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 PowerUp Literacy

Publisher: Lexia Learning, A Rosetta Stone Company

Materials/Program to be Reviewed: Lexia PowerUp Literacy

Tools of Instruction included in this review: Teacher Training Guide, Teacher Manual, Lexia Lessons, Lexia Skill Builders, and the online student program

Intended Teacher Audiences: Grades 6-12 Teachers

Intended Student Audiences: Grades 6-12 Students

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) Language of Language Arts, Social and Instructional Language.

WIDA Language Proficiency Levels included: WIDA Language Proficiency Levels are not explicitly named in the materials. Each of the three strands that are part of the program contain levels. Word Study has twelve levels, Grammar has seven levels, and Comprehension has sixteen levels.

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In the space below explain the focus or intended use of the materials: Lexia PowerUp Literacy provides a personalized literacy learning experience for non-proficient readers in Grades 6 through 12. It addresses 6-8th grade skills and specific skills in K-5 that are necessary to build the foundation to be proficient readers in 6-8th grade. It is designed to enhance ELA instruction for non-proficient readers in grades 6 and above. The program addresses literacy skills aligned to college and career readiness standards for grades 6-8, while teaching the specific K-5 standards that are critical to building a foundation for grade-level proficiency. The program is broken up into three distinct strands that students work in concurrently: Word Study, Grammar, and Comprehension.
PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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

1) Are the student assets and contributions considered in the materials?  Yes  No

2) Are the student assets and contributions systematically considered throughout the materials?  Yes  No

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

1) Student assets and contributions are considered in the materials. This is especially true in the Comprehension strand, which allows students to read more extended discourse and fully develop reading comprehension skills. An example topic in this strand, biography, and how it considers students assets and contributions, can be seen here:

![Image of a student saying "So, what's in it for me?"]

So, let’s say you’re the type of person who likes facts and information. A biography is just the book for you!

Or say you’re the type of person who prefers tales of action and adventure. A biography is just the book for you, too!

Maybe you’re the type of person who loves fame, fashion, and fortune. You guessed it, biographies are for you, too!

There are just as many different biographies as there are people in the world. Read one and find out who made a difference by being different.

2) Student assets and contributions are systematically addressed throughout the materials. The program follows a system where three strands, Word Study, Grammar, and Comprehension, are taught concurrently. In the comprehension strand, students will see the “What’s in it for me?” area, seen above, as well as other exercises that include room for their ideas and contributions. See an example below:

![Image of a student saying "So, what's in it for me?"]
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) The materials address language features at the discourse dimension. This is done primarily through the Comprehension strand, where students engage with lessons at the discourse level through a variety of text types. Some examples of the different types of texts can be seen here:

   Cause and Effect:

   Two words I would use to describe myself are

   __________________________  and

   __________________________

   One important event in my life was

   when ______________________

   __________________________

   One positive way I hope to impact others is

   __________________________
Long ago, in the days of knights and castles, an army from a faraway land marched toward a peaceful kingdom. The king himself was a peaceful man. He wrote a message to be delivered to the army’s leader before nightfall:

Welcome to my Kingdom! I do not want a war. Come to me in peace, and I will share my land and my riches.

The royal messenger called for his fastest horse. He saw that one of the horse’s shoes was missing a nail. “I have no time to waste on such small things,” he said and galloped away to deliver the king’s message.

If only he could have predicted what happened next.

On account of the missing nail, the horse’s shoe fell off. The horse could not run without a shoe, so the messenger had to walk. As a result of the messenger’s slow pace, the message was not delivered before nightfall. Since the army’s leader did not receive the message, he did not know that the king was willing to share his land and his riches. The army attacked the castle because they did not know of the king’s peace offer. The attack on the castle led to a war that lasted 100 years.

Biography:

Mohandas Gandhi was born on October 2, 1869 in Porbandar, India. [Timeline point 1] He was called Mohan by his family. He grew up as the youngest of six children. The family lived in a large house and had servants.

Gandhi was shy as a child. He was also afraid of many things, especially the dark. When he was just 7 years old, his parent arranged for him to marry the daughter of a family. In 1883, when Gandhi was 15, he was married. [Timeline point 2]

Gandhi finished high school in India and traveled to England. There, he studied to become a lawyer. Early in his career, Gandhi worked in South Africa. He dealt with discrimination every day. In 1906, he urged Indians living in South Africa to peacefully protest an unfair law. [Timeline point 3] He told them to refuse to cooperate with government officials. This practice of “nonviolent noncooperation” became a widespread movement under Gandhi’s leadership when he returned to India.

India had been under British rule for almost 200 years. Gandhi used nonviolent noncooperation to work toward making India independent. In 1922, he was arrested for protesting unfair laws. He spent two years in jail. [Timeline point 4]

In 1930, Gandhi led a 240-mile “Salt March” to the Arabian Sea. [Timeline point 5] He and his followers were protesting a law that did not allow Indians to make their own salt from seawater. Instead, they were forced to buy salt from the British. At the end of his march, Gandhi picked up a lump of salt. This was against the law. He was arrested and jailed again.

Newspaper Article:
The language features at the discourse level are systematically addressed throughout the Lexia PowerUp Literacy program. In the Scope and Sequence document, the Comprehension strand outlines, by zone and level, the text types addressed in each lesson. See examples here:

2) The language features at the discourse level are systematically addressed throughout the Lexia PowerUp Literacy program. In the Scope and Sequence document, the Comprehension strand outlines, by zone and level, the text types addressed in each lesson. See examples here:
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) Language features at the sentence dimension are addressed for the identified proficiency levels. In the Scope and Sequence document, the Grammar strand is where the sentence dimension features are represented. The document, a part of which is seen below, outlines the areas covered by zone and proficiency level:
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. The program is designed for students in grades 6-12 but is leveled for those students that have not reached grade level proficiency in certain literacy skills. The grammar section covers topics at the foundational, intermediate and advanced levels with appropriate activities at each level. An example of a level one activity, which covers basic capitalization and punctuation rules, can be seen here:
The language features at the sentence dimension are addressed systematically in the materials through the Grammar strand. In the Scope and Sequence document, the variety of sentence dimension features are listed by zone and level. In addition to the Beginning and Intermediate levels shown above, see a sample from the Advanced level:

<table>
<thead>
<tr>
<th>ADVANCED (6-8)</th>
<th>6</th>
<th>Compound Complex Sentences</th>
<th>Indefinite Pronouns</th>
<th>Subordinating Conjunctions</th>
<th>Common in Compound Sentences &amp; Dependent Clauses</th>
<th>Reading &amp; Mapping (Option Text)</th>
</tr>
</thead>
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<tr>
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<td></td>
<td>Compound Complex Sentences</td>
<td>Verb Agreement</td>
<td>Run-on Sentences</td>
<td>Common in a Series</td>
<td>Commas</td>
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<td></td>
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<td></td>
<td>Antecedents</td>
<td>Compound-Complex Sentences</td>
<td>Independent &amp; Dependent Clauses</td>
<td>Colors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coordinating &amp; Subordinating Conjunctions: Cause &amp; Effect</td>
<td>Sentence Building</td>
<td>Sentence Building</td>
<td>Sentence Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Present, Past, Perfect &amp; Future Perfect Verb Tense</td>
<td></td>
<td></td>
<td>Word Functions</td>
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<td></td>
<td></td>
<td></td>
<td>Conjunctive Adjectives &amp; Adverbs</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adjective &amp; Adverbial Phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) Before we go, let’s bake! We need milk, sugar, and eggs. **Will you help me, Jen?** Then we can go to Independence Mall.
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

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

1) The Word Study strand of the Lexia PowerUp Literacy program addresses language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The Foundational levels (1-4) introduce skills such as consonant blends, silent-e rule, syllable division and sight word spelling. At the Intermediate levels (5-10) students will work with more complex skills such as consonant suffixes, vowel combinations, and multi-syllable words. At the Advanced (11-12) levels, students examine Latin and Greek roots and spelling patterns. See examples from each level here:

Level 4:

______________________________

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

clafe  drace  plce  caft
spice  scod  cem  chice
cazz  crme  cobe  caze

Write the syllables from above in the correct list.

<table>
<thead>
<tr>
<th>Silent-e Syllables: c makes /k/ sound</th>
<th>Silent-e Syllables: c makes /s/ sound</th>
<th>Closed Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>clafe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Look at the nonwords that contain the /oi/ sound. Write the answer.

1. Which nonword rhymes with hoist? ____________________
2. Which nonword rhymes with toil? ____________________
3. Which nonword begins with the same sound as crush? ____________________

D. Look at the nonwords that contain the /au/ sound. Write the answer.

4. Which nonword rhymes with vault? ____________________
5. Which nonword rhymes with paw? ____________________
6. Which nonword ends with the same sound as ditch? ____________________

Level 8:

Level 12:
Words, expressions and phrases are represented in context in the materials. Words may be presented initially in isolation, but the program builds on the targeted vocabulary by incorporating them into the sentence and discourse dimension. See an example here of students working with multiple meaning words and identifying them in the context of a sentence and supporting picture:

### INSTRUCT

**Task A: Word Recognition Warm-Up**

*Teacher-Led Lesson (2 min.)*

- The teacher touches and reads each word across the first row of Chart One. Then students independently touch and read the words across each row and down each column in Chart One. Then repeat this process for Chart Two. If students struggle, the teacher can provide support by reading the word aloud.

**Task B: Vocabulary – Multiple Meanings**

*Teacher-Led Lesson (4 min.)*

- The word catch has more than one meaning. Put your finger on the picture where catch means to be in time to get on. [Students point to Picture 3.] He runs to catch the bus. Now you use the word catch in a sentence. [Students take turns orally creating a sentence using the same meaning of the word.]

- Put your finger on the picture where catch means to hold something that is thrown. [Students point to Picture 1.] Will he catch the ball? Now you use the word catch in a sentence. [Students take turns orally creating a sentence using the same meaning of the word.]

- Put your finger on the picture where catch means to capture something that can’t escape. [Students point to Picture 2.] He can catch a fish. Now you use the word catch in a sentence. [Students take turns orally creating a sentence using the same meaning of the word.]

The general, specific and technical language is appropriate for the targeted proficiency levels. This is most evident in the Comprehension strand, where at the beginning of the
foundational lessons, there is more general language used, as seen in this chart:

<table>
<thead>
<tr>
<th>more</th>
<th>snow</th>
<th>down</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>more</td>
<td>snow</td>
<td>down</td>
</tr>
<tr>
<td>snow</td>
<td>down</td>
<td>when</td>
<td>more</td>
</tr>
<tr>
<td>down</td>
<td>when</td>
<td>more</td>
<td>snow</td>
</tr>
</tbody>
</table>

At the higher levels of the foundational lessons, more specific and technical vocabulary is introduced:

4) General, specific, and technical language is systematically presented throughout the materials. As mentioned previously, the program contains leveled exercises under three strands that are designed to achieve grade level proficiency in literacy skills. Appropriate leveled language is presented throughout each strand.

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) While there are levels within each of the three zones of skill development, these levels are not identified as the WIDA levels of language proficiency.

2) Although not WIDA levels, differentiation of language proficiency is developmentally and linguistically appropriate for the designated proficiency levels in the Lexia PowerUp Literacy program. Within each of the three zones of skill development (Foundational, Intermediate, Advanced) are levels that correspond to specific skills. These levels increase with complexity in each zone. An example from the Comprehension Strand, Level 1, is seen here:
This example addresses multiple meaning words that students may encounter in the lesson, culminating in the students copying sentences in the correct order. As the levels increase, the tasks get more complex, as seen here in an example from the Comprehension Strand, Level 16:
Differentiation of language is systematically presented throughout the materials. As mentioned above, the program is organized by Strands, then Zones, then Levels. According to the Teacher Training Guide, students are individually placed into the appropriate Zone through an online, automated assessment that allows students to be presented with the appropriate material for their skill level.
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) All four language domains are targeted in the materials, with an emphasis on reading. The lessons contain a variety of literacy related activities, which are presented both online and through teacher led instruction. Lexia PowerUp Literacy contains leveled activities online, so they are listening and reading throughout this piece. The program also contains Lexia Lessons which provide targeted, face-to-face instruction and are recommended when a student struggles on a skill in the online program. The lessons contain opportunities for speaking, as seen here:

   - Listen to this sentence and pay attention to the details. Point to the picture that matches what you hear. The skier speeds down the hill. [Students point to picture 3. Provide support and repetition as needed.] What else can you say about this picture? Where is he moving? [Students respond: in the air, down the hill.] You told me the skier is moving down the hill. Another name for hill is slope. Have the students say a complete sentence about the picture.

   - Now listen to this sentence and picture the details that I say. Two hockey players go for the puck. [Students point to picture 2.] Good. What else can you say about this picture? [Students respond.] Another way to say go for the puck is face off. Have the students say a complete sentence about the picture.

   - Point to the picture that matches what I say. Badminton is played with a light racket used to hit an object over a net. [Students point to picture 4.] What else can you say about this picture? [Students respond.] Another name for a light racket is a paddle. Have the students say a complete sentence about the picture.

The lessons also contain opportunities for students to write. See an example here:
The targeted language domains are presented within the context of the proficiency levels. Each of the three strands (Word Study, Grammar, and Comprehension) is divided into levels which contain activities and exercises that address one or more of the four language domains. See an example from a Level 1 Grammar lesson here, where Listening, Reading and Speaking are all addressed:
3) The language domains are systematically integrated throughout the materials. All four domains are presented through the three strands (Word Study, Grammar, and Comprehension) which consist of leveled activities and exercises. See an overview of the structure of the program here:
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) The materials do address the California English Language Development Standards for grades 6-8, but these are not the WIDA ELD Standards.

2) The academic content standards are systematically represented throughout the materials. The program aligns with the Common Core State Standards for English
Language Arts. The list of the grade level bands and specific areas are seen here:

- Common Core—Foundational (K-5)
- Common Core—Informational Text (K-5)
- Common Core—Informational Text (6-8)
- Common Core—Language (K-5)
- Common Core—Language (6-8)
- Common Core—Literature (K-5)
- Common Core—Literature (6-12)

The program also outlines each specific standard and which of the Lexia PowerUp components the standards address. See an example here:

3) Although not identified as the WIDA ELD Standards, social and instructional language and the language of Language Arts (among others) are represented in the materials. This is evidenced in the Lexia Lessons, especially the Comprehension strand. See an example of a Social and Instructional reading passage here from Level 4:
The Comprehension strand also has lessons related to different literary formats and genres. A list of the lessons can be seen here:

- Argument
- Biography
- Cause & Effect
- Characterization
- Compare & Contrast
- Conflict
- Drama
- Figurative Language
- Informational Text
- Irony
- Making Inferences
- Narrative Text
- Persuasive Techniques
- Sensory Language
- Theme
- Tone & Mood

**B. Cognitive Challenge for All Learners at All Levels of Language Proficiency**
1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?  

Yes  No

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

Yes  No

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

1) The materials present an opportunity to engage in various cognitive functions regardless of language level. Through a variety of activities in the Lexia Lessons, students will engage in many cognitive functions, including remembering through the use of a timeline as seen here:

<table>
<thead>
<tr>
<th>PREPARE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONCEPT</strong></td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
</tr>
<tr>
<td><strong>MATERIALS</strong></td>
</tr>
</tbody>
</table>
Students also have the opportunity at the higher levels of Comprehension to analyze and evaluate text. See an example here:

2) Opportunities for engaging in higher order thinking are systematically addressed in the
materials. In addition to the examples shown above, the Lexia Lessons contain an “Extend” area where teachers can allow students to expand on the ideas presented in the lesson. See an example here:

**EXTEND**
- Have students play a guessing game in which one student acts out or draws a picture that represents a root for others to guess. Then, have students generate example words that contain the root.
- Write 12 to 16 individual words that contain Latin roots on slips of paper. Put the slips of paper in a bowl. Have one student pull out two words, say the words, and write the words on the board. Then, pairs of students should work together to write one sentence that contains both words. Share students’ ideas and repeat the exercise until all the words have been used.
- Dictate words that contain Latin roots. Students should spell each word and underline the target root. Above the root, they should write its meaning. Limit the words to those for which students have learned the relevant affixes.

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) The materials provide scaffolding supports for students to advance within a proficiency level. The lessons contain Anchor Charts, which summarize the skills taught online and can be printed for the student. The charts often contain visuals, graphics and charts.
Some examples of these can be seen here:

**What is a Syllable?**

Syllables can be heard.

A syllable is a word or part of a word with one vowel sound.

Syllables can be written.

There are six written syllable types in English:

- closed
- vowel pair
- silent-e
- open
- consonant-le
- vowel-r
2) The materials provide scaffolding supports to advance from one proficiency level to the next. The program is highly structured and within each level are supports for students to use so they can advance to the next level. Each strand (Word Study, Grammar, Comprehension) contains leveled tasks for the students to work through using the supports provided. Some supports are reinforced in multiple levels, like the visual here, demonstrating an example of a multiple meaning word:
3) Scaffolding supports are presented systematically throughout the materials. The lessons contain supports like the ones shown above, in each lesson of every strand in the program as outlined in the Scope and Sequence document.

D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate grade-level content present in the materials? Yes No

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

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

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

1) Linguistically and developmentally appropriate grade level content is present in the materials. Even though the program is for students in grades 6-12, there are some materials that address the gap in foundational skills that some kids this age may have. Nonetheless, the content presented to them, while sometimes addressing the K-5 ELA Common Core State Standards (CCSS), is linguistically and developmentally appropriate. See an example below from a foundational lesson that discusses the Alaska Pipeline:
2) Grade level content is present for the targeted levels of language proficiency. The scope and sequence document as well as the standards alignments documents support how the content is connected to the identified strands and subsequent levels being taught. See an example from the standards alignment document here:
A portion of the scope and sequence, which addresses both the foundational skills needed for literacy as well as the college and career ready skills needed, can be seen here:

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Scope and Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone</td>
<td>Activity 1</td>
</tr>
<tr>
<td>1</td>
<td>Building Knowledge</td>
</tr>
<tr>
<td>2</td>
<td>Reading Beyond the Sea (I)</td>
</tr>
<tr>
<td>3</td>
<td>Growing Points (I)</td>
</tr>
<tr>
<td>4</td>
<td>Building Knowledge</td>
</tr>
<tr>
<td>5</td>
<td>Informational Text Elements</td>
</tr>
<tr>
<td>6</td>
<td>Informational Text Elements</td>
</tr>
</tbody>
</table>

3) The grade-level content is systematically presented throughout the materials, as evidenced by the scope and sequence document and standards alignment documents, shown above.

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
1) Lexia PowerUp Literacy includes a range of language functions. In the various Lexia lessons, students encounter a variety of language functions, from listening to the teacher orally describe something, to labeling, to synthesizing ideas. See examples here:

![Diagram](image1)

Have students synthesize their ideas to describe the schwa sound.

State the information: In an unaccented syllable, vowel a can be pronounced /ə/. This is called a schwa. The sound is represented by an upside down.

Explain that English contains many words with the schwa sound. In fact, the schwa sound can replace any vowel in an unaccented syllable. However, we will focus on the vowel a.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

2) The language functions are incorporated into a communicative goal or activity throughout the program. The teacher’s manual outlines, by strand and level, the goals or skills for each activity. See an example from the Word Study and Comprehension Strands:

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Foundational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Letter Patterns, Sounds, and Meaning</td>
<td>Activity 2: Fluency Challenge</td>
</tr>
<tr>
<td>The goal of this activity is to identify syllables and sounds in order to help determine the meaning of a word.</td>
<td>The goal of this activity is to practice both speed and accuracy when reading text aloud.</td>
</tr>
<tr>
<td>Activity 3: Spelling Patterns</td>
<td>Activity 4: Fluency Challenge</td>
</tr>
<tr>
<td>The goal of this activity is to practice spelling common sight words.</td>
<td>The goal of this activity is to practice both speed and accuracy when reading text aloud.</td>
</tr>
<tr>
<td>Activity 5: Sentence Completion</td>
<td>Activity 6: Fluency Challenge</td>
</tr>
<tr>
<td>The goal of this activity is to increase decoding accuracy by filling in missing sentence or word parts.</td>
<td>The goal of this activity is to practice both speed and accuracy when reading text aloud.</td>
</tr>
</tbody>
</table>
3) The language functions support the progression of language development. The description below, of the individualized nature of the online component and how it places the student in the appropriate zone, demonstrates this progression:

```
<table>
<thead>
<tr>
<th>Lesia Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare &amp; Contrast</td>
</tr>
<tr>
<td>Level 2: Compare &amp; Contrast</td>
</tr>
</tbody>
</table>
```

**Foundational Zone (skills taught in K-2)**
Students read appropriately leveled texts with scaffolded support, learning the **basic skills and concepts** required to build a solid **foundation** for reading proficiency.

**Intermediate Zone (skills taught in 3–5)**
Students read **increasingly complex texts** and learn more **advanced concepts**. The instructional scaffolding gradually releases as students progress.

**Advanced Zone (skills taught in 6–8)**
Students read texts and learn concepts that adhere to **grade-level standards**.

The progression is also clear when viewing the anchor charts for the program. They begin with simple ideas and tasks, like labeling and advance towards more complex functions like inferring and persuading:
### 2C Syllable Division

1. Find the sounded vowels and mark them with a dot.

2. Count the consonants between the vowels.

3. If there are two consonants, divide between them. VC / CV

4. Read the first syllable.

5. Read the second syllable.

6. Blend the syllables together to read the whole word.

### Making Inferences

**Evidence** is the information you are given.

**Background knowledge** is what you already know.

An **inference** is an educated guess based on information you are given and what you already know.
Persuasive techniques are methods used to get people to think or act in a certain way.

Inclusive language is words that make an audience feel involved and included.

Repetition is repeated use of words or ideas to make a point.

A rhetorical question is a question asked that does not need to be answered.

A call to action is an instruction given to the audience to do something.

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