



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

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

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

Overview of the PRIME Process

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

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

PRIME at a Glance

Standards Framework Elements Included in the PRIME Inventory

1. Asset-based Philosophy

A. Representation of Student Assets and Contributions

2. Academic Language

A. Discourse Dimension

B. Sentence Dimension

C. Word/Phrase Dimension

3. Performance Definitions

A. Representations of Levels of Language Proficiency

B. Representations of Language Domains

4. Strands of Model Performance Indicators and the Standards Matrices

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

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

C. Supports for Various Levels of Language Proficiency

D. Accessibility to Grade Level Content

E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Reading Plus

Publisher: Taylor Associates/Communications Inc.

Materials/Program to be Reviewed: InSight, SeeReader, ReadAround, iBalance, and Teaching Tools

Tools of Instruction included in this review: Reading Plus Student Website: Logins for grades 1, 6, and 10, Educator Website, InSight Assessment, Learn Site, Using SeeReader for ELLs document, monthly newsletters

Intended Teacher Audiences: Teachers 1-12 and Community College Educators

Intended Student Audiences: Students 1-12, College and Career

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

Check which set of standards will be used in this correlation: WIDA Spanish Language Development Standards
 WIDA English Language Proficiency Standards

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

WIDA Language Proficiency Levels included: This program is designed for students learning literacy skills and for language learners yet no explicit alignment to the WIDA Language Proficiency Levels exists in the materials.

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

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

Reading Plus simultaneously develops all three domains of reading—physical, cognitive, and emotional—by integrating them in one personalized online reading program. Rooted in eight decades of research, Reading Plus is proven to increase achievement in students from elementary grades through college.

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

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 throughout the Reading Plus program, especially in the ability for students to choose the texts that are interesting to them. Students could choose texts that reflect a topic that could either interest them, has background information they are familiar with, or has content that reflects who they are as a person.



Filters Click to filter by topic that interests you.

	Ko-ko and the Princess ★★★★☆ Level A 848 Words
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	Luis Soriano's Special Delivery ★★★★☆ Level A 706 Words
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2. Opportunities for students to contribute and share their academic, cultural, and personal knowledge are found systematically throughout the program, as also seen in the skill-based writing assignments, a Teaching Tool within Reading Plus.

Describe how the setting of a selection is similar to or different from the place where you live.

2. Academic Language

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

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

- 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? **YES**
- 2) Are the language features at the discourse dimension addressed systematically throughout the materials? **YES**

Justification:

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

1. Reading Plus includes increased opportunities for discourse throughout the materials and activities. The amount of written text varies throughout lessons and activities within a grade level. A text selection in first grade, for example, will have a picture and a one sentence description to introduce a topic to the reader. As the selection continues, a larger text will appear, allowing the reader to follow along with a guided window to improve silent reading proficiency. Comprehension questions will appear at the end of a text selection to support a cohesion of ideas from what was just read.



The Rabbit and the Rope
by Anonymous
Additional Credits

Art and Culture Level A

A rabbit is not big or strong, but he's smart. That's what it takes to be king.

When the animals heard the king...

2. Reading Plus presents language features at the discourse dimension systematically throughout the program. There are offline skill worksheets within the comprehension skill worksheets Teaching Tools that provide a variety of sentence types and written text structures that can be provided to students at any time there needs to be additional instruction, as seen below with close reading/identifying explicit details.

► Read this paragraph.



Rice is a food that is eaten all over the world. In Spain there is Spanish rice, in Mexico there is rice and beans, and in India there is rice bread. The Chinese have fried rice, the Japanese have rice cakes, and Americans have rice pudding.

What is the main idea of this paragraph? The first sentence is the main idea because it says people all over the world eat rice. The other sentences give details about the kinds of rice meals that are eaten in different places.

► Read this paragraph.



More than 4,000 years ago, people in ancient India came up with “nothing.” They were the first to have the idea of a number zero. Before then, there was no written way to show there was nothing to count.

Sometimes the main idea does not come at the beginning. In this paragraph, the main idea is in the second sentence. It tells about the first people to have the idea of a number zero. The first and third sentences give details about the idea of a number zero and why it was needed.

► Read this paragraph.



It may surprise you that plants are used in products to clean your house. They can be used to wash clothes and shine shoes. Plants also are used in products that clean your body. They are in things like soap and shampoo. Plants have many uses.

Sometimes the main idea is stated at the end of a text. The main idea here is that plants have many uses. The other sentences give examples of how plants are used.

The main idea can be anywhere in the text. You need to read closely and carefully to see if the main idea is in the beginning, middle, or end of a text.

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

- 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? YES**
- 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? YES**
- 3) Are the language features at the sentence dimension addressed systematically throughout the materials? YES**

Justification:

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

- 1.** Reading Plus offers instruction that addresses language features at the sentence dimension. Within the Teaching Tools there is a Skills Coach section. This section offers a wide variety of comprehension skills tutorials, which help students to match language forms to many purposes and perspectives. Within each tutorial are skill-based videos that provide direct instruction on both the skill and application to a text selection and questions students may have within the Reading Plus program.

The screenshot displays a Reading Plus Skills Coach interface. On the left, a list of skills is organized into eight numbered categories:

- 1. Close Reading**
 - Identifying Explicit Details
 - Drawing Conclusions, Making Inferences
- 2. Main Idea and Themes**
 - Determining Main Idea
 - Determining Themes
 - Determining Relative Importance
 - Summarizing
- 3. Interaction of Ideas**
 - Predicting Outcomes
 - Analyzing Setting, Plot, and Character
 - Analyzing Cause and Effect
- 4. Use of Language**
 - Interpreting Word Meaning: Definitions
 - Interpreting Word Meaning: Figurative
- 5. Structure**
 - Examining Text Structure
 - Examining Sequence of Ideas and Events
 - Examining Genre
- 6. Point of View**
 - Recognizing Author's Purpose
 - Recognizing Persuasive Devices: Slant and Bias
 - Recognizing Persuasive Devices: Fact and Opinion
 - Recognizing Mood and Tone
- 7. Image Scaffolds**
 - Interpreting Images and Maps
- 8. Reasoning and Rhetoric**
 - Judge Validity

The main content area shows an excerpt from "Otzi the Iceman" with a question: "What is the main idea of this excerpt?" and four multiple-choice options (A, B, C, D). A callout box highlights that the main idea is the major point or "big picture."

Excerpt from "Otzi the Iceman"

The mummy was frozen into the snow and ice. It took scientists three days to get him out. His hair and skin were gone. Everything else was there. His bones and teeth looked good. He had clothes and tools. He had a bow and arrows, and an ax. The scientists put the body and everything they found in a bag. They took him to a museum in Italy.

The scientists tested his bones and teeth. Using modern equipment, they learned many things. They learned he was about 45 years old when he died. He was only five feet tall. They even know what he had for lunch that day. Bread and deer meat!

Otzi wore leather shoes. They were made from cow skin. His pants were made from goat skin. His clothes had pieces of fur on them. The fur was from sheep, cows, and goats. Maybe Otzi was a farmer.

What is the main idea of this excerpt?

- A** A mummy in snow and ice is usually missing hair and skin.
- B** A mummy can help us learn what life was like long ago.
- C** Scientists use modern equipment to test old bones and teeth.
- D** Scientists know the best way to get mummies out of ice.

The main idea is the major point or the "big picture."

reading plus

2. Students at any level of learning are able to access this information. The comprehension skills tutorials are videos. In addition, the skill level of each video can be designed and tailored to the basic or intermediate level of instruction with a click from a simple drop down menu.
3. These language features of sentence types, grammatical constructions and varying purposes and perspectives at the sentence dimension are applied systematically, as also seen within the skill based writing assignments. Students can continue and apply their learning with various writing prompts that directly match the skill they are acquiring. In addition, links to the instructional videos appear at the top of each section for ease of use and review. When ready, students can apply their knowledge by choosing another text selection and coordinating questions, all of which are related to the comprehension skills tutorials.

Level	Generic Writing Prompt
Main Idea and Themes: Determining Main Idea	
Basic	Use a story map to show the main idea and its supporting details in a selection.
Basic	Describe three clues in a selection that helped you determine the main idea of the selection.
Basic	Pick three titles of selections you have read and explain how the titles helped you understand the main ideas of the selections.
Basic	Write an email to a friend and describe a selection you read.
Basic	Write three new titles for a selection that clearly describe the selection's main idea.
Basic	Describe three details from a selection and explain how they support the main idea of the selection.
Basic	Describe two selections you read that each demonstrate one of the following: 1) The main idea of the selection is stated in the first paragraph and 2) the main idea is stated in the concluding paragraph.

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

- 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? **YES**
- 2) Are words, expressions, and phrases represented in context? **YES**
- 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? **YES**
- 4) Is the general¹, specific², and technical³ language systematically presented throughout the materials? **YES**

1. General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
2. Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
3. Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

Justification:

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

1. Reading Plus presents language features at the word/phrase dimension for all targeted proficiency levels. Within each level there is vocabulary instruction that is designed to introduce and reinforce vocabulary comprehension, and many of these words have multiple meanings. If more instruction is needed, the program will provide a deeper level of discussion on what it means to incorporate the targeted words within the sentence level.

condition 

Condition is the state of being of a person or thing. When a doctor checks the condition of a patient, she is checking the state of the patient's health. You can keep your car in good condition by changing the oil frequently.

Word Family

condition **conditions**

Word In Use

After the storm, the conditions in the city were dangerous.

If weather conditions improve, we can go on the picnic.

condition POTENTIAL 6 POINTS

He was sad when he saw his bike's condition.

We woke up each morning when the condition crowded.

She made me condition I wouldn't tell her secret.

Mom was surprised by the condition of my room.

The animals drank from the condition in the woods.

2. Language features at the word/phrase dimension are provided in context throughout the text selections. Words are often defined within a sentence and have context clues within the text to help students determine meaning. Additionally, language features often show up in the questions that follow the text selections. These questions require students to review a text portion to analyze for various word/phrase functions.

A simile is a figure of speech that compares one thing to another. Choose the one sentence in this excerpt that contains a simile.

Granny Rose smiled as she remembered that day long ago. She continued, “But the competing was only a small part of it for me. What I really loved was the joy and the energy of the fancy dance, and the beauty of the flowing shawl.”

Josh nodded in agreement, adding, “When the drummers and dancers all perform together, there is no better feeling in the world.”

“Yes, the drum is like the heartbeat of Mother Earth,” Granny Rose responded. “The drummers first make a hard beat, and then a soft beat, making sounds that are similar to the

3. Pictures are used as a reinforcement of meaning, which make language features appropriate for all levels of instruction.



Fancy shawl dancing, an energetic dance similar to men's fancy dance, is known for the extravagant shawls worn by the women.

4. Language features at the word/phrase dimension show up systematically throughout Reading Plus materials. Language features appear in the text selections and additionally in the questions that follow the texts.

Read this sentence from the selection. The word "resplendent" most closely means

- A colorful.
- B loud.
- C tattered.
- D dull.

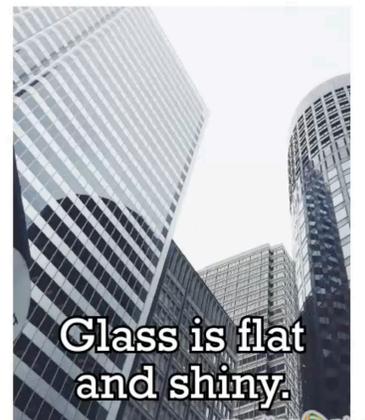
Moments later, Eva, resplendent in a yellow, fringed shawl beaded in pink, orange, and blue, leapt onto the stage.

Additional instruction at the word/phrase level can be found in the Skills Coach section of the Teaching Tools. There are videos that contain information on the use of language in the texts selections throughout the Reading Plus program.

4. Use of Language

- Interpreting Word Meaning: Definitions
- Interpreting Word Meaning: Figurative Language
- Interpreting Analogies
- Visualizing

"The sea was
**smooth as
glass.**"



Glass is flat
and shiny.

3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

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

Justification:

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

1. Materials in the Reading Plus program do not differentiate between language proficiency levels. However, the program does list research that indicates significant gains in reading can be made when English Language Learners use the tools within the program. That research can be located here: <https://www.readingplus.com/research/sub-populations/english-learners/>
2. As stated above, the materials do not differentiate between language proficiency levels.
3. Differentiation of language is systematically addressed at two different levels in the comprehension Skills Coach: basic and intermediate. These skills are systematically represented in the text selections for each grade level.

Choose a Curriculum Level

Basic

This level teaches essential elements of subskills for students who struggle significantly with reading.

Choose a Curriculum Level

Intermediate

This level will teach deeper and more nuanced lessons about the subskills to students who are ready for more challenging tasks.

B. Representation of Language Domains

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

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

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 listening, reading, and writing are targeted in the materials, and the speaking domain is referenced in teacher training and monthly newsletters. Students have the opportunity to engage in reading activities when they read a text selection. Listening occurs when specific skills are being taught within the comprehension Skills Coach videos. Writing can occur during the skills-based writing assignments. Speaking can be added with tips from the monthly newsletters, in onsite training opportunities, and with a teaching tips for ELLs document provided in training.

5. Facilitate sessions in which students speak and listen to each other.

Consider using the [SeeReader Learning Log](#) as a springboard for students to “Pair and Share” after completing their *SeeReader* lessons. After all students have completed their *SeeReader* lessons, pair them up to learn from each other. Set a timer for one or two minutes and allow one partner to share any of the following:

- what he or she learned from the *SeeReader* selection
- how what he or she learned connects to something already known
- what else he or she would be interested to learn on the topic.

After the first partner has shared, it is the other partner’s turn. Once the “Pair and Share” is complete, invite volunteers to share with the whole class, focusing on either what they learned from the *SeeReader* selections they read themselves or what they learned from their partners.

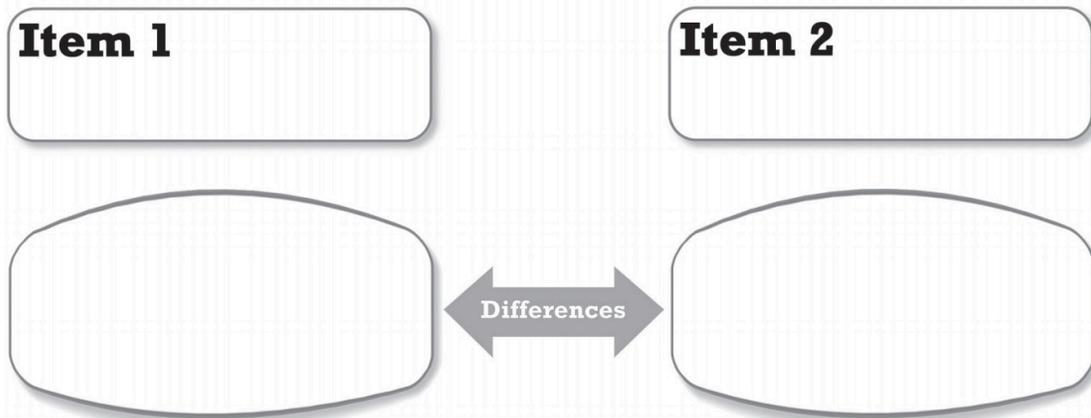
2. While the Reading Plus program has research to justify effective outcomes for English Language Learners who use the program, language proficiency levels are not directly addressed.

3. As previously mentioned, the language domains of listening, reading, and writing are targeted within Reading Plus, and the speaking domain is supported with supplemental teacher materials. Listening, reading, and writing domains appear throughout the materials at every level. In addition, skill-building graphic organizers within the Teaching Tools are designed for additional writing practice and can be used with any level of instruction. Speaking activities can be added within the classroom at any time during work with the program.

Skill-Building Graphic Organizers

- [Brainstorming](#)
- [Compare and Contrast \(Option 1\)](#)
- [Compare and Contrast \(Option 2\)](#)
- [Describing Diagram](#)
- [Hierarchy Diagram](#)
- [Information Anchor](#)
- [Information Connection](#)
- [Know, Want, and Sources Chart](#)
- [Learning Strategy Chart \(Option 1\)](#)
- [Learning Strategy Chart \(Option 2\)](#)
- [Main Ideas](#)
- [Sequence of Events](#)
- [Story Map](#)
- [Timeline](#)
- [Venn Diagram: Two Circles](#)
- [Venn Diagram: Three Circles](#)
- [Venn Diagram: Logos, Ethos, and Pathos](#)
- [Who, What, Where, When, Why, and-How](#)
- [Word Map](#)

Compare and Contrast



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

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

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

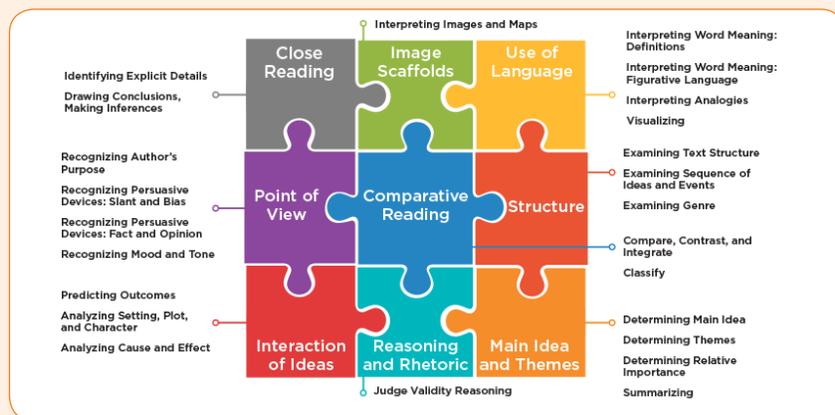
A. Connection to State Content Standards and WIDA Language Development Standards

- 1) Do the materials connect the language development standards to the state academic content standards? **YES**
- 2) Are the academic content standards systematically represented throughout the materials? **YES**
- 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? **YES**

Justification:

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

1. According to the Reading Plus website, there are twenty sub-skills that Reading Plus focuses on for optimal learning.



All of these sub-skills are aligned with national and state standards, specifically in the area of reading informational and literary texts.

2. Reading Plus reports real-time data regarding student’s level of performance within each of the nine Anchor Standards, which are aligned to the Common Core State Standards’ College and Career Readiness Anchor Standards for Reading. Students who are struggling with specific College and Career Readiness skills are flagged for teachers, who are provided resources to use for remediation of skill deficits, as seen below:

Class Skills Summary Report

After completing each *SeeReader*® selection, students answer questions that test their comprehension skills. The *Class Skills Summary Report* shows teachers their students’ levels of performance with nine comprehension Anchor Skills. These skills are aligned with the College and Career Readiness Anchor Standards for Reading from the Common Core State Standards. Anchor Skills are grouped into three clusters: Core, Craft, and Critical.

These students are additionally grouped by skill deficit, providing teachers additional resources for small-group remediation, whole class instruction, and/or independent work. Students are also provided skill-building activities to work on independently. The Skills Coach, as shown below, provides students with explicit instruction, guided practice, and independent practice with specific comprehension skills.

Choose a Comprehension Skill

1. Close Reading

- Identifying Explicit Details
- Drawing Conclusions, Making Inferences

2. Main Idea and Themes

- Determining Main Idea
- Determining Themes
- Determining Relative Importance
- Summarizing

3. Interaction of Ideas

- Predicting Outcomes
- Analyzing Setting, Plot, and Character
- Analyzing Cause and Effect

4. Use of Language

- Interpreting Word Meaning: Definitions
- Interpreting Word Meaning: Figurative Language
- Interpreting Analogies
- Visualizing

5. Structure

- Examining Text Structure
- Examining Sequence of Ideas and Events
- Examining Genre

6. Point of View

- Recognizing Author's Purpose
- Recognizing Persuasive Devices: Slant and Bias
- Recognizing Persuasive Devices: Fact and Opinion
- Recognizing Mood and Tone

7. Image Scaffolds

- Interpreting Images and Maps

8. Reasoning and Rhetoric

- Judge Validity
- Reasoning

9. Comparative Reading

- Compare, Contrast, and Integrate
- Classify

Offline activities, organized by standard and leveled according to student abilities, include a teacher page, a practice page, and can be used with individual students, a small group, or an entire class.

Offline Skill Worksheets

Teachers may utilize *Offline Skill Worksheets* to provide students with additional practice working with specific comprehension skills. Worksheets include both a teaching page and a practice page, and can be used with individual students, small groups, or an entire class.

1. Close Reading

A - Recalling Explicit Details

Identifying Explicit Details

Offline Worksheets: [B1](#) [C1](#) [D1](#) [E1](#) [F1](#) [G1](#) [H1](#) [I1](#) [J1](#) [K1](#) [L1](#)

[Answer Key](#)

Identifying Speaker and Character Details

Offline Worksheets: [B1](#) [B2](#) [C1](#) [D1](#) [E1](#) [F1](#) [G1](#) [H1](#) [I1](#) [J1](#) [K1](#) [L1](#)

[Answer Key](#)

Offline Skill Worksheets

1. Close Reading

A - Recalling Explicit Details

Identifying Explicit Details

Identifying Speaker and Character Details

Identifying Setting Details

Identifying Setting Details

B - Analyzing Implicit Details

Making Inferences

Drawing Conclusions

2. Main Idea and Themes

A - Determining Main Idea and Themes

B - Determining Relative Importance

C - Summarizing

3. Interaction of Ideas

A - Predicting Outcomes

B - Analyzing Setting/Plot/Character

C - Analyzing Cause/Effect

4. Use of Language

Written work that strengthens specific comprehension skills are another helpful, standards-aligned tool for teachers. These writing prompts are broken down both by level and genre. A sampling of prompts are shown below.

Level	Generic Writing Prompt	Appropriate For
Close Reading: Identifying Explicit Details		
Basic	Create a new question for a selection you have read and answer the question using information from the selection.	Both Fiction and Non-Fiction
Basic	Describe three details from a selection and explain how they helped make the selection more interesting to you.	Both Fiction and Non-Fiction
Basic	Who is the main character in the selection and why is this character so important?	Fiction Only
Basic	Create an outline of facts from a Non-fiction selection.	Non-Fiction Only

Academic content standards align to the twenty sub-skills addressed within the Reading Plus program. Although standards are not represented and visible throughout the text selections and activities, Reading Plus offers information on their website on how the Common Core State Standards relate to their program, broken down by state: <https://standards.readingplus.com/states>

3. The Language of Social Studies, Science, and Social and Instructional language are present throughout Reading Plus. Text selections at all levels of instruction display all of these languages as options for students to choose when working through the program.

More



Amphibious Trucks

★★★★☆

Level F 1577 Words



Healing the Wounded

★★★★☆

Level F 1805 Words



The Moon and Beyond

★★★★☆

Level F 1923 Words



Henry Ford's Rocky Road to Success

★★★★☆

Level F 1379 Words



A Temporary Town

★★★★☆

Level F 1407 Words



Mozart: A Most Famous Music Maker

★★★★☆

Level F 1599 Words

More

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

Justification:

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

1. Materials within Reading Plus provide opportunities for students to interact within various levels of Bloom's taxonomy, regardless of language level. The comprehension Skills Coach within the Teaching Tools provides a list of skills that span Bloom's taxonomy levels.

Choose a Comprehension Skill

1. Close Reading

- Identifying Explicit Details
- Drawing Conclusions, Making Inferences

2. Main Idea and Themes

- Determining Main Idea
- Determining Themes
- Determining Relative Importance
- Summarizing

3. Interaction of Ideas

- Predicting Outcomes
- Analyzing Setting, Plot, and Character
- Analyzing Cause and Effect

4. Use of Language

- Interpreting Word Meaning: Definitions
- Interpreting Word Meaning: Figurative Language
- Interpreting Analogies
- Visualizing

5. Structure

- Examining Text Structure
- Examining Sequence of Ideas and Events
- Examining Genre

6. Point of View

- Recognizing Author's Purpose
- Recognizing Persuasive Devices: Slant and Bias
- Recognizing Persuasive Devices: Fact and Opinion
- Recognizing Mood and Tone

7. Image Scaffolds

- Interpreting Images and Maps

8. Reasoning and Rhetoric

- Judge Validity
- Reasoning

9. Comparative Reading

- Compare, Contrast, and Integrate
- Classify

Using "Main Idea and Themes" as an example from the above picture, students have access to verbal instruction of these ideas in the form of videos that give an overview, a tutorial, and practice. These videos can be in the basic or intermediate level, and that level could be chosen based on language level.

Excerpt from "Otzi the Iceman"

The mummy was frozen into the snow and ice. It took scientists three days to get him out. His hair and skin were gone. Everything else was there. His bones and teeth looked good. He had clothes and tools. He had a bow and arrows, and an ax. The scientists put the body and everything they found in a bag. They took him to a museum in Italy.

The scientists tested his bones and teeth. Using modern equipment, they learned many things. They learned he was about 45 years old when he died. He was only five feet tall. They even know what he had for lunch that day. Bread and deer meat!

Otzi wore leather shoes. They were made from cow skin. His pants were made from goat skin. His clothes had pieces of fur on them. The fur was from sheep, cows, and goats. Maybe Otzi was a farmer.

What is the main idea of this excerpt?

- A A mummy in snow and ice is usually missing hair and skin.
- B A mummy can help us learn what life was like long ago.
- C Scientists use modern equipment to test old bones and teeth.
- D Scientists know the best way to get mummies out of ice.

The **main idea** is the **major point** or the "**big picture**."

Finally, questions that occur after a text selection could have a simple question related to main idea.

What is the main idea of this selection?

- A boy reconnects with his heritage through dancing.
- Fancy dancing is a challenging art form to learn.
- Powwows are a great place to meet people.
- Two children attend their first powwow.

2. Materials within the Reading Plus program provide systematic opportunities for language learners to interact at varying levels within Bloom’s taxonomy. The skill-building graphic organizers provide students with opportunities to produce writing with any text selection at any level.

Skill-Building Graphic Organizers

- [Brainstorming](#)
- [Compare and Contrast \(Option 1\)](#)
- [Compare and Contrast \(Option 2\)](#)
- [Describing Diagram](#)
- [Hierarchy Diagram](#)
- [Information Anchor](#)
- [Information Connection](#)
- [Know, Want, and Sources Chart](#)
- [Learning Strategy Chart \(Option 1\)](#)
- [Learning Strategy Chart \(Option 2\)](#)
- [Main Ideas](#)
- [Sequence of Events](#)
- [Story Map](#)
- [Timeline](#)
- [Venn Diagram: Two Circles](#)
- [Venn Diagram: Three Circles](#)
- [Venn Diagram: Logos, Ethos, and Pathos](#)
- [Who, What, Where, When, Why, and-How](#)
- [Word Map](#)

Continuing with the “Main Idea” example provided in this section, teachers and students also have the systematic option to use the basic and intermediate prompts provided within the skill-based writing assignments.

Level	Generic Writing Prompt	Appropriate For
Main Idea and Themes: Determining Main Idea		
Basic	Use a story map to show the main idea and its supporting details in a selection.	Both Fiction and Non-Fiction
Basic	Describe three clues in a selection that helped you determine the main idea of the selection.	Both Fiction and Non-Fiction
Basic	Pick three titles of selections you have read and explain how the titles helped you understand the main ideas of the selections.	Both Fiction and Non-Fiction
Basic	Write an email to a friend and describe a selection you read.	Both Fiction and Non-Fiction
Basic	Write three new titles for a selection that clearly describe the selection's main idea.	Both Fiction and Non-Fiction
Basic	Describe three details from a selection and explain how they support the main idea of the selection.	Both Fiction and Non-Fiction
Basic	Describe two selections you read that each demonstrate one of the following: 1) The main idea of the selection is stated in the first paragraph and 2) the main idea is stated in the concluding paragraph.	Both Fiction and Non-Fiction
Main Idea and Themes: Determining Main Idea		
Intermediate	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.	Both Fiction and Non-Fiction
Intermediate	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.	Both Fiction and Non-Fiction
Intermediate	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.	Both Fiction and Non-Fiction
Intermediate	Imagine you directed a movie based on a selection you read. Create a script for the movie's trailer.	Both Fiction and Non-Fiction
Intermediate	Choose five to ten key sentences from the selection and explain how they helped you determine the main idea.	Both Fiction and Non-Fiction
Intermediate	Imagine you are developing a video game based on a selection you read. Describe the goal of the game, how the game will be played, and how the game will look on screen.	Both Fiction and Non-Fiction
Intermediate	Is it necessary for every selection to have a main idea? Develop an argument and use evidence from selections you have read to provide supporting evidence.	Both Fiction and Non-Fiction

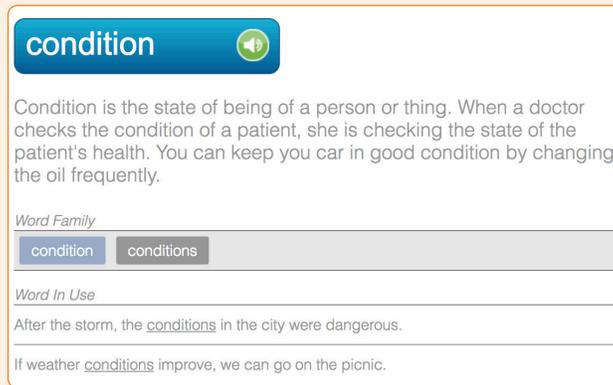
C. Supports for Various Levels of Language Proficiency

- 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? **YES**
- 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? **YES**
- 3) Are scaffolding supports presented systematically throughout the materials? **YES**

Justification:

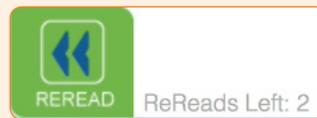
Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. There are supports that exist within each level of the Reading Plus program. When students are not yet proficient with terms in the vocabulary section, scaffolding in the form of re-teaching will occur that provides additional instruction when needed.

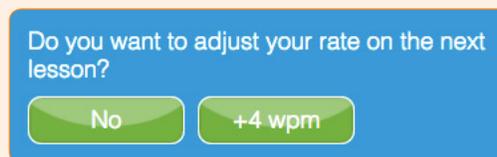


The screenshot shows a vocabulary card for the word "condition". At the top, the word "condition" is displayed in a blue box with a speaker icon. Below this, a definition is provided: "Condition is the state of being of a person or thing. When a doctor checks the condition of a patient, she is checking the state of the patient's health. You can keep you car in good condition by changing the oil frequently." Underneath the definition is a "Word Family" section with two buttons: "condition" and "conditions". Below that is a "Word In Use" section with two example sentences: "After the storm, the conditions in the city were dangerous." and "If weather conditions improve, we can go on the picnic."

When answering questions after reading a text selection, a select number of re-reads of the text are allowed as a scaffold.



Finally, after text selections have been read, students have the opportunity to increase their silent reading rate within the program.



2. Although Reading Plus does not explicitly detail progress between proficiency levels, students receive scaffolding when needed, as mentioned in the examples above.
3. These scaffolding supports occur systematically throughout all levels of the Reading Plus program.

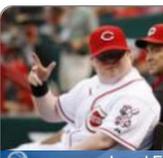
D. Accessibility to Grade Level Content

- 1) Is linguistically and developmentally appropriate grade-level content present in the materials? **YES**
- 2) Is grade-level content accessible for the targeted levels of language proficiency? **YES**
- 3) Is the grade-level content systematically presented throughout the materials? **YES**

Justification:

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

1. Reading Plus displays grade-level content that is developmentally appropriate. A sample of texts at the sixth grade level is displayed below.

 <p>A Star on the Basketball Court</p> <p>★★★★☆</p> <p>Level F 1579 Words</p>	 <p>Constance Baker Motley</p> <p>★★★★☆</p> <p>Level F 1742 Words</p>	 <p>Thumbs Up!</p> <p>★★★★☆</p> <p>Level F 1806 Words</p>
 <p>Life Outside Our Solar System</p> <p>★★★★☆</p> <p>Level F 1740 Words</p>	 <p>The Gift of Joy</p> <p>★★★★☆</p> <p>Level F 1918 Words</p>	 <p>Growing Up in the Limelight</p> <p>★★★★☆</p> <p>Level F 1655 Words</p>

2. Grade-level content is accessible for any level of language because of the in depth InSight (CamelCase) assessment, which can be given initially for placement and both as a screener and benchmark. The InSight assessment, according to information on the Reading Plus website, contains a motivation inventory, a vocabulary section, and a comprehension section. These three parts will give an accurate representation of a student’s reading abilities and will provide him or her with grade-level content at a reading level appropriate for the student.
3. This grade-level content appears systematically at each level within the Reading Plus program.

E. Strands of Model Performance Indicators

- 1) Do materials include a range of language functions? **YES**
- 2) Are the language functions incorporated into a communicative goal or activity? **YES**
- 3) Do the language functions support the progression of language development? **YES**

Justification:

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

1. A range of language functions, particularly with purpose for reading (i.e. analyze, compare, inform, etc.) can be exemplified through the comprehension Skills Coach Teaching Tool and the skill-building graphic organizers teaching tool.

Comprehension Skills Coach:

1. Close Reading

- Identifying Explicit Details
- Drawing Conclusions, Making Inferences

2. Main Idea and Themes

- Determining Main Idea
- Determining Themes
- Determining Relative Importance
- Summarizing

3. Interaction of Ideas

- Predicting Outcomes
- Analyzing Setting, Plot, and Character
- Analyzing Cause and Effect

4. Use of Language

- Interpreting Word Meaning: Definitions
- Interpreting Word Meaning: Figurative Language
- Interpreting Analogies
- Visualizing

5. Structure

- Examining Text Structure
- Examining Sequence of Ideas and Events
- Examining Genre

6. Point of View

- Recognizing Author's Purpose
- Recognizing Persuasive Devices: Slant and Bias
- Recognizing Persuasive Devices: Fact and Opinion
- Recognizing Mood and Tone

7. Image Scaffolds

- Interpreting Images and Maps

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Skill-Building Graphic Organizers:

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2. These language functions of the examples above can be incorporated at the teacher's discretion, based on the student information that appears within the teacher dashboard. Students needing extra instruction on various skills can get what they need at the time that they need the instruction.



Actions		
	Struggling Alerts	1
	Awards	2
	Writing Submissions	2
	Inbox	2
Current Actions:7		

3. Continuing with the "Main Idea" example provided in this section, teachers and students also have the systematic option to use the basic and intermediate prompts provided within the skill-based writing assignments.