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**

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Lexia Reading Core5

Publisher: Lexia Learning, A Rosetta Stone Company

Materials/Program to be Reviewed: Lexia Core5

Tools of Instruction included in this review: Student and Teacher Online Program and Printable Resources. Most examples in this correlation are taken from Levels 10-12 which are aligned to Grade 2.

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, and paraprofessionals

Intended Student Audiences: Grades Pre-K-5

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, the Language of Language Arts, the Language of Social Studies, and the Language of Science.

WIDA Language Proficiency Levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: http://www.lexialearning.com

In the space below explain the focus or intended use of the materials: Lexia Reading Core5 supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K-5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skills gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group 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) Lexia Reading Core5 considers student assets and contributions by presenting student centered activities throughout the classroom portion of the program. Students participate in discussions and writing activities that ask their opinions, brainstorm ideas, share personal experiences, answer open ended questions, and react emotionally to reading/listening content. For example, in one lesson the teacher reads a poem aloud and asks students to form pictures in their mind to share with the class. See examples of teacher lead discussions and a writing activity that considers student assets from the grade 2-3 Lexia resource lessons that correlate to the online levels 10-14:

- Listen to the poem about the old man’s beard. Encourage students to describe specific images, and offer support with any unfamiliar vocabulary.

- Why do people like to read books in a series? Tell students that there is no right or wrong answer to this question. Encourage a variety of responses. (to see what the same characters will do next; to get to know the characters; to have fun guessing what might happen and how it will be like events in other books in the series)

- Listen to the poem about the old man’s beard. Encourage students to describe specific images, and offer support with any unfamiliar vocabulary.
2) The program presents systematic opportunities for students to connect content to self and contribute personal experiences and opinions in the classroom. These opportunities are present in the Lexia resource lessons that are used in the classroom portion of the program. The Lexia Lessons include discussions, cooperative activities, and writing exercises that promote student expression and social interactions with peers. The examples cited in part 1 are representative of the type of activities found throughout the levels. For more information about Lexia resources for instruction and practice visit the Lexia website:  http://www.lexialearning.com/products/core5/resources-for-instruction-and-practice.
2. Academic Language

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

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

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

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

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

1) Lexia Reading Core5 is a leveled reading and language development program that provides opportunities for discourse in a consistent manner for all targeted proficiency levels. The program provides a systematic approach to presenting level appropriate content and supporting learner needs. Before starting the program, students are placed into the appropriate program level after taking a placement test. While students work online, the program collects performance data from the embedded assessments. Based on this data and the needs of the student, Core5 then recommends customized offline resource materials for classroom and individual instruction that contain speaking, listening, and writing activities that practice discourse. The lessons are multi-sensory and supported with instructional scaffolds like cooperative learning activities, guided discussions, and graphic organizers. In addition, the online program provides a large range of writing activities that are audio supported. Students practice writing in activities like completing phrases, creating sentences, and evaluating complex language.

2) Units follow systematic language routines at the discourse dimension throughout the program. The online program practices new language in systematically scaffolded lessons with audio support. The classroom lessons include whole class and small group discussions that give opportunity for the student to express their ideas and opinions. See the following examples of discourse dimension activities in the resource lessons:

Do you agree with the author's point of view?

Encourage students to use evidence from the text as well as their own reasoning to tell why they agree with the author, or possibly why they disagree.
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
   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) Lexia Reading Core5 provides all proficiency levels a structured and supported approach to six areas of reading that include sentence dimension lessons. Each level of the program provides sentence level activities that include vocabulary practice presented and practiced in context, writing activities using phrases and sentences, and reading comprehension lessons. Reading practice in the first few levels are highly supported with visual and audio tracks. Students listen and view illustrations/animations of the stories, and answer visually/audio supported sentence level questions. In the following example from Level 2/Kindergarten, students listen to a simple story and match audio sentences to illustrations.

In an example from a Level 12/Grade 2 example, students read text with embedded vocabulary words and answer reading comprehension questions in sentence form.

In addition to reading comprehension activities, the program includes sentence level practice throughout the online and classroom sections of the program. These activities include but are not limited to reading fluency practice, analyzing idioms, using context to define words, whole-class and peer discussions, and research projects. See an example activity practicing similes form Level 12/Grade 2:
2) Language features at the sentence level are made accessible to multiple learning levels through instructional supports and embedded scaffolded instruction. Online instruction has a formulaic method for scaffolding all lessons. If students are not able to answer the question correctly, the program provides multiple levels of scaffolds to support comprehension. For example, in the Level 12/Grade 2 example used in part 1, if the student were to answer wrong the program provides the textual evidence needed to find the answer.

After finding the correct answer, the program then restarts the activity at the beginning so that students can reread the story and successfully complete the comprehension questions. If the student continues to struggle with the skill, the program sends the data with resources to the teacher for classroom remediation. Additional supports found throughout the program include graphic supports like graphic organizers, visual, interactive, and multi-sensory supports.

3) Lexia Reading Core5 presents sentence level text, comprehension activities, and language building skills in every level. Each level is broken into skill building lessons that always include reading passages and sentence level comprehension questions. Many levels include specific sentence level instruction like building sentences, understanding sentences using signal words, or sequencing sentences to create stories. In this example activity from Level 11/Grade 2 students rearrange the words to make a sentence. Notice the visual narrative support.
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  
   - No

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

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

4) Is the general, specific, and technical language systematically presented throughout the materials?  
   - Yes  
   - No
1) Lexia Reading Core5 presents activities at the word/phrase dimension in a consistent manner for all proficiency levels. In the on-line program, levels are broken up into reading strands that focus on skills like phonics, fluency, structural analysis (word study,) and vocabulary. The vocabulary strand is designed to teach word-learning strategies, provide exposure to technical/specific/general words, and encourage students to develop relationships and associations with the words. See example strands across the levels:

A large range of word/phrase activities are presented in each level. Example activities include associating the terms with visuals, picture and phrase match, using context clues, and more abstract concepts such as shades of meaning. Word study skills are developed throughout the levels and include activities like using roots and suffixes to determine meaning. Types of activities are appropriate to the targeted proficiency level of each level. See example vocabulary activities in Level 6/Grade 1 and Level 14/Grade 3:

Level 6 Activity: Match Phrase to Picture.   Level 14 Activity: Learning Analogies

Each reading strand in presented with a series of leveled activities practicing the skill. The activities begin with introducing the word or skill concept and develop into more advance activities that activate higher order thinking skills.

2) Vocabulary instruction includes words, phrases, and expressions that derive directly from the lesson themes and readings. Each level has a theme like “The English Garden,” “The Circus,” or “A Trip to Paris.” Content relates directly to the theme including vocabulary and word/phrase-expression skill practice. Within the readings, vocabulary words are highlighted and students can click the word for a visually and audio supported definition. See example from Level 14/Grade 3:
3) General, specific, and technical language presented in Lexia Reading Core5 is appropriate to the targeted grade level, and made accessible to multiple learning levels through instructional scaffolds and interactive and graphic supports. Within the readings, there can be a varied mix of general, specific, and technical language depending on the subject. Non-fiction topics include cross content connections to science, social studies, and other subjects. Supports for technical and specific language include on page definitions, visual supports that define, vocabulary flashcards, contextual supports, and activities that help build a relationship between ideas and words.

4) Lexia Reading Core5 presents general, specific, and technical language systematically throughout each grade level. Instructional routines that include language practice, vocabulary, and word study are the instructional backbone of all levels. View explanations of the strands that create the activities of each level that include phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary, and comprehension. View the Scope and Sequence organized by the instructional strands on the Lexia Learning website at: http://www.lexialearning.com/products/core5/scope-sequence

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) Lexia Reading Core5 is a leveled program comprising of 18 levels and accessible to all WIDA proficiency levels entering-bridging. Before entering the online program, students take an adaptive test that places them in the appropriate starting level of Core5. Test questions assess reading and listening comprehension, and word recognition across all proficiency levels. Each level works at an established grade level with grade level objectives that align to the Common Core State Standards, but students only view the levels and not the grade associated with the level.

   Example Test Question

2) Lexia Reading Core5 provides differential instruction that is linguistically and developmentally appropriate for each proficiency level. The program is highly adaptive to student performance, and scaffolds instruction as needed. If a student struggles with a skill activity, Lexia Reading Core5 automatically reduces the complexity of the task and provides scaffolding for the specific skill. This process results in a highly personalized learning environment where explicit instruction is only provided when needed. Students that are mastering the skills, quickly move through the units and progress to more advanced skills. When a student completes a level, they are awarded with reward animations and the teacher is notified so they may print customizable certificates to present to the student. This celebration of success helps to develop the progressive learning atmosphere created by the Lexia Reading Core5 program.

Example Certificate of Level Completion: Notice the Certificate of Achievement includes an ‘At Home’ feature that helps inform parents about student progress and ways to practice newly acquired skills.
3) Differentiation of language and language building skill activities is embedded into the student driven program. The online program differentiates content as needed to support the student, and in class differentiation includes supports like cooperative learning, leveled activities, and lessons that activate student assets. Additional print, classroom, and online resources are available to further support the needs of students of all proficiency levels. These include but are not limited to dual language resources, printable or online extension worksheets that target specific skills, and links to research and additional online information.

**Lexia Reading Core5 Levels**

**B. Representation of Language Domains**

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.
1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?  
Yes  
No

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

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

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

1) Lexia Reading Core5 is a focused reading program that includes listening, speaking, and writing lessons. The reading program is structured around six areas of reading, from phonological awareness to reading comprehension. Readings include fiction and non-fiction selections with content and language connections to science, social studies, and other subjects. Each level includes reading passages with vocabulary words and comprehension questions. View example from Level 12/Grade 2 Non-Fiction Reading “Liberty in New York Harbor”:

![Image of Liberty Statue]

On an island in New York Harbor, a mighty woman holds a torch high for all to see. She is known as the Statue of Liberty. Liberty means "freedom." The Statue of Liberty is a symbol of freedom. That means she stands for the idea of freedom. She is a.

The online program is audio supported, and listening comprehension is an essential skill developed throughout every level. Students are asked to listen to instructions for each task, and to complete assignments based on audio content. Each screen includes an audio icon that can be clicked to repeat the lesson information that can range from simple instructions, explanations of complicated content, and textual passages. 

Icon:

Listening and speaking skills are practiced in the classroom oriented Lexia Instructional Connections and Lessons. These include whole class and small group discussions that give opportunities for the students to learn from their peers and express their ideas/opinions. Example from Grade 2 resource lessons:
Writing skills are practiced on-line in activities that teach sentence building and sequencing, as well as in the classroom lessons that utilize graphic organizers and written comprehension question/answers. Online Level 10/Grade 2 sentence building/word sequencing activity:

Example from Grade 2 resource lessons:
**Guided Practice**

Distribute copies of both texts, along with copies of the compare-contrast graphic organizer.

Now that we've read the two different texts, we can think about how they are alike and different, and what we learned in each. We'll write notes in this chart to show our ideas. Let's start by writing the title of each text above the left and right sections.

Model filling in the chart with the text titles. Have students write the titles in their own charts. As you continue prompting students to reread in order to compare and contrast the texts, continue modeling notetaking for students to copy. Suggested prompts follow.

4. From my point of view, the cat is

___________________________

___________________________

___________________________

See example from grade 5 resource lessons:
**Independent Application**

Display this prompt, and read it aloud with students:

1. Think about two important similarities between "The Sirens" and "A Battle of Monsters."
2. Write a sentence to state each similarity.
3. Write each sentence as the topic sentence (the first sentence) of a paragraph. Then write other sentences in the paragraphs to support that main idea. Give details and examples from both stories.

2) All listening, speaking, reading, and writing activities in Lexia Reading Core5 are appropriate for the targeted proficiency levels. The program is leveled, and students take a preliminary test that places them into the appropriate level. The online program included an embedded scaffolded instruction that immediately responds when students respond incorrectly in a lesson. If the student remains unable to
accomplish the task, the teacher is notified and provided with resources to remediate. Visual, interactive, and sensory supports are found throughout the program as students interact with the online animations or discuss content with their peers. Additionally, each student session begins with domain skill practice that reviews concepts and gets them ready to proceed into new content.

3) Lexia Reading Core5 presents listening, speaking, reading, and writing activities systematically in each level. Reading skills are taught throughout the program in vocabulary, words analysis, phonics, fluency, and reading comprehension activities. Listening is incorporated into every ‘page’ of the online program and is also practiced with speaking in the resource lessons that encourage academic discussions. Writing skills are also practiced online and in the classroom as students practice writing sentences, answer questions, and write stories. The examples provided in part 1 are representative of the types of domain instruction found in all levels of Lexia Reading Core5.
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) Lexia Reading Core5 closely aligns to the Common Core State Standards for English Language Arts and Literacy, including foundational skills, literature, informational text, and language. The program is designed to meet and exceed the Common Core State Standards, and includes six components of reading including phonological awareness, phonics, structural analysis, fluency, vocabulary and comprehension. The program is leveled but each level aligns to grade specific Common Core Standards. Learners only view the level’s number, but teachers and parents can see what grade level the student is working at throughout the program. CCSS and state alignments are available for viewing in the Teacher’s Resources tab in myLexia.com.

2) Academic content standards were systematically used to compose lesson content and guide instructional routines throughout Lexia Reading Core5. Each lesson addresses a grade level CCSS standard that can be viewed in the ‘Educator Mode’ in the online program. Common core standards and objectives are listed at the beginning of each lesson in and throughout the lesson activities. See examples from Level 12/Grade 2:

![Level 12 Automatcily Warmups Review of Spelling Rules and Hard and Soft C & G](image)

![Level 12 Irregular Plurals & Verbs](image)

3) Social and Instructional Language and the WIDA standard of Language Arts are the instructional backbone of the Lexia Reading Core5. Classroom instruction promotes collaborative work, and small group or whole class discussions that provide engaging social and academic interactions. In both online and classroom instruction, students encounter systematic instructional language that guides them through the activities, projects, and assessments. The WIDA standards of Science and Social Studies are also presented throughout the levels in the non-fiction reading content. Non-fiction readings include real stories about young people doing extraordinary acts, national landmarks, scientific discoveries, and the natural world. See an example of Science reading content from Level 10/Grade 2:
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) Lexia Reading Core5 encourages students to apply higher-order thinking skills in the reading comprehension sections of the lessons and in the classroom discussions. These activities ask students to analyze reading passages on an abstract level so they can develop strategies to evaluate the meaning of symbolic writing, and comprehend increasingly complex texts. Throughout the classroom discussions, students answer questions types that build skills like comparing, analyzing, reflecting, and using evidence to form an opinion. See the following examples from Level 12/Grade 2 and Grade 2 resource lessons:

### Level 12

**Passage Comprehension 1**

*Comprehension*

Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher order thinking skills.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
---|---|---|---|---|---|---|---|---|----|

**Part 1** Read and Answer Questions

Lexile Range: 420-610

What does "shone with a yellow glow" mean?

- shone with a yellow sand
- shone with a yellow light
Check students’ understanding.

💬 What is the most important way that “The Milkmaid and Her Pail” and “The Daydream” are alike? (Both stories show characters who get caught up in their daydreaming about what they’ll get and end up losing the chance to get anything.)

💬 Why is it interesting to read more than one version of the same story? Tell students that there is no right or wrong answer to this question. Encourage a variety of responses. (to notice how the stories are alike and different; to learn about the lessons that storytellers teach; to see how a story changes in different lands; to learn about characters from different places)

Use students’ responses to guide your choice of activities in the Adaptations section below.

💬 Now that you’ve thought about the main character’s point of view, have you changed your point of view about him?

Encourage students to support their responses with evidence from both versions of the fable.

2) The program systematically presents opportunities for students to use and develop higher-order thinking skills. Students compare, contrast, evaluate, synthesize, reflect, and analyze program content throughout the reading comprehension activities and the classroom oriented lessons. The activities presented in part 1 are representative of the types of higher-order thinking activities presented systematically throughout all levels.

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) Lexia Reading Core5 provides instructional scaffolding that supports student progression within proficiency levels. The online program has a systematic method in which to scaffold and support student progression. If a student is struggling with a skill activity, the program provides a level of scaffolding by removing some of the answer choices and visual/interactive stimuli on the screen. Once the student demonstrates mastery at the scaffolded level, they are given the opportunity to try the initial skill activity again. If the student continues to struggle, the program provides explicit instruction on the concepts and rules of the skill, then allows them to demonstrate mastery at the scaffolded level and again at the initial activity. If the student continues to struggle after this series of supports, the teacher is notified and resources for direct instruction are provided on the particular skill.

Example of the system of scaffolds:

In addition, the program contains abundant visual, interactive, sensory, and graphic supports at all levels. These include but are not limited to animations, illustrations, visual/graphic icons, interactive platforms, warm-up review activities that start each online session, discussions and cooperative learning activities.

2) Lexia Reading Core5 provides scaffolding supports to support student progression through the proficiency levels. Before starting the leveled program, students take an entrance test that places them in the proper Core5 skill level. Students then move at their own pace and can advance to higher levels independently while being supported with instructional scaffolds throughout the program. The feature ‘Student Dashboard’ allows students, teachers, and parents to track usage and progression towards personalized goals. In the teacher section, teachers can monitor student progress at any time to see student progression and specific skill mastery and challenges. This information can then be used to target specific needs/skills using the additional resources available to teachers online.

Student Dashboard
3) Lexia Reading Core5 is a carefully structured program that guarantees consistent lesson supports throughout the levels. Not matter which level the student is working on, the program scaffolds the activities in the systematic method described in section one. Online instruction is directly connected to classroom follow up activities that encourage academic conversations, peer discussions, and collaborative projects. Classroom lessons provide teacher guided discussions, modeled language, and extension and remediation resources.

Example of differentiated instruction within a grade 2 classroom lesson:

**Adaptations**

**For Students Who Need More Support**

To give students practice with reading dialogue, present them with short scripts with three speakers: Narrator, Character 1, Character 2. Assign roles to students, and have them read aloud the different parts until they can give a fluent performance. An example of a script:

**NARRATOR:** A boy named Jack and a girl named Jill were playing outside.

**JACK:** Let's climb that hill.

**For Students Ready to Move On**

Ask students to choose a page that includes characters' conversations from a story they are reading independently. Tell them to practice reading the words that the narrator says and the words that the characters say, changing their voice to show how the speakers feel. Have them read aloud when ready. Listeners may tell what they think the characters are like, based on what they heard.

Scaffolds like graphic organizers are used in every lesson:

**Preparation/Materials**

- Copies of the two informational texts “Light and Dark” and “Changing Shadows” (for display and for each student)
- Copies of the compare-contrast graphic organizer (for display and for each student)

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**D. Accessibility to Grade Level Content**
1) Is linguistically and developmentally appropriate grade-level content present in the materials?  
Yes  
No

2) Is grade-level content accessible for the targeted levels of language proficiency?  
Yes  
No

3) Is the grade-level content systematically presented throughout the materials?  
Yes  
No

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

1) The pre-K-5 program is broken up into 18 Levels, and each level corresponds with grade level content that aligns to the Common Core State Standards. Pre-K-5 online content engages students through activities that move them throughout different areas of the world, and introduces them to characters’ representative of that region. For students of all ages, the online interface is student directed allowing them to independently master grade-level content and standards. Each lesson aligns to clearly delineated grade level standards and objectives that can be viewed in the ‘educator mode’ of the online program. See example:

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<td>Passage Comprehension 1</td>
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<tr>
<td>Comprehension</td>
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<tr>
<td>Read and comprehend grade-appropriate narrative and informational text by answering questions focused on higher order thinking skills.</td>
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<tr>
<th>Part 1</th>
<th>Read and Answer Questions</th>
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<td>Lexile Range: 420-610</td>
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2) The program provides a personalized learning path and embedded supports to accommodate the learning needs and language proficiency levels of all English language learners. The leveled online program moves students at their own pace and an automatic support system for mastering content supports each lesson. Interactive, visual, and graphic supports make skill building activities engaging and academic content accessible.

3) The systematic presentation of content in every grade level is based on a thorough review of the grade level content standards and the developmental needs of the learners. To view content in representative levels see the Scope and Sequence at:

The program provides teachers and parents data reports that show standard mastery for each student or the overall classroom. See example:

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) Lexia Reading Core5 presents a range of language functions throughout each level. WIDA defined language functions like clarify, identify, or examine are used in the instructional language, and objectives listed before each lesson. The instructional language in all grade levels of Lexia Reading Core5 utilizes language functions that include but are not limited to: define, describe, sort, repeat, underline, look, choose, write, locate, reread, discuss, explain, choose, sequence, compare, contrast. Example activities using language functions might be “Discuss similarities” or “Repeat the poem from memory.” See examples of instructional language using language functions from the online program:

Which statement best compares Melanie and Ralph?

See representative examples from the Levels 10-12/Grade 2 resource lessons:

3) Language functions are always attached to context in the online program, in the classroom activities, and lesson extensions. They are incorporated into all of the lesson activities and guide instruction throughout the levels. See examples of lessons objectives using language functions in Level 5/Kindergarten:
Language functions are used in the instructional language systematically throughout levels. Online, the audio and written instructional language utilize WIDA defined language functions in all lessons. In the classroom resource lessons, language functions are found in the teacher guided language used in classroom discussions and in the practice worksheets and activities. The examples presented in part 1 and 2 are representative of how language functions are presented throughout all levels.