Protocol for Review of Instructional Materials for ELLs V2
Introduction to PRIME

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

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

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

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# PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

<table>
<thead>
<tr>
<th>Publication Title(s):</th>
<th>Reading Eggspress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher:</td>
<td>Blake eLearning</td>
</tr>
<tr>
<td>Materials/Program to be Reviewed:</td>
<td>Reading Eggspress Online Program</td>
</tr>
<tr>
<td>Tools of Instruction included in this review:</td>
<td>Reading Eggspress Student Program and Resources</td>
</tr>
<tr>
<td>Intended Teacher Audiences:</td>
<td>Classroom teachers, content specialists, language teachers, resource teachers, and paraprofessionals</td>
</tr>
<tr>
<td>Intended Student Audiences:</td>
<td>Ages 7-13</td>
</tr>
<tr>
<td>Language domains addressed in material:</td>
<td>Reading and Writing</td>
</tr>
<tr>
<td>Check which set of standards will be used in this correlation:</td>
<td></td>
</tr>
<tr>
<td>☑ WIDA English Language Proficiency Standards</td>
<td></td>
</tr>
<tr>
<td>☐ WIDA Spanish Language Development Standards</td>
<td></td>
</tr>
<tr>
<td>WIDA Language Development Standards addressed: (e.g. Language of Mathematics).</td>
<td>Language Arts, Science, Social Studies, and Math</td>
</tr>
<tr>
<td>WIDA Language Proficiency Levels included:</td>
<td>Early Readers, Intermediate, Upper Intermediate</td>
</tr>
<tr>
<td>Most Recently Published Edition or Website:</td>
<td><a href="https://readingeggspress.com">https://readingeggspress.com</a></td>
</tr>
</tbody>
</table>

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

Edmentum’s dynamic 2-in-1 literacy solution, Reading Eggs and Reading Eggspress, is designed to build and reinforce foundational skills in a rich, interactive, online world. Reading Eggspress, the 2nd through 6th grade component, is designed to build children’s skills in reading, comprehension, spelling, vocabulary, and grammar.

The online reading program uses simple navigation to allow direct access to all learning areas, and is computer, iPad, and tablet friendly. This captivating program offers an individualized learning pathway that fosters student independence, paired with rich teacher resources and reporting to drive classroom literacy instruction. The range of activities motivates kids to return regularly to complete lessons, compete against other students, earn more rewards, and continue improving their skills.
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 by engaging students to create their own avatar to explore the program, test skills against other learners in the Stadium section, and by writing reviews that are shared with the online community of learners in the Library section. Students individualize their online avatar with options including skin color, clothes, and facial characteristics. The avatar leads them through the program, representing the student interacting with the content. See example:
In the Stadium section of the program, students participate in an online and interactive game against peers to gain points and motivation to improve comprehension development. See examples:

Students can choose from the online Reading Eggspress library that consists of over 2,500 books that cover a wide range of genres to suit children of all ages and reading levels. When students read a book, they write a personalized review that is posted to the site and shared with peers. View example:
2) Student assets and contributions are systematically considered throughout Reading Eggspress. The three examples in part 1 are available to students in the Stadium and Library sections of the program found on the Home screen. The Targets section of the Home screen lists objectives for students to advance through the program. One of the targeted goals is to write a book review to share with users. View examples:
In addition, the Teacher’s section of the program includes writing lessons that use student assets and contributions to complete activities like Make a Protest Poster, Editorial, or Letter to the Editor. These activities are guided and include scaffolds like graphic organizers and interactive grammar lessons. See an example from Grades 3-6 resources “Protest Banner”:

![Revision Checklist: Protest Banner]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Always</th>
<th>Some</th>
<th>Rarely</th>
<th>Ideas for revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is my issue of interest to others?</td>
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<tr>
<td>2. Do I feel strongly about the issue?</td>
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<td>3. Do I have a clear opinion on the issue?</td>
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<td>4. Have I used a catchy slogan?</td>
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<tr>
<td>5. Have I used alliteration?</td>
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<tr>
<td>6. Have I used rhyming words?</td>
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<tr>
<td>7. Is my message clear, easy to read?</td>
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<tr>
<td>8. Will the audience remember my message?</td>
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<tr>
<td>9. Have I used present tense?</td>
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<td></td>
</tr>
<tr>
<td>10. Have I used personal pronouns?</td>
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</tr>
<tr>
<td>11. Have I used commanding verbs?</td>
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<td></td>
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<tr>
<td>12. Is my layout clear and simple?</td>
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</tr>
<tr>
<td>13. Is my text bold and easily seen from a distance?</td>
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<tr>
<td>14. Have I used effective visual images?</td>
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<td></td>
</tr>
<tr>
<td>15. Have I edited my writing for spelling and punctuation?</td>
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</tr>
</tbody>
</table>
2. Academic Language

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

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

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?  
   **Yes**  **No**

2) Are the language features at the discourse dimension addressed systematically throughout the materials?  
   **Yes**  **No**

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

1) Although Reading Eggspress is primarily a reading and comprehension program, it does provide consistent opportunities to listen and interact with written text, and complete writing activities that require some spoken discourse in the Teacher Resource lessons. Teacher Resource writing activities are made accessible to all targeted proficiency levels through sensory, graphic, and interactive supports that include games, audio, graphic organizers, checklists, and animations that guide skill development. View examples from the Teacher Resources for Grades 3-4 Writing Lessons:
Other resources include student and teacher PDF’s that can include work with written dialogue, discussions, and cooperative activities. See example from Grade 3-4:

<table>
<thead>
<tr>
<th>Whole Page</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching notes for The Mummy Monster Discussion</strong></td>
<td>![Image of teaching notes for The Mummy Monster Discussion]</td>
</tr>
</tbody>
</table>
| OTHER RESOURCES | **CONSTRUCT A PLAYSCRIPT**
- Have students imagine characters, setting, and dialogue for the play. Have them choose a genre for the play. After students have written their plays, pair them up and have them present their plays to the class. Have students give constructive feedback. |
| What’s the point of learning? | **DISCUSS AN ISSUE**
- Remind students of the structure of discussion texts. Discuss possible topics. For example, “Is it our responsibility to care for the environment?” Are we all responsible for controlling pollution or is it the government’s role? What is suitable food to stock in the canteen? Should the amusement park be closed?” |
| 2) Language features like the audio supported written text at the discourse level are addressed systematically throughout the student program. The Teacher’s Resources that include speaking and writing lessons are found in the Teacher Toolkit and are available for all grade levels. View screen shots of representative Teacher Resources: |
Writing Resources for Grades 3-4:
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

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

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

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

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

1) In the Reading Eggspress program, students develop grammar, conventions, vocabulary, and reading comprehension skills at the sentence level in each lesson. Reading lessons include pre-reading comprehension activities that practice reading texts using new skills, develop language, and practice grammar and word/expressions study. There are 32 question types that focus on sentence-level comprehension skills. View a descriptive list at https://readingeggspress.com/about/lesson-overview/comprehension/. Post-reading quizzes focus on analyzing, evaluating, and inferring meaning in the reading, and testing vocabulary comprehension in context.

2) Students test into the appropriate level in Reading Eggspress, making each lesson appropriate to the student proficiency level. The carefully guided and structured lessons are further supported with interactive animations, graphic supports, and audio supports.

3) Language features at the sentence level are systematically presented in each lesson. Lessons are broken up into around 10 parts with pre- and post-reading activities. View representative examples from Lesson 186:
Word study and grammar is taught throughout the program in pre-reading activities, The Stadium section, and in the Teacher Resources. Teacher Resources includes PowerPoint presentations and student worksheets with Teacher Notes. See examples:
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language1)

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?
   Yes  No

2) Are words, expressions, and phrases represented in context?
   Yes  No

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?
   Yes  No

4) Is the general, specific, and technical2 language 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) Reading Eggspress presents leveled language features at the word/phrase dimension throughout every lesson. At the beginning of each lesson is a selection of pre-reading activities with sensory, visual, and interactive supports. Many of these activities focus on vocabulary and usage like Word Building, Dictionary, Words in Context, Key Words, and Figurative Language. For example, the Dictionary activity requires learners to focus on five or six words. Working with three of the words, children put them in alphabetical order, match each word to its part of speech, and choose the sentence that uses the word correctly.

2General language refers to words or expressions not typically associated with a specific content area (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.
The after-reading quiz tests children’s understanding of vocabulary and usage. These questions ask children to work out the meanings of words using context clues and to identify base words, prefixes and suffixes. See example:
2) Vocabulary and usage activities present words in context, and test knowledge of new language in context. Identifying meaning using context is targeted in pre-reading activities like Words in Context, Making Connections, Figure It Out, and Word Wizard. For example, in Word Wizard, students are given definitions for a list of words, and then use the words to complete sentences. See example:

3) General, specific, and technical language are appropriate to the language and grade level targeted in the lesson. Students test into the appropriate level that includes content and supports to help move students from one proficiency level to the next. These supports include graphics, photographs, animations, and building skills to help decode words in context.

4) Reading Eggspress curriculum was developed with Tiered vocabulary that presents general, specific, and technical language throughout Reading Eggspress. The program presents content in a range of fiction and non-fiction genres and content connections to science, technology, culture, history, art, and mathematics. Specific and technical language is practiced before the reading in multiple activities that build language and reading comprehension skills. During the reading, key words are highlighted. After the reading, student vocabulary knowledge is assessed and compared to previous score, classroom score, and to compile an overall student profile. View examples of representative use of general, technical, and specific language:
Saving the Bald Eagle

The bald eagle, symbol of the United States, was threatened with extinction. Seen as pests, large numbers of them were shot or poisoned.

Poisoned birds
After World War II a pesticide called DDT was widely used. DDT entered the food chain and bald eagles ate contaminated fish. The DDT affected the eagle’s eggs — the shells broke or didn’t hatch. Bald eagles were also at risk because of the loss of habitat and sources of food. Eagle numbers fell dramatically, and in 1960 it was made illegal to kill or harm the bald eagle. In 1967, they were declared an endangered species.

The use of DDT was banned in 1972. People worked to conserve bald eagle habitats and breed the eagles in captivity. The Patuxent Wildlife Research Center used the following procedure to breed bald eagles and release them where numbers were low. In 1995, the bald eagle’s endangered status was downgraded to threatened.

Follow these steps to save the bald eagle.
1. Establish a captive breeding colony as part of a wildlife research center.
2. Remove the first clutch of eggs from the nest and place them in an incubator.
3. Feed shredded meat to the first clutch of hatchlings.
4. When the eagles lay a second clutch of eggs, leave them in the nest.
5. Remove extra eaglets if more than two chicks hatch in the second clutch.
6. Place each removed eaglet with another adult pair. They will raise the chick as their own.
7. Return eight-week-old eaglets to the wild. Make enclosures on towers and provide food for the young eaglets.

Martha’s Table is an organization that does extraordinary work to help people.

In the sentence, the word extraordinary means...

- regular
- unusual
- remarkable

DID YOU KNOW?
Bald eagles mate for life. In the early 1960s, there were less than 450 nesting pairs in the United States. In 1999, there were approximately 5,800 nesting pairs.

Bald eagles are not bald at all — they have white feathers on their heads. The name comes from the old English word ‘bald’, which means white.

Fruits
Watersources
Farminfrastructure
- mango
- lemon
- orange
- dome
- river
- pines
3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language proficiency levels?  
   Yes  No

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?  
   Yes  No

3) Is differentiation of language systematically addressed throughout the materials?  
   Yes  No

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

1) Reading Eggspress is a leveled program with content that connects to grade level standards. The program is designed to help learners who have difficulty interpreting and understanding text. Students start the program by completing a placement test which places them at an appropriate level within the program. The lessons use a balance of carefully leveled literature and non-fiction texts, and include pre-reading activities, interactive quizzes, and utilize a game-like reward system. As learners advance through the lessons, they learn comprehension strategies that enable them to access increasingly difficult and challenging literature and non-fiction texts. In addition, the e-books in Reading Eggspress are sorted by reading age and have Lexile levels, so all learners can find books at their level and interest.
2) The leveling of lessons throughout the program is developmentally and linguistically appropriate for the targeted proficiency levels. Lessons are made accessible and supported with instructional scaffolds that assist student understanding of content. Lessons use a balance of carefully leveled literature and non-fiction texts, and include pre-reading activities, interactive quizzes, competitive games, and rewards like trading cards and golden eggs.

3) Reading Eggspress is a systematically leveled and structured program that includes 220 leveled reading comprehension lessons designed to teach a range of reading and comprehension skills. Each lesson has 5 or 6 pre-reading activities that are supported with instructional scaffolds, then a text is read, followed by a 10- or 16-question comprehension quiz. The lessons are divided into 44 Maps with five lessons in each map, with content appropriate for children aged 7-13 and each map rotating between Fiction and Non fiction text. Each lesson covers a new text, with 220 lessons in total. The texts cover a wide range of genres, including narratives, fairy tales, folk tales, myths and legends, persuasive texts, informational texts, drama, poetry and transactional writing such as invitations, postcards and letters. After studying a text, children are required to answer 16 questions, which are drawn from a pool of 32 (except in Grade 1 where it is 10 questions from a pool of 20). The questions cover the four major categories of questioning and are designed to test children’s ability to understand both the literal meaning of the text as well as the subtext.
As learners advance through the lessons, the content becomes increasingly difficult and challenging. Teachers Resources help to differentiate content further by providing leveled worksheets and writing lessons. In addition, the sections the Stadium, English Skills, and Library are available on the student Home screen and offer additional instruction for students working in every level. View the Home screen:
B. Representation of Language Domains
WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?  
Yes  No

2) Are the targeted language domains presented within the context of language proficiency levels?  
Yes  No

3) Are the targeted language domains systematically integrated throughout the materials?  
Yes  No

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

1) Reading Eggspress is primarily a reading and comprehension program that is supported with listening guides and writing lessons. Like most online programs, the speaking domain is addressed in the Teachers section of the program with optional lessons that can be utilized in classroom instruction.

The program includes 220 reading lessons that teach and model a range of comprehension strategies to interpret the text. Readings are non-fiction and fiction and include a range of genres like narratives, fairy tales, folk tales, myths and legends, persuasive texts, informational texts, drama, poetry and transactional writing such as invitations, postcards and letters. The online Reading Eggspress Library contains over 2,500 books that cover a wide range of genres to suit children of all ages and reading levels. Writing is incorporated into the Library activities when students write a personalized review that is posted to the site and shared with their peers. In addition, the Teacher’s section of the program includes writing lessons like Make a Protest Poster, Editorial, or Letter to the Editor. All activities are guided and include scaffolds like graphic organizers and interactive grammar lessons.

2) Language domain activities are leveled for the targeted proficiency level and supported for students working below level. A placement test ensures that students are working on the correct leveled lessons and engaging in a variety of interactive activities that teach reading, comprehension, and writing skill development. All lessons are supported with graphics, animations, audio, models, and interactive features like games.
3) Reading, writing, and listening supports are systematically integrated throughout the materials. The 220 reading comprehension lessons help children to understand what they read with animated examples that build a wide range of comprehension strategies. These strategies are then practiced repeatedly. The Reading Eggspress Library has more than 2,500 reading leveled and Lexile leveled books for ages 5 to 12+ years. The wide range of library titles include illustrated chapter books, full color non-fiction books, and a range of classics. Students are encouraged to write reviews of each text. Intensive writing lessons are located in the Teaching Resources. View representative examples of reading, listening, and writing activities in Reading Eggspress:

Reading: Each lesson has one non-fiction or fiction reading. Example from lesson 186.

Reading Library: The Library is organized into sections like animals, myths, or science. The learner chooses the desired section and numerous texts are available to choose from.
Writing: View example reviews from the Reading Library.

Listening: Audio supports are found throughout the lessons. This example is from Lesson 186.
4. The Strands of Model Performance Indicators and the Standards Matrices

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

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

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

1) Do the materials connect the language development standards to the state academic content standards?  Yes  No

2) Are the academic content standards systematically represented throughout the materials?  Yes  No

3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?  Yes  No

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

1) Reading Eggspress content aligns with grade level Common Core State and Anchor Standards. This is especially evident in the varied content that covers a range of non-fiction and fiction genres including persuasive, informational, and narrative texts. Comprehension strategies are designed to
test the student’s ability to understand both the literal meaning and analyze the subtext.

2) Content that aligns to academic standards is represented systematically throughout the Reading Eggspress program. Lessons are structured in the same manner with pre-reading comprehension and language building activities, a reading lesson, and finally an assessment that tests student ability to comprehend the text using the new skills. Auxiliary content is located on the Home Page to practice and apply grammar, word study, and provide an extensive library of texts. In addition, the Teacher Dash section of the program provides teacher resources and student worksheets for reading, spelling, and writing for additional standards-based practice and support. The resources are available for each lesson and connect to the Common Core Standards:

3) Social and instructional language and the standard of Language Arts, Social Studies, Math, and Science are present in the Reading Eggspress program. Reading comprehension is the targeted standard in the program, but reading content connects to science, social studies topics, and includes mathematical language in graphs, diagrams, and other graphic connections. Instructional language guides instruction throughout the activities and lessons. View reading and comprehension content at https://readingeggspress.com/about/lesson-overview/comprehension/lesson-details/. See a representative example of Instructional language with social studies content:
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?  

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) Reading Eggspress presents consistent opportunities for learners to engage in various cognitive functions regardless of proficiency level. Each text-based lesson contains questions that evaluate the literal interpretation of the text based on facts, deepen their understanding of the text by inferring meaning, and critically analyze text. For example, questions cover compare and contrast, making connections, inferring cause and effect, drawing conclusions, differentiating fact and opinions, interpreting character behavior and motivations, interpreting dialogue, and identifying point of view and text mood.

2) Opportunities for learners to engage in higher order thinking are systematically presented throughout the program. View the following examples of comprehension question types that develop critical thinking skills:

Compare and Contrast: Learners identify the similarities and differences within texts and draw conclusions.

Lesson 220
Pictures Have Feelings Too: Learners interpret how a character is feeling based on visual clues. Lesson 32

Fact or Opinion: Learners practice identifying provable facts and opinions as personal judgments. Lesson 170
Mind Your Behavior! A critical learning exercise that analyzes character’s qualities and motivation for behaving in a certain way.

Lesson 212

What's your motivation?

The characters in a book act out the story. Authors sometimes tell us what they are thinking. This can help us to understand why a character says something or takes certain actions.

Click on the sentence that describes Claire.

- Claire is a coward.
- Claire is courageous.
**C. Supports for Various Levels of Language Proficiency**

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

   *Yes*   *No*

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

   *Yes*   *No*

3) Are scaffolding supports presented systematically throughout the materials?

   *Yes*   *No*

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

1) Reading Eggspress provides scaffolding supports to help learners to advance within their proficiency level. Students are placed into the appropriate leveled lessons after taking an initial assessment. Lesson content throughout the program includes interactive, graphic, and sensory supports that assist students at all proficiency levels. Example supports include predictable text, supporting illustrations, graphics that provide vocabulary reinforcement, step-by-step teaching to make new strategies clear and frequent short quizzes to check understanding. View example:

   Content is represented graphically to assist comprehension.

   ![Example Content](image-url)

   The features department has a senior writer who writes the special-interest stories for Hive magazine. The lifestyle department includes writers who produce articles for the sport, music, entertainment and technology sections of the magazine.

   How are the features and lifestyle departments of Hive magazine alike?

   - *Both departments focus strongly on technology.*
   - *Both departments have writers who produce content for the magazine.*
   - *The two departments have the same number of writers.*
Outside of the lessons, the program provides interactive practice and further opportunities to apply skills in sections like the Stadium, English Skills, and the Library.

The English Skills section includes 216 spelling lessons, which teach children to spell using a combination of videos, interactive activities, rewards-based games, and 432 printable worksheets (2 per lesson). The adaptive lessons allow learners to progress through three levels of difficulty.

In the Stadium section, learners practice their spelling, grammar, and vocabulary fluency in timed games against different opponents from around the world. Children enter a virtual stadium atmosphere where their avatars become athletes. Leader boards show running totals for all competitions and these refresh every week. Children are automatically set to play at their grade level, with two levels of difficulty at each grade.

The Reading Eggspress Library has more than 2,500 reading leveled and Lexile leveled books for reading ages 5 to 12+ years. The wide range of library titles include illustrated chapter books, full color non-fiction books and a range of classics. Completing chapter quizzes earns children golden eggs, with trading cards awarded when a child has completed every chapter and shown comprehension of each title.

2) The supports described in part 1 help students to practice and successfully use new content, and to advance from one proficiency level to the next. To encourage self-motivation and monitoring, Reading Eggspress uses a reward based scoring system. Students gain points or rather golden eggs each time they complete a task, they can set record scores and receive rewards that encourage advancement. Learners use the points in the Mall, Apartment, Trophy Room, and Arcade where they can play games, buy pets and accessories for their avatar, or receive trophies and printable certificates. See examples:
In addition, a Targets section provides goals to guide learners through levels.

3) Scaffolding supports are systematically integrated into every lesson in the Reading Eggspress program. The supports described in sections 1 and 2 are representative of supports found in all levels, and throughout the lessons.
D. Accessibility to Grade Level Content

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

   Yes  No

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

   Yes  No

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

   Yes  No

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

1) The content covered in Reading Eggspress is linguistically and developmentally appropriate for students in kindergarten through grade six. The scope of instruction includes both basic and advanced language and literacy skills. For example, kindergarten grade level students develop emergent literacy skills by listening to stories while older students read texts that help them comprehend advanced cross content information.

Content is leveled and also grade level appropriate. For example, library texts are leveled by reading age and Lexile measure. In the Stadium section where students play competitive games with their peers, learners are automatically set to play at their grade level, with two levels of difficulty at each grade.
2) Grade-level content is accessible for the targeted levels of language proficiency by placing learners in the correct level and scaffolding instruction. A computer-based placement test places students into the curriculum. Grade-level content is further made accessible through front-loading of information that builds background knowledge and ensures understanding. For example, crucial vocabulary is taught prior to reading content selections and selections are paired in order to build background knowledge.

3) Grade-level content is systematically presented throughout the program. All activities correlate to grade level content, view a list of lessons according to grade level at https://readingeggspress.com/about/lesson-overview/comprehension/lesson-details/
**E. Strands of Model Performance Indicators**

1) Do materials include a range of language functions?

   | Yes | No |
   --- |----|----|
   Yes | No |

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

   | Yes | No |
   --- |----|----|
   Yes | No |

3) Do the language functions support the progression of language development?

   | Yes | No |
   --- |----|----|
   Yes | No |

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

1) Reading Eggspress includes WIDA defined language functions in every lesson and throughout the levels. Language functions like conclude, draw, look, present, choose, and compare are used throughout the instructional language. Example activities using language functions include “draw a conclusion,” or “identify the suffix.”

2) Language functions are always attached to a context, and used to guide instruction through the program. They are used to define the action involved in the activity, in the descriptive instructions, and used to define lesson goals in the teacher resources.

3) Language functions are presented comprehensively and support students’ language development progression throughout the program. As students develop comprehension skills, content complexity increases and includes more advanced language functions. View representative examples of language functions found throughout Reading Eggspress:

*Look at the cover. What do you think this book is about?*

*From this passage, you can infer that*
The Australian soldiers received their last instructions, and these men, who only six months ago were living peaceful, civilian lives, began to disembark on a strange, unknown shore, and in a strange land to attack an enemy of a different race.

From this passage you can conclude that

Fill in the Blanks

Read the sentence, and choose the correct word to fill in the blank.