that are reflective of the higher proficiency levels.

<p>Garrett is a waiter at Ali's Cafe.</p> <p>Some days Ali's Cafe has specials, or items sold at a lower price. Garrett likes to figure out if his customers will save money with the special offer or not.</p> <p>Help Garrett make his customers happy!</p> <p>SMMA_LO_02506_S1</p> <p>Stonehenge is a prehistoric monument in England. Archeologists believe that it was created sometime between 3,000 and 2,000 years B.C.E. No one knows, yet, why it was made!</p> <p>Chen is recreating Stonehenge in concrete as historians think it first looked. Her full-sized model is planned to be in Las Vegas. Help Chen find the amount of concrete she'll need to build the first part of the project.</p> <p>SMMA_LO_02508_S1</p> <p><b>Math, 5<sup>th</sup> Grade</b></p>	<p>Today, storms in the Atlantic region are named in a special way. The first storm of odd-numbered years is assigned a female name. The first storm of even-numbered years is given a male name. Then the storms alternate between male and female names in alphabetic order. The letters Q, U, X, Y, and Z are not used since few names begin with those letters.</p> <p>smre_ip_00684</p> <p>Benita, Maria, Jared, and Julio were in the library, intensely resee the Aztecs for their reports. Jared broke the thick silence when he saic studying in the library on a Saturday!"</p> <p>"Look at this," Maria said as she set a dusty, antique book on t <a href="#">distraction</a> from their reports, Benita, Jared, and Julio congregated ar illustrations of the ancient Aztecs. Unfortunately, I can't <a href="#">decipher</a> any</p> <p>smre_ip_00725_s1</p> <p><b>Reading, 5<sup>th</sup> Grade</b></p>
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2) Differentiation of language proficiency is developmentally and linguistically appropriate for designated language levels. Both reading and math lessons and activities are dictated by student responses to the passages/problems posed. Below are two different snippets taken from grade 7 math and reading that provide examples that reflect prerequisites for those students who haven't met specific standards that must be met before they are directed to the more challenging content.

The two math examples from 7<sup>th</sup> grade provide examples of linguistically appropriate differentiation based on designated language levels. The first example provides a picture for students to view in order to respond to the yes/no question. The second math example includes multiple concepts and challenging vocabulary designated for the advanced proficiency levels.

The reading examples provide evidence of the same. Each reading passage includes a variety of scaffolds (vocabulary preview, read alouds, and examples) that provide support to students. The first 7<sup>th</sup> grading reading example includes developmentally and linguistically language levels designed for the lower proficiency levels. The second excerpt from the reading passage shows more challenging vocabulary and concepts that require a prior understanding.

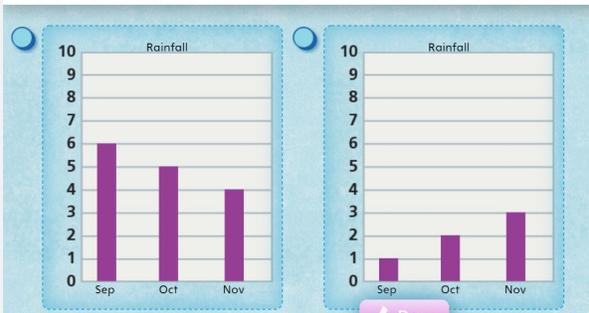
<p>Here is a table of the weights of objects on Earth and on Mars. Is the weight on Mars <i>proportional</i> to the weight on Earth?</p> <p> <input checked="" type="radio"/> Yes, it is proportional.  <input type="radio"/> No, it is not proportional.  <input type="radio"/> Not enough information         </p> <table border="1"> <thead> <tr> <th>Object</th> <th>Weight on Earth (E)</th> <th>Weight on Mars (M)</th> </tr> </thead> <tbody> <tr> <td>Bag of Flour</td> <td>1 kg</td> <td>0.38 kg</td> </tr> <tr> <td>2L Bottle of Water</td> <td>2 kg</td> <td>0.76 kg</td> </tr> <tr> <td>Car</td> <td>3 kg</td> <td>1.14 kg</td> </tr> <tr> <td>Bobby</td> <td>6 kg</td> <td>2.28 kg</td> </tr> <tr> <td>Car Tire</td> <td>10 kg</td> <td>3.8 kg</td> </tr> </tbody> </table> <p>SMMA_LO_02513_S1</p> <p>Imagine that after 10 minutes of diving at a constant speed, James dove to -1.6 kilometers, or 1.6 kilometers below sea level. If James dove for 25 minutes total, how deep would he be?</p> <p>SMMA_LO_02514_S1</p> <p><b>Math, 7<sup>th</sup> Grade</b></p>	Object	Weight on Earth (E)	Weight on Mars (M)	Bag of Flour	1 kg	0.38 kg	2L Bottle of Water	2 kg	0.76 kg	Car	3 kg	1.14 kg	Bobby	6 kg	2.28 kg	Car Tire	10 kg	3.8 kg	<p>At 10:00, I turned off the TV and went into my room to change. I don't know why I told Danny I'd go to the park to play basketball. I don't even like basketball that much. I mean it's OK, but I'm not really good at it.</p> <p>smre_ip_01342</p> <p><b>The Portal</b></p> <p>Angelica knew she shouldn't have entered the portal, but her curiosity had gotten the better of her. She could see nothing but darkness ahead of her. Frightened, she tried to go back the way she had come, but the portal's entrance had turned to glass.</p> <p>smre_di_00444</p> <p><b>Reading, 7<sup>th</sup> Grade</b></p>
Object	Weight on Earth (E)	Weight on Mars (M)																	
Bag of Flour	1 kg	0.38 kg																	
2L Bottle of Water	2 kg	0.76 kg																	
Car	3 kg	1.14 kg																	
Bobby	6 kg	2.28 kg																	
Car Tire	10 kg	3.8 kg																	

3) Differentiation of language is systematically addressed throughout the materials. The SuccessMaker program is designed so that it adapts and places students at the “just right” level based on their responses. This flexibility allows students to work at their own pace at their own level.

The math examples show a prerequisite skill that has to be mastered before moving to the second example. In the first example, students are identifying based on observations of the graph presented and in the second example, students are applying a concept.

The two reading examples show how the passages can differ based on student responses and how these are representative of differentiation of language. The first example provided shows the prerequisite that must be met prior to the reading of the second passage which is more linguistically challenging.

Choose the graph that shows more rainfall from month to month.



SMMA\_LO\_00135

Two teams of students did a survey. The teams asked which snack students prefer. The Blue Team showed its data in a bar graph.

Enter the same values in the table. Then find the sum.



SMMA\_LO\_02500\_S1

Math, 3<sup>rd</sup> Grade

Some days I wake up to find that I am . . . Super Boy! So I jump out of bed, put on my cape, and say, “Here I am — Super Boy!”  
On those days, I am the best boy in the world. My mom says so. I eat all my breakfast. And when I want something, I ask with a “May I” and a “Please.” I put all my toys away — well, most of them.

smre\_ip\_01209

Skiing and snowboarding are two sports you can do in the winter. Both sports are done on mountains. Skiers use two skis to get down the mountain. However, snowboarders just need one board to zip down the hill.

smre\_di\_00058

Reading, 3<sup>rd</sup> Grade

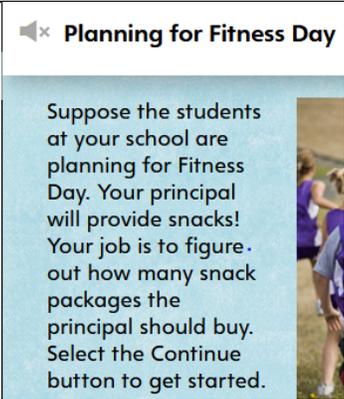
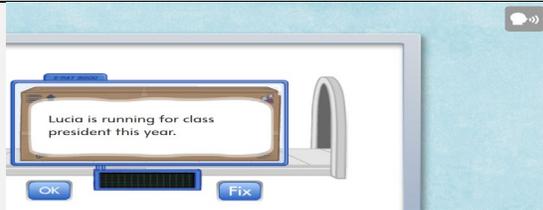
## B. Representation of Language Domains

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

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

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

- 1)** The language domains of reading and listening are represented throughout the materials. The program was designed to primarily address those two domains. Writing and speaking were not addressed as part of this program. Each activity presented in the program (math and reading) provides opportunities for students to engage in the domains of listening and reading. The 3<sup>rd</sup> grade math and reading examples include a speaker in the upper corners that provide the option of having the text read to the students.

 <p>SMMA_LO_02500_S1</p> <p><b>Math, 3<sup>rd</sup> Grade</b></p>	 <p>smre_ip_00299_s1</p> <p><b>Reading, 3<sup>rd</sup> Grade</b></p>
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- 2)** The targeted language domains were presented within the context of language proficiency levels. Below are examples from 5<sup>th</sup> grade math and reading that also show

the speakers that allow students to listen to the text or they can read it on the screen. Since the program continuously adapts instruction, the two language domains of reading and listening are presented based on student proficiency levels and allow the text presented to adjust based on student responses.

<p> <b>Camping Conundrum</b></p> <p><b>Rodel and his friends are going camping. They have to hike to their campsite so they want to make sure that they don't pack too much in their backpacks. Too much weight will make them too tired!</b></p> <p><b>Help Rodel and his friends pack for their trip.</b></p> <p>SMMA_LO_02507_S1</p> <p><b>Math, 5<sup>th</sup> Grade</b></p>	<p>"Warriors," gulped Jared. "I think this is where we run." </p> <p>"Run? Where? We don't even know where we are." Julio replied <b>frantically</b>.</p> <p>"Everyone calm down!" shouted Maria as she pointed to an illustration in the book. "It appears as though we're in ancient Mexico, and those are the Aztecs."</p> <p>"What?" Benita, Jared, and Julio gasped in unison.</p> <p>Maria continued excitedly. "Those aren't warriors. They're athletes, and the book says they're playing a game called <i>tlachtli</i>, which is like a combination of soccer and basketball."</p> <p>smre_ip_00725_s1</p> <p><b>Reading, 5<sup>th</sup> Grade</b></p>
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- 3) The targeted language domains are systematically integrated throughout the materials. The domains of reading and listening can be seen in the examples below from 7<sup>th</sup> grade math and reading passages. The speakers are seen in the corner of all passages and allow students to listen to the text read aloud while they read along.

<p> <b>Mila's Rise to Stardom</b></p> <p><b>Andros loves his cat Mila and Mila loves to get up to trouble! Andros and his uncle took a funny video of Mila and posted it on the Internet. Is the video going viral?</b></p> <p><b>Help Andros figure out how many more views he's getting on his video each day.</b></p> <p>SMMA_LO_2512_S1</p> <p><b>Math, 7<sup>th</sup> Grade</b></p>	<p>to California to find work. Migrant workers, the seasonal crops. They lived in rented as ate up the low <b>wages</b> they earned picking 's often spent the entire day crouched, or bent</p> <p>In addition to the hardships of the road and field, the Chávez family also suffered from <b>discrimination</b> because of their Mexican heritage. Along with discrimination, the Chávez family and other workers faced very poor working conditions. Sometimes there were strikes in the fields, and the workers would stop working to protest the terrible conditions, low wages, and other unfair treatment.</p> <p>smre_itr_01440_s1</p> <p><b>Reading, 7<sup>th</sup> Grade</b></p>
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## 4. The Strands of Model Performance Indicators and the Standards Matrices

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

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

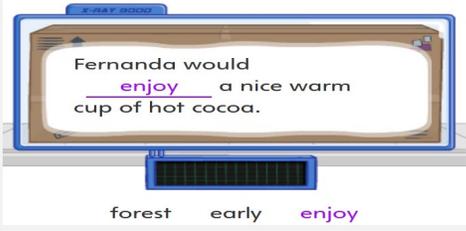
### A. Connection to State Content Standards and WIDA Language Development Standards

- |  |            |    |
|--|------------|----|
| 1) Do the materials connect the WIDA language development standards to the state academic content standards?       | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials?                         | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

- 1) The materials connect the WIDA language development standards to the state academic content standards. The program is aligned to [state standards](#) for multiple states in Reading and Math. The SuccessMaker program also addresses the Language of Language Arts, Social Instructional Language, and some reading and math passages address the Language of Social Studies and Language of Science. The 3<sup>rd</sup> grade math example

includes a passage that addresses the Language of Science while the reading example addresses Social and Instructional language.

<p><b>Measuring Bees</b></p> <p>Bees may sting, but they are very important to people. Bees pollinate plants that we grow, helping us feed the world.</p> <p>Some entomologists (insect scientists) catch bees and measure them. Entomologists want to make sure bee populations are healthy and happy.</p> <p>Dr. Martinez caught some bees from one hive. Help Dr. Martinez compare the bees and figure out if the bees are shorter than usual.</p> <p>SMMA_LO_02502_S1</p> <p><b>Math, 3<sup>rd</sup> Grade</b></p>	 <p>smre_ip_00299_s1</p> <p><b>Reading, 3<sup>rd</sup> Grade</b></p>
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- 2) The academic content standards are systematically represented throughout the materials. The 5<sup>th</sup> grade examples taken from within SuccessMaker demonstrate the usage of academic standards and their correlation to state standards and corresponding performance tasks. The math example provides the corresponding performance task that matches the passage and the reading example reflects the passage alignment to the 2020 myView Literacy standards.

<p><b>Recreating Stoneheng</b></p> <p>Stonehenge is a prehistoric monument in England. Archeologists believe that it was created sometime between 3,000 and 2,000 years B.C.E. No one knows, yet, why it was made!</p> <p>Chen is recreating Stonehenge in concrete as historians think it first looked. Her full-sized model is planned to be in Las Vegas. Help Chen find the amount of concrete she'll need to build the first part of the project.</p>	<p>"Warriors," gulped Jared. "I think this is where we run."</p> <p>"Run? Where? We don't even know where we are," Julio replied <u>frantically</u>.</p> <p>"Everyone calm down!" shouted Maria as she pointed to an illustration in the book. "It appears as though we're in ancient Mexico, and those are the Aztecs."</p> <p>"What?" Benita, Jared, and Julio gasped in unison.</p> <p>Maria continued excitedly. "Those aren't warriors. They're athletes, and the book says they're playing a game called <i>tlachtli</i>, which is like a combination of soccer and basketball."</p> <table border="1"> <thead> <tr> <th>myView Literacy ©2020 Grade 5</th> <th>myView Teacher Edition Unit / Page Number</th> <th>SuccessMaker Item Description</th> <th>Item ID</th> </tr> </thead> <tbody> <tr> <td>Possible Teaching Point: Read Like A Writer: Author's Craft</td> <td>Unit 2 T187</td> <td>Students listen to or read the literary text, "Aztec Adventures." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution), identify characters' actions and feelings, and compare and contrast ideas.</td> <td>smre_ip_00728</td> </tr> </tbody> </table>	myView Literacy ©2020 Grade 5	myView Teacher Edition Unit / Page Number	SuccessMaker Item Description	Item ID	Possible Teaching Point: Read Like A Writer: Author's Craft	Unit 2 T187	Students listen to or read the literary text, "Aztec Adventures." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution), identify characters' actions and feelings, and compare and contrast ideas.	smre_ip_00728
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Performance Tasks				
Grade 5		Strand: Performance Tasks		
MCS* Level	LO ID	Concept	Topic	Description
PT964	SMMA_LO_02508	Problem Solving	1. Students will add and compare decimals.	Students apply operations on decimals to hundredths.
PT967	SMMA_LO_02507	Problem Solving	2. Solve problems involving fraction multiplication and scaling.	Multiply fractions by fractions.
PT970	SMMA_LO_02508	Problem Solving	3. Calculate the volume of a rectangular prism.	Calculate volume of figures with whole number dimensions.

SMMA\_LO\_02508\_S1

**Math, 5<sup>th</sup> Grade**

smre\_ip\_00725\_s1

**Reading, 5<sup>th</sup> Grade**

3) Social and instructional language and one or more of the remaining WIDA Standards are present in the materials. The two 7<sup>th</sup> grade passages taken from math and reading reflect the Language of Social Studies. Intertwined within each of the passages is the social language that students use.

<p> <b>Dive to the Deep</b></p> <p><b>Mariana Trench is the deepest part of the world's oceans. It is approximately 11 kilometers deep. The trench is much deeper than Mount Everest is tall!</b></p> <p><b>In 2012, James Cameron was the first solo person to make it all 11 kilometers into Mariana Trench in his submarine, the <i>Deepsea Challenger</i>.</b></p> <p><b>Help figure out how far James had traveled below sea level at different times.</b></p> <p style="text-align: center;">SMMA_LO_02514_S1</p> <p style="text-align: center;"><b>Math, 7<sup>th</sup> Grade</b></p>	<p>César learned about injustice early on. In 1932, during the Great Depression, the Chávez family lost their businesses. Five years later they lost their farm when César's father struck a deal with a dishonest landowner who did not follow his part of the bargain. César's father got a bank loan to buy the land, but he could not pay the interest. The Chávez family lost their house when César was ten years old.</p> <p style="text-align: center;">smre_itr_01440_s1</p> <p style="text-align: center;"><b>Reading, 7<sup>th</sup> Grade</b></p>
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**B. Cognitive Challenge for All Learners at All Levels of Language Proficiency**

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

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

1) The materials present an opportunity for language learners to engage in various cognitive functions. The program is designed for students to interact at their current level of language proficiency and it adjusts them either up or back based on student responses. As students respond to answers correctly, they continue to progress through the program and are presented with more challenging language and concepts. An example taken from 5<sup>th</sup> grade math takes students from the lower end of Bloom’s Taxonomy through more challenging tasks. Students begin with basic problems that ask them to recall specific facts and move them through the different levels of higher order thinking skills. The example below asks students to apply what they know to the math problem. The 5<sup>th</sup> grade reading example taken from an excerpt about traditions asks students to analyze sensory words to help determine their meaning in a passage.

<p> <b>Convert feet to inches.</b></p> <p>9 feet = <input data-bbox="532 1373 630 1423" type="text" value="?"/> inches</p> <p>SMMA_LO_00791_S1</p> <p><b>Math, 5<sup>th</sup> Grade</b></p>	<p>1. Why does the narrator use the word <b>fresh</b> to describe the smell of pine? .</p> <p><input type="radio"/> Pine has a weak smell.</p> <p><input type="radio"/> Pine has a sweet smell.</p> <p><input type="radio"/> Pine has an outdoorsy smell.</p> <p>smre_ip_00723</p> <p><b>Reading, 5<sup>th</sup> Grade</b></p>
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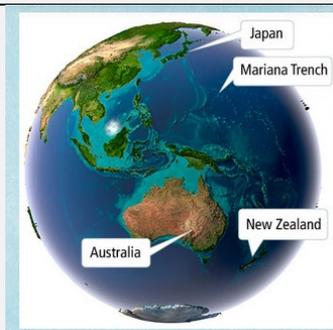
2) There are opportunities for students to engage in higher order thinking within the materials. The concept and layout is the same for math and reading as students are asked to progress through each grade level activities. Students progress through the different levels and master the ones they have been assigned, the materials and problems presented move them through Bloom’s Taxonomy and present more challenging materials (analyzing, evaluating, creating).

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

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

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

1) The materials provide scaffolding supports for students to advance within a proficiency level. All lessons for math and reading contain a multitude of interactive, graphic and other supports to help students understand the content. The program contains practice with prerequisite objectives if the grade level content has not been mastered at the language proficiency level presented. The reading and math programs include real life photos as can be seen in the examples below.



SMMA\_LO\_02514\_S1

**Math, 7<sup>th</sup> Grade**



smre\_itr\_01440\_s1

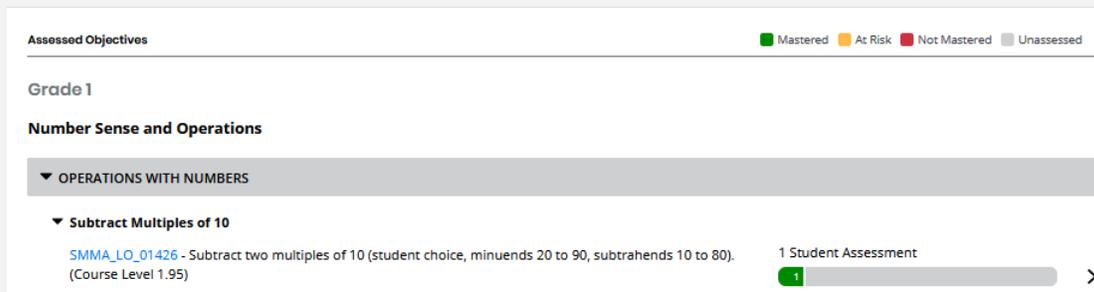
**Reading, 7<sup>th</sup> Grade**

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. If the program senses that students are struggling mastering the current objectives placed before them, they are presented with an explanation of the correct answer and then they are provided with more practice on that concept whether it be reading or math. If the struggle still exists, students are presented with the prerequisite skill that has not been mastered and once that objective has been mastered, the student will progress. The materials are designed for supporting students where they are with a specific language level. Each objective presented contains a variety of “leveling up” activities for students who are progressing and ready for a new challenge. The teacher also has the capability of reviewing a report that shows which objectives students are struggling with and this provides an opportunity for the teacher to step in and provide direct instruction and subsequent lessons that include prerequisite skills not mastered or offer more challenging language proficiency level activities.

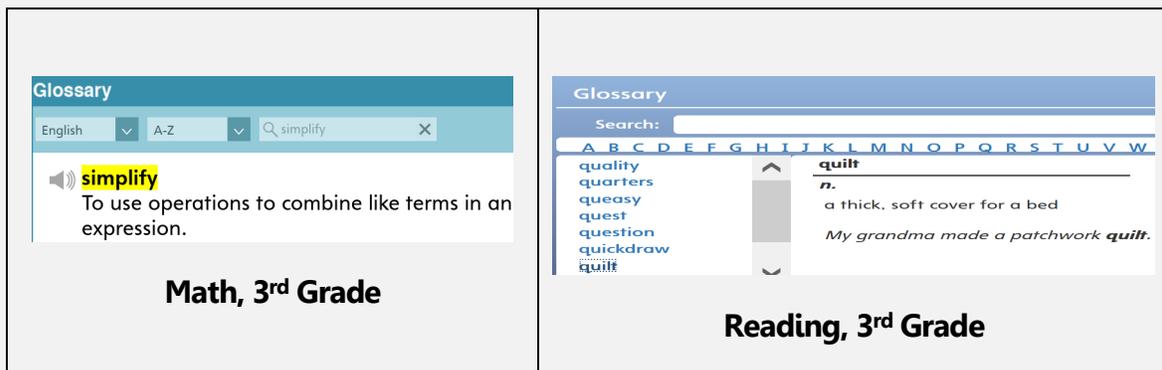
#### Areas of Difficulty Report

The Areas of Difficulty (AOD) Report lists the Math and Reading skills with which the selected students are having difficulty. The report groups students by these skills to allow teachers to determine which students require assistance and/or intervention.

Teachers also have access to a mastery report that allows them to see where students are performing. This option allows the teacher to assign more advanced lessons.



- 3) Scaffolding supports are presented systematically throughout the materials. The process, progression, and remediation discussed above is systematically presented throughout the program for both reading and math. The reading program has an option where students can click on a word for the definition and includes a glossary. The math program also contains a math glossary.



## D. Accessibility to Grade Level Content

- 1) Is linguistically and developmentally appropriate grade-level content present in the materials? **Yes** No
- 2) Is grade-level content accessible for the targeted levels of language proficiency? **Yes** No
- 3) Is the grade-level content systematically presented throughout the materials? **Yes** No

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

- 1) Linguistically and developmentally appropriate grade-level content is present in the materials. State standards for math and reading content were used to identify the appropriate topics for each grade.

Standard	Standard Text	SM Skill Description	SM CATALOG
<b>Grade K, Topic 1</b>			
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Enter the number shown (1 to 5).	smma_lo_00932
		Match a digit to a set with that number of objects (0 to 5).	smma_lo_00934
		R: Enter the number shown (0 to 4).	smma_lo_00001
		R: Identify a number from a spoken number (1 to 5).	smma_lo_00937
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.		
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	R: Match objects to show a one-to-one correspondence (2 to 5 objects).	smma_lo_00921
K.CC.B.4b	Understand that each successive number name refers to a quantity that is one larger.	Find the next number in a sequence, counting by 1's (1 to 5).	smma_lo_00939

Common Core Standards for Language Arts Codes	Common Core Standards for Language Arts Grade 6	SuccessMaker Item Descriptions	Item IDs
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Students read the poem, "New Navigation." Students also paraphrase information, use question-and-answer relationships (Right There), summarize text, make inferences, and determine the author's purpose.	smre_itr_01406
		Students will read the literary passage "Rain of Fish" and answer questions about setting; answer Right There questions; summarize text; identify characters' actions, motives, emotions, traits, and feelings; and understand the usage of commas.	smre_itr_001283
		Students read literary text, "Ra and Isis: An Egyptian Myth." Students also determine the meaning of similes; identify characters' actions, motives, emotions, traits, and feelings; use question-and-answer relationships (Think and Search); draw valid conclusions; and summarize.	smre_itr_01415

- 2) Grade-level content is accessible for the targeted levels of language proficiency. SuccessMaker is designed so that students are presented with grade-level appropriate objectives that are targeted to meet the different levels of language proficiency. Since the program adjusts automatically based on student responses, it meets students where they are and addresses the level of language proficiency where students are currently performing.
  
- 3) Grade-level content is systematically presented throughout the materials. SuccessMaker is designed to begin each lesson at the designated grade level. Each grade level concept is accompanied by grade level learning objectives and prerequisites for reading and math.

Grade Level - Concept	Learning Objectives at Grade Level	Prerequisites
Grade 7  Geometric Reasoning	<a href="#">SMMA_LO_01780</a> , <a href="#">SMMA_LO_01855</a> , <a href="#">SMMA_LO_00828</a> , <a href="#">SMMA_LO_01856</a> , <a href="#">SMMA_LO_01784</a> ,	Gr 6 <a href="#">SMMA_LO_00653</a> Gr 3 - <a href="#">SMMA_LO_00821</a> Gr K <a href="#">SMMA_LO_00622</a>
Grade 5  Fractions	<a href="#">SMMA_LO_00466</a> <a href="#">SMMA_LO_00468</a>	G5 <a href="#">SMMA_LO_00457</a> G5 <a href="#">SMMA_LO_00455</a> G4 <a href="#">SMMA_LO_00451</a> G3 <a href="#">SMMA_LO_00433</a> Gr2 <a href="#">SMMA_LO_02014</a> Gr1 <a href="#">SMMA_LO_01419</a>

Grade 7  Literary Elements	<a href="#">SMRE_DI_00444</a> <a href="#">SMRE_IP_01344</a>	G4 <a href="#">SMRE_DI_00155</a> G4 <a href="#">SMRE_IP_00551</a> G3 <a href="#">SMRE_DI_00098</a> G3 <a href="#">SMRE_IP_00369</a> G2 <a href="#">SMRE_DI_00044</a> G2 <a href="#">SMRE_IP_00191</a>
Grade 5  Comprehension	<a href="#">SMRE_DI_00169</a> <a href="#">SMRE_IP_00684</a>	G4 <a href="#">SMRE_DI_00142</a> G4 <a href="#">SMRE_IP_00507</a> G1 <a href="#">SMRE_DI_00338</a> G1 <a href="#">SMRE_IP_01262</a>

## E. Strands of Model Performance Indicators

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

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

- 1) The materials include a range of language functions. The 3<sup>rd</sup> grade math example asks students to analyze the graph and enter a response into the appropriate box. In the 3<sup>rd</sup> grade activity about “Carrie’s Book Club,” students are asked to open their sticky note within the program and predict what they think might happen.

<p>Two teams of students did a survey. The teams asked which snack students prefer. The Blue Team showed its data in a bar graph.</p> <p>Enter the same values in the table. Then find the sum.</p> <div style="display: flex; align-items: center;"> <table border="1" style="margin-right: 20px;"> <thead> <tr><th colspan="2">Blue Team</th></tr> </thead> <tbody> <tr><td>Peanuts and raisins</td><td>?</td></tr> <tr><td>Cheese sticks</td><td>?</td></tr> <tr><td>Veggies and dip</td><td>?</td></tr> <tr><td>Total</td><td>?</td></tr> </tbody> </table>  </div> <p style="text-align: center;"><b>SMMA_LO_02500_S1</b></p> <p style="text-align: center;"><b>Math, 3<sup>rd</sup> Grade</b></p>	Blue Team		Peanuts and raisins	?	Cheese sticks	?	Veggies and dip	?	Total	?	<p style="text-align: right;">✕</p> <p style="text-align: center;">Oh no! The girls can't agree about the first book to read! That's a really important part of the plot. Use your highlighter or a sticky note to mark what you think might happen if the girls can't agree on a book.</p> <p style="text-align: center;"><b>smre_ip_00332_S1</b></p> <p style="text-align: center;"><b>Reading, 3<sup>rd</sup> Grade</b></p>
Blue Team											
Peanuts and raisins	?										
Cheese sticks	?										
Veggies and dip	?										
Total	?										

- 2) Language functions are incorporated into communicative goals and activities. As students participate in and complete their lessons they develop academic language in the context of specific content areas (math and reading). Math in 5<sup>th</sup> grade includes solving problems by identifying and multiplying and reading at grade 5 includes comparing and contrasting.

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th>CCSS Math Codes</th> <th>CCSS Mathematics Standards Grade 5</th> <th>SuccessMaker Mathematics Item Descriptions</th> <th>Item IDs</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Compare decimal numbers (0.1 to 9.9).</td> <td>SMMA_LO_00191</td> </tr> <tr> <td></td> <td></td> <td>Compare decimals (to hundredths) to benchmark fractions.</td> <td>SMMA_LO_00209</td> </tr> <tr> <td></td> <td></td> <td>Compare two decimal numbers (10.01 to 99.99).</td> <td>SMMA_LO_00216</td> </tr> <tr> <td></td> <td></td> <td>Compare decimal numbers (to thousandths).</td> <td>SMMA_LO_00225</td> </tr> <tr> <td>5.NBT.A.4</td> <td>Use place value understanding to round decimals to any place.</td> <td>Round a decimal to the nearest tenth, hundredth, or whole number.</td> <td>SMMA_LO_00230</td> </tr> <tr> <td>5.NBT.B</td> <td>Perform operations with multi-digit whole numbers and with decimals to hundredths.</td> <td></td> <td></td> </tr> <tr> <td>5.NBT.B.5</td> <td>Fluently multiply multi-digit whole numbers using the standard algorithm.</td> <td>Multiplication and Division Targeted Lesson 32: Multiplying by Two-Digit Numbers</td> <td>MDTL: 32</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Math, 5<sup>th</sup> Grade</b></p>	CCSS Math Codes	CCSS Mathematics Standards Grade 5	SuccessMaker Mathematics Item Descriptions	Item IDs			Compare decimal numbers (0.1 to 9.9).	SMMA_LO_00191			Compare decimals (to hundredths) to benchmark fractions.	SMMA_LO_00209			Compare two decimal numbers (10.01 to 99.99).	SMMA_LO_00216			Compare decimal numbers (to thousandths).	SMMA_LO_00225	5.NBT.A.4	Use place value understanding to round decimals to any place.	Round a decimal to the nearest tenth, hundredth, or whole number.	SMMA_LO_00230	5.NBT.B	Perform operations with multi-digit whole numbers and with decimals to hundredths.			5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiplication and Division Targeted Lesson 32: Multiplying by Two-Digit Numbers	MDTL: 32	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th>Common Core Standards for Language Arts Codes</th> <th>Common Core Standards for Language Arts Grade 5</th> <th>SuccessMaker Item Descriptions</th> <th>Item IDs</th> </tr> </thead> <tbody> <tr> <td>CCSS.ELA-Literacy.RL.5.3</td> <td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td> <td>Students read the fiction passage "Rebekah." Students review the identifying features of historical fiction, comparing and contrasting, and the use of affixes and base (root) words to determine the meaning of words.</td> <td>smre_pp_00221</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Reading, 5<sup>th</sup> Grade</b></p>	Common Core Standards for Language Arts Codes	Common Core Standards for Language Arts Grade 5	SuccessMaker Item Descriptions	Item IDs	CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Students read the fiction passage "Rebekah." Students review the identifying features of historical fiction, comparing and contrasting, and the use of affixes and base (root) words to determine the meaning of words.	smre_pp_00221
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- 3) The language functions support the progression of language development. As previously mentioned, the students enter either reading or math at the grade level where they are and are presented with grade level standards and content. If students are not being successful with those standards, the program adjusts and presents students with prerequisite skills for the particular objective and standard until students reach the on-grade level content successfully.

Grade Level - Concept	Learning Objectives at Grade Level	Prerequisites	Grade Level - Concept	Learning Objectives at Grade Level	Prerequisites
Grade 7 Geometric Reasoning	<a href="#">SMMA_LO_01780</a> , <a href="#">SMMA_LO_01855</a> , <a href="#">SMMA_LO_00828</a> , <a href="#">SMMA_LO_01856</a> , <a href="#">SMMA_LO_01784</a> .	Gr 6 <a href="#">SMMA_LO_00653</a> Gr 3 - <a href="#">SMMA_LO_00821</a> Gr K <a href="#">SMMA_LO_00622</a>	Grade 7 Literary Elements	<a href="#">SMRE_DI_00444</a> <a href="#">SMRE_IP_01344</a>	G4 <a href="#">SMRE_DI_00155</a> G4 <a href="#">SMRE_IP_00551</a> G3 <a href="#">SMRE_DI_00098</a> G3 <a href="#">SMRE_IP_00369</a> G2 <a href="#">SMRE_DI_00044</a> G2 <a href="#">SMRE_IP_00191</a>
<b>Math, 7<sup>th</sup> Grade</b>			<b>Reading, 7<sup>th</sup> Grade</b>		