V2 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): Waterford Early Learning

Publisher: Waterford.org

Materials/Program to be Reviewed: Online Program, Classroom Resources, Digital Dashboard

Tools of Instruction included in this review: Student PreK-2 Online Program, Teacher Portal, and Classroom Support Resources

Intended Teacher Audiences: Educators PreK-2 and Classroom administrators, district administrators, and families

Intended Student Audiences: Students PreK-2, English Language Learners, Early Readers Support, Early Math and Science Support

Language domains addressed in material: Reading, Listening, Speaking 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, Mathematics, Social Studies and Science

WIDA Language Proficiency Levels included:
English language proficiency levels; Entering-Bridging
Although the WIDA Proficiency levels are not specifically mentioned, Waterford Early Learning identifies the following language levels; emerging and developing-proficient, differentiating supports based on the students individualized learning pathway.

Most Recently Published Edition or Website:
https://www.waterford.org/

In the space below explain the focus or intended use of the materials:
Waterford Early Learning is an engaging language and literacy software program built for the PreK-2nd
grade student. The Waterford Early Learning personalized learning software accelerates language learning with a specialized focus on the five essential components of reading: building academic vocabulary development contextualized in English Language Arts, Math, Science and Social Studies. Waterford Early Learning provides strategic home language resources and embedded first language Spanish support.
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) Waterford Early Learning adaptive instruction connects student’s background, personal experiences, culture and academic knowledge through a wide variety of online activities and teacher-directed support resources. Students assets and contributions are considered in the materials to ensure students connect to the content and skills being taught. Oracy skills are addressed through a learning narrative that relates to the Waterford student with age-appropriate topics and content. Child actors are utilized throughout the program to provide students with a model speaker. The Waterford programs use a diverse array of engaging animated characters and video personalities. All personalities model a growth mindset, presenting literacy, mathematics, and science as subjects where language discovery is encouraged. See an example of the Waterford Early Learning Student Placement Screen highlighting a student centric approach to language learning:
The following are screen shots highlighting some of the alphabetic principle and leveled decoding skills in Waterford Early Reading program. Student’s performance on these placement test items will determine the types of adaptive activities assigned in a student’s personalized learning experience:

Waterford Early Learning provides preK-2 students with over 8,000 interactive activities to assess student knowledge, introduce and review concepts and provide engaging opportunities to practice what they have learned. The multimodal learning approach encourages students to use auditory, visual, and kinesthetic learning in each online activity. The following screen shots from the Waterford Manager highlight the curriculum scope and sequence, alignment to the standards, type of instructional activity, and instructional strand:

2) Students assets and contributions are considered systematically throughout the Waterford Early Learning program. Activities that present opportunities for students to connect to content and share their personal experiences are located throughout the online program and teacher-directed in classroom extension lessons. The multimodal learning activities in Waterford Early Learning encourage all students to use visual, auditory and kinesthetic learning. Waterford Early Learning activities include both linguistic and cultural connections. From writing your own name in the extension and online activities to hear your own voice, Waterford Early Learning programming connects with the intrinsically motivating experience every student learner has.

Waterford activities addresses the student context and experiences by using real and diverse actors, real-world situations, and academic setting appropriate for the PreK-2nd grade age group. The classroom supported activities and student extension activities utilize a variety of personal expression activities that can be practiced using home language with a peer or parent.

The Waterford Upstart program provides an extension of classroom learning to the home and community. The Waterford Upstart program is geared to the 4-year old student to access educational content and activities in the home. The adaptive early learning software provides personalized learning pathways and extension activities to prepare early learners for a successful transition to Kindergarten.

Waterford UPSTART is an implementation model that wraps intense family support around the Waterford Early Learning curriculum. Family Education Liaisons support families through in-person orientation and graduation meetings, weekly phone calls, and emails. These liaisons communicate with families in their language of choice.
Families are also provided with printable materials (available in English and Spanish). These materials support social emotional development, literacy, and math skills. The workbook provided gives families hours of offline, fun learning ideas. The screen shots below highlight the language and early literacy components of the Waterford Upstart program, utilized by many families that would otherwise have limited access to pre-kindergarten programming:

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 level? Yes No
dimension in a consistent manner for all identified proficiency levels?

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) Waterford Early Learning addresses language function features at the discourse dimension in the speaking and listening preK-2nd grade activities and through additional teacher-supported classroom extension resources. Waterford Early Learning language and content lessons are presented in a contextual narrative with supported animation and videos with student characters that relate to real-world interactions. The characters interact with each other to provide authentic verbal and nonverbal cues to increase contextual comprehension. Beginning conversational practice lessons focus on student school readiness with conversational phrases like “what is the date today?” “what month is it” “how’s the weather?” More advanced conversational phrases include a focus on the language of math; “If today is the 26th, what is the date tomorrow?” or “what was the date yesterday?” See examples from language lesson on features of the calendar:

![Calendar Image]

2) Opportunities for Waterford Early Learning students to practice discourse are presented systematically throughout the program. The online program presents listening, speaking, and reading lessons that include academic and school-readiness practices. Each activity is leveled and aligned to the individual student experience. All activities are interactive and include audio and visual supports to help reinforce new skills and concepts. Each of the Waterford Reading, Math and Science activities reflect specific skills to better understand what the student is learning and where additional intervention or support may be required beyond their online practice. All Waterford Reading skills are divided by level and then branched so that student’s online experiences are connected through common themes of learning. There are introductory levels of linguistic complexity appropriate for both the students age and language level. Waterford
includes an interactive supported video sequence, a mini-comprehension assessment based on the new learning, and an interactive vocabulary builder. Waterford Early Learning programming supports the student context and experiences by using real and diverse actors, real-world situations, and academic setting related to the targeted age group. See examples of some of the Waterford songs, stories, and poems utilized to reflect a wide variety of interests and cultures:

The examples provided below highlights additional opportunities for students to listen to discourse level cross-curricular Mathematics concept and create responses using the strategies outlined in the program:

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) Waterford Early Learning provides a variety of cross-curricular opportunities for language practice at the sentence level. The PreK- 2nd grade early language and literacy content provides students opportunities to work with new concepts, vocabulary and skills at the sentence level. The listening comprehension activities provide students opportunities to watch authentic interactions between peers. Waterford Early Learning students interpret the conversations, songs and read-alouds demonstrating understanding through a series of connected assessment questions. Speaking, listening, reading and writing activities in the program focus on language acquisition at the phrase and sentence level alongside building content-specific academic skills. The Waterford Reading program example included below highlights an individualized student pathway with vocabulary development at the sentence level. The audio button provides Waterford Early Learning students support and provides opportunities to listen to current syntax in context, internalize language rules and patterns, and practice oracy by recording themselves and comparing the recording to previous audio recording they have created:

2) Waterford Early Learning sentence dimension language features are both leveled and appropriate for English Language Proficiency levels: entering to bridging. All Waterford Early Learning activities are scaffolded with a variety of instructional supports and tools including opportunities to engage with the classroom teacher for additional support. Within each individualized student pathway there is a variety of video sequences or animated activities that provide students the following supports: audio, supported text for new vocabulary, and opportunities to revisit recently taught skills. Waterford Early Learning is audio supported with both peer student modeling. Additionally, students create recordings of themselves reading texts. Waterford Early Learning students can then listen to themselves, compare, and practice corrections. Additional classroom extension resources are available to support the advanced learner, the English language learner and the struggling reader. The images below highlight the read and record feature with an adaptive and predictable text:
Language features at the sentence dimension are addressed systematically throughout the Waterford Early Learning program. Each literacy, math, science or social studies activity includes the following sequence; an interactive direct instruction, practice and review. Each of the Waterford Early Learning lessons can be extended beyond the students individualized on-screen instruction to supported classroom activities in a whole or small group setting. View components of an individualized student learning pathway:

Waterford Early Learning lessons have at least five different activity types for students including songs and poetry. Many new PreK-2 core-content concepts are introduced in a musical context providing students with a fun and engaging way to recall new information at a sentence dimension level.

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?  
   Yes  No
for the targeted proficiency levels?

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) Waterford Early Learning addresses language features at the word/phrase dimensions in a consistent manner for all language proficiency levels. Each new lesson has at least five different activity components; song or interactive video to introduce a new concept, an introduction to provide a framework for the lesson and help inform the PreK-2nd grade student as to what they will be accomplishing in the lesson, explicit and direct instruction with scaffolded support, guided practice, individualized practice and assessment. Waterford Early Learning students are taught vocabulary through interactive videos, cartoon sequences, pictures, and audio files. Concept vocabulary is repeated in multiple contexts in various activities, which provides students with a rich language experience and deepens comprehension. Example below highlights how students learn new key vocabulary as applied to the new math concept and academic vocabulary word **symmetry**. The concept of **symmetry** was taught across multiple content areas:

![Images of conceptual vocabulary instruction](image)

2) Words, expressions, and phrases are represented in context. For the entering PreK-2nd grade English language proficiency student the context may be an illustration or picture. The entering and beginning students may be provided with the new target concept introduced through animation, video or song. The screen shot captures an academic vocabulary and grammar lesson:

![Image of academic vocabulary and grammar lesson](image)

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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.
Developing and Expanding Waterford Early Learning students encounter vocabulary in the context of a read-aloud such as this lesson sequence on prepositional phrases: above, under, in, on, and around:

3) The general, specific, and technical language are grade-level appropriate and made accessible for all targeted English proficiency levels with embedded scaffolds and supports. Waterford Early Learning supports include animation or video sequences, graphic and pictorial supports, peer models, first language scaffold available in Spanish, and audio. Waterford Early Learning classroom extension supports continue to individualize the learning by providing educators instructional ideas to incorporate cooperative learning, think-pair-share-write partners, kinesthetic connections to the new vocabulary. The following sequence is a series of front-loaded vocabulary to help students better understand the read-aloud text:

4) The general, specific, and technical language is systematically presented throughout the Waterford Early Learning program. Each new lesson provides students exposure to both high frequency words and/or content specific vocabulary in multiple contexts. Academic vocabulary is divided into several categories that provide educators with instructional data to support student
with reinforced concepts:

- Alphabetic principle concepts
- Phonically accessible vocabulary or uncommon phonics
- Phonically accessible vocabulary or uncommon phonics (revisited and reinforced)
- Content vocabulary
- Content vocabulary (revisited and reinforced through assessment)

The following Waterford Curriculum Maps highlight learning targets for the Pre-Reading Student, the Basic Reading Student, and the Fluent Reading student. In addition to the learning objectives, Waterford curriculum skills maps highlight the specific vocabulary addressed alongside the content concept or skill:

<table>
<thead>
<tr>
<th>Waterford Reading</th>
<th>Pre-Reading</th>
<th>Basic Reading</th>
<th>Fluent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read words with letter-sound relationships and decoding skills to help students break the reading code.</td>
<td>Spell child's name</td>
<td>Learn common spelling pattern(s) for at least 44 sounds in English</td>
<td>Learn more complex spelling patterns</td>
</tr>
<tr>
<td></td>
<td>Recognize A through Z</td>
<td>Learn 160 power words</td>
<td>Learn 94 power words</td>
</tr>
<tr>
<td></td>
<td>Recognize a through z</td>
<td>Read leveled readers</td>
<td>Read leveled readers</td>
</tr>
<tr>
<td></td>
<td>Learn all letter sounds and 20 power words to read 10 leveled readers</td>
<td>Begin reading with fluency</td>
<td>Practice automatic word recognition</td>
</tr>
<tr>
<td><strong>Comprehension &amp; Vocabulary</strong></td>
<td>Read along and understand nursery rhymes</td>
<td>Read along and understand Traditional Tales</td>
<td>Read along and understand Read-along books</td>
</tr>
<tr>
<td></td>
<td>Read along and understand illustrative books</td>
<td>Learn 78 target vocabulary words</td>
<td>Learn 62 target vocabulary words</td>
</tr>
<tr>
<td></td>
<td>Read along and understand Read-along books</td>
<td>Learn common word structure as clues to the meaning of words</td>
<td>Learn 262 target vocabulary words</td>
</tr>
<tr>
<td></td>
<td>Learn 308 target vocabulary words</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Concepts</strong></td>
<td>Understand print (left-to-right, letters, pictures, words, text)</td>
<td>Learn basic grammar concepts, such as sentences, capitalization, and punctuation</td>
<td>Learn parts of speech (such as nouns, verbs, and adjectives) and parts of words (such as prefixes and suffixes)</td>
</tr>
<tr>
<td></td>
<td>Develop understanding of parts of speech and sentence structure</td>
<td>Learn about the writing process through drawing, dictating, and writing</td>
<td>Learn about the writing process through different types of text</td>
</tr>
<tr>
<td></td>
<td>Learn about the writing process through drawing, dictating, and writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Build oral reading expression</td>
<td>Build oral reading expression</td>
<td>Build oral reading expression</td>
</tr>
<tr>
<td></td>
<td>Build oral reading speed</td>
<td>Build oral reading speed to 90 words per minute</td>
<td>Build oral reading speed to 90 words per minute</td>
</tr>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td>Listening skills</td>
<td>Identify initial and final sounds in words</td>
<td>Identify initial and final sounds in words</td>
</tr>
<tr>
<td></td>
<td>Match rhyming words</td>
<td>Break words into individual sounds (cat to c-a-t)</td>
<td>Break words into individual sounds (cat to c-a-t)</td>
</tr>
<tr>
<td></td>
<td>Identify number of syllables in words</td>
<td>Identify initial and final sounds in words</td>
<td>Identify initial and final sounds in words (cat to c-a-t)</td>
</tr>
<tr>
<td></td>
<td>Identify initial and final sounds in words</td>
<td>Break words into individual sounds (cat to c-a-t)</td>
<td>Blend individual sounds into words (c-a-t to cat)</td>
</tr>
<tr>
<td></td>
<td>Blend individual sounds into words (c-a-t to cat)</td>
<td>Change a sound in a word to make a new word (cat to bat)</td>
<td>Change a sound in a word to make a new word (cat to bat)</td>
</tr>
</tbody>
</table>
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
Although the WIDA Proficiency levels are not specifically mentioned, Waterford Early Learning identifies the following language levels; emerging and developing-proficient, differentiating supports based on the students individualized learning pathway. The Waterford Early Learning program focuses on personalized learning by providing an individual trajectory of activities based on student’s on-going performance. The Waterford Early Learning program is both semi-adaptive and age-appropriate by including on-going assessment in the cycle of instruction. Highlighted below is the Waterford Early Learning personalized learning pathway informed by a student’s performance on the Waterford Assessment of Core Skills *WACS. The WACS may be administered nationwide to Waterford schools twice in an academic school year; September/October and April/May. The WACS is a unique assessment developed specifically for young learners and features both developmentally-appropriate audio instruction and support. The WACS has interactive instructions, modeling and easy navigation, to ensure accurate measurement of student progress. As each student moves through the program, Waterford Early Learning provides ongoing assessments, creates adaptive instructional pathways based on student performance. If a student has shown proficiency with a concept the pathway would adapt to provide less practice with the mastered concept. Additionally, educators can create their own student pathways based on student performance in the classroom with specified opportunities for remediation or practice with unmastered skills by assigning custom activities to students.

Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels throughout the Waterford Early Learning program. Before beginning Waterford Early Learning, the student’s grade level and home language are entered in the teacher dashboard. These two data points guide the personalized learning plan for the students and ensure that each learner receives age-and linguistically appropriate activities. Scaffolded supports for Waterford Early Learning students include home language translations, animated direct instruction, graphics, pictures, interactive activity sequences, audio supports, and extensive resources for classroom and home connections. Waterford Early Learning students have access to age-appropriate voice and choice in their digital learning experiences. For many of the books in the program, students can choose to read independently, listen to the book read-aloud and watch the pages turn. Waterford students interact with text through a read and record feature in which students can choose to reread. Additionally, open-ended student-directed activities are interspersed in a student’s individualized learning session allowing students to explore new concepts. The image included below highlights the Waterford Early learning individualized student experience:
Differentiation is systematically addressed throughout the Waterford program. Most Waterford programs begin with an initial placement tool and provide ongoing adaptivity as students master specific language and content skills. The Waterford program include ongoing formative assessment that can further personalize a student’s on-program language and literacy experience. If a Waterford student struggles with a skill, the adaptive program provides varied scaffolds, novel and engaging contexts or alternative ways to assess mastery with a skill. If a Waterford student demonstrates mastery with a skill in the independent practice activities, the student will quickly move ahead in the scope and sequence. Each Waterford activity is adaptive by providing individualized pathways of support and scaffolds.

The Waterford Early Learning programs are designed to be tools for both the classroom teacher and parent. The digital dashboard and reports in the Waterford programs provide instructional data and feedback on student’s individualized learning pathways. One Waterford detailed report, the WCAS (Waterford Assessment of Core Skills) provides educators with performance data including alphabetic principle, early phonics concepts, phonemic awareness, listening comprehension and vocabulary development. Waterford provides teachers with a variety of reports and dashboards to disaggregate student performance data to provide adaptive data-informed instruction in the classroom:
Data Dashboards and Reports:

Waterford interactive teacher dashboard provides a variety of student performance data to ensure additional support in the classroom:
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) Listening, speaking, reading and writing are targeted throughout the Waterford program. 
   Waterford Reading, Math and Science includes a variety of listening comprehension activities, as well as strategic audio support for student’s exposure to all four language domains. Students practice active listening and attend to both verbal and nonverbal cues when interpreting a cartoon or peer-modeled video sequence. Students build speaking skills when practicing new academic language with songs and chants, in-classroom teacher supported discussions, and reading-recording a variety of texts. Reading lessons are leveled and include read-along books, predictable-text books, transition books in a range of non-fiction and literature genres. Comprehension questions correlate to grade-level standard-based objectives. Age-appropriate writing activities are found in the online program and additional classroom extension activities. The following reflects the diversity of activities supporting language development in listening, speaking, reading, and writing:
All targeted language domains are leveled and include instructional scaffolding and differentiation based on student’s personalized learning plan. In the early emergent language levels students may listen to a story that has both predictable text and language patterns. Student can click on words and graphics within the book for additional audio support. As student progress through Waterford lessons and targeted activities they can record themselves reading and compare their read-aloud to a peer model.

Listening: The audio rich Waterford program provides multiple opportunities to develop strong listening comprehension skills. Waterford students develop language proficiency with the instructional language of schooling with the ability to follow multiple-step directions and complete activities on a digital platform. Waterford students hear modeled fluent English-speaking peers as a comparison to their own voice with a focused opportunity for repeated practice with English speaking patterns:
Students must listen to auditory directions and identify the correct word

**Reading:** Waterford programs provide students with explicit and intensive instruction on alphabetic principles, phonics and phonological awareness skills required to build decoding skills, vocabulary development, and reading comprehension. Reading activities are integrated into the math and science instruction with high-interest books. The adaptive, culturally diverse content and resources ensure that Waterford students are exposed to meaningful cross-curricular content concept:

**Writing:** Waterford writing resources are developmentally appropriate and support all other language and literacy tasks. The digital and offline writing resources include letter and word formation:

Students practice letter-shapes and sounds in the digital program. The offline resources provide additional opportunities for practice.
Speaking: Waterford speaking activities include word-level, sentence-level and extended discourse opportunities for students. The digital Waterford activities focus on both the word-level and sentence level with opportunities to work on sounds, vocabulary development and pronunciation. Waterford activities provide students with opportunities to echo read predictable texts and record their activities. The activities focus on accuracy, fluency and prosody skills. The Waterford extended learning activities provide opportunities for both individual and collaborative learning activities. The teacher-led open-ended discussions provide discourse-level language production. Waterford provides a variety of teacher-led discussion activities.

For select books, students have a choice between texts:

3) Language domain instruction is presented systematically throughout Waterford programs. The Waterford Reading program is a comprehensive language arts curriculum based on the following
sets of standards; National Association for the Achievement of Science, National Reading Panel, National Council of Teachers of Mathematics, National Research Council and Common Core State Standards. Waterford Reading addresses the following early literacy skills through comprehensive exposure across all four language domains: alphabetic principle, phonics, phonological awareness, language and vocabulary concepts, reading comprehension skills and fluency. Waterford Math and Science addresses the following foundational areas through comprehensive exposure across all four language domains: numbers and operations, algebraic thinking, measurement, data analysis, geometry and scientific inquiry concepts.
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 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) Although the WIDA English Language Development standards are not specifically addressed in the program, Waterford is designed specifically to address the Common Core, and state standards that have both English Language Development and English Language Arts standards. Common Core standards alignment focuses on grammar, spelling, phonological awareness, text features, comprehension strategies for both literacy and informational texts. Students are taught to use context clues and text features to make predictions, check for understanding and learn new
vocabulary in a variety of contexts. Waterford programs focus on both the content and the language of the content to provide exposure to early literacy, math and scientific inquiry skills. A thorough list of k-2 correlations to state and national standards can be found on the Waterford resource site: http://help.waterford.org/resources/

2) Standard aligned content is presented systematically throughout the Waterford Program. Waterford Reading program is a comprehensive language arts curriculum based on the following sets of standards; National Association for the Achievement of Science, National Reading Panel, National Council of Teachers of Mathematics, National Research Council and Common Core State Standards. Waterford Reading addresses the following early literacy skills through comprehensive exposure across all four language domains: alphabetic principle, phonics, phonological awareness, language and vocabulary concepts, reading comprehension skills and fluency. Waterford Math and Science addresses the following foundational areas through comprehensive exposure to all four language domains: numbers and operations, algebraic thinking, measurement, data analysis, geometry and scientific inquiry concepts. Waterford program are focused on teaching core PreK-2nd grade concepts and skills in context. Language is built in the context of learning developmentally appropriate skills. Waterford language and literacy programs provide meaningful use of academic language for retention. The following Common Core Standards chart highlights an overview of the Waterford Program and alignment to the standards:

3) Social and Instructional language and the languages of Mathematics, Science and Social Studies are represented in the Waterford program online and offline resources. Waterford programs language development includes three imperative processes; cognitive, social and linguistic.
Waterford programs include a diverse array of peer models in the video sequences, engaging animated characters and personalities. The primary characters throughout the Waterford Reading and Math & Science activities demonstrate a growth mindset. Waterford literacy, mathematics, and scientific inquiry topics highlight learning as a lifelong opportunity. Students are encouraged to problem solve and the personalized learning pathways ensure that academic productive struggle provides opportunities for growth. Each Waterford lesson provides implicit and direct instruction through modeling. Additionally, each new learning is organized by clearly stated learning objectives. Waterford program resources and animation sequences teach PreK-2nd grade students self-reflection, kindness, empathy, and cooperation. Waterford Programs employ an asset-based approach to supporting the learner by recognizing and celebrating positive models:

Social Emotional Texts Reflect; Empathy, Independence and Problem Solving:

Cross Curricular Connections:
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) Waterford presents an opportunity for language learners to engage in various cognitive functions and higher order thinking and problem solving, regardless of their language levels. In each Waterford program sequence students learn new language through an initial exposure in a song, video sequence, or animated activity sequence. Waterford students have multiple exposures to the new language by applying meaning in a variety of contexts. Academic language development in the Waterford program is built across varied disciplines as students work with the language of math, science and literacy activities. Within each Waterford program students engage with language development to serve various functions. Some of the Waterford activities are more structured in which students are asked to follow multiple step directions, list, identify, sort, compare, contrast, and predict, whereas some of the other Waterford activities are more open-ended encouraging students to describe, design, choose and explore. A variety of language functions are incorporated in the Waterford program language-rich instruction including; locate, sequence, and classify. Waterford program activities are cognitively challenging for example, in the following listening comprehension sequence PreK-2nd grade students are charged with determining fiction from reality. Waterford programming provides students opportunities to learn from both simple and more sophisticated concepts and vocabulary:
2) Higher order thinking activities are addressed systematically throughout the Waterford Programs. Higher order activities are included in each individualized student adaptive instruction pathway for language and learning. Waterford programs utilize on-going assessment to provide adaptive and age appropriate instruction with opportunities for both remediation and scaffolded support or acceleration within the program.

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. Scaffolding supports are provided to allow students to advance within a language proficiency level throughout Waterford programs. Waterford students who are at an
entering English language proficiency can be provided an adapted pathway of instruction that includes additional modeling, scaffolded and guided practice with remediation, and acceleration when appropriate. The on-going embedded adaptive Waterford assessments ensure students are provided with both age-appropriate, culturally responsive engaging cross-curricular content exposure. An entering Waterford student will learn social and instructional language of school through engaging animation sequences, videos with peer models, auditory and visual on-screen cuing and rich extension learning activities in the classroom beyond their Waterford assigned program time. Printed and roll-over text in the Reading components help students have multiple exposure to new vocabulary and words. Additionally, the content specific vocabulary is front-loaded through a series of contextual activities. Scaffolding embedded throughout the Waterford program includes; personalized and adaptive student learning pathways, teacher created student pathways, predictable text, roll-over text features, text to voice speech automation, engaging graphics, animation sequences, videos, games, sing-alongs, metacognitive and metalinguistic modeling and real-world lessons.

2. Waterford Early Learning Programs provide scaffolding supports as students’ progress from one English Language Proficiency level to the next. For example, developing and expanding language proficiency students are provided guided and independent practice to demonstrate mastery with a skill set. The students personalized learning plan will recalibrate with each student success providing an accelerated pathway, when appropriate. Waterford Programs demonstrate adaptivity at the language skill level with careful consideration of the student’s home language and English correspondence. For example, the Waterford Early Learning program may provide letter-shapes and sounds in English online however, this same student may need less support with transferable letter-shapes and sounds from the home language. The Waterford program can adjust a student’s personalized learning pathway on a skill by skill basis.

3. Scaffolding supports are systematically integrated into all Waterford Reading, Waterford Math & Science, and Waterford Upstart programs. The Waterford program platform is both adaptive and interactive to support students with both core content skills and corresponding language demands. The personalized pathway ensures that all Waterford students have an opportunity to progress through English language proficiency levels in each of the four language domains:
Content is supported with audio and visuals. This interactive reading activity provides students additional context for the Math skill of telling time.

Waterford educators can choose from a library of resources to help bridge content learning in the program to the classroom.

Waterford Math & Science Program scaffolds the steps to problem solve with a specialized focus on the language of the program to determine the most appropriate math function.
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 Waterford Reading, Waterford Math & Science, and Waterford Upstart is linguistically appropriate for Pre-Kindergarten through 2nd grade. Waterford Early Learning personalized learning pathway informed by a student’s performance on the Waterford Assessment of Core Skills *WACS. The WACS is administered nationwide to Waterford school twice in an academic school year; September/October and April/May. The WACS is a unique assessment developed specifically for young learners and features both developmentally- appropriate audio instruction and support. The WACS has interactive instructions, modeling and easy navigation to ensure appropriate placement of students. As each student moves through the program, Waterford Early Learning provides ongoing assessments, creates adaptive instructional pathways based on student performance. If a student has shown proficiency with a concept the pathway would adapt to provide less practice with the mastered concept.

2) English Language Arts, Math, Science and Social Studies content is made accessible for the targeted levels of English language proficiency by adapting to the individual student’s needs. Waterford Assessment of Core Skills places students in the curriculum. As students’ progress, parts of the curriculum adapt by providing additional practice or streamlining instruction based on performance. Waterford programs ensure grade-level content is made accessible through strategic front loading of both the learning objective and the information to build student background knowledge. For example, prior to an interactive content-specific reading targeted vocabulary is taught so that students can connect the new words to the text.

3) Grade-level content is systematically presented throughout the program. All Waterford Program activities correlate to grade level English Language Arts, Math & Science and Social Studies content and grade-level standards. Although the WIDA English Language Development standards are not specifically addressed in the program, Waterford is designed specifically to address the Common Core, and state standards that have both English Language Development and English Language Arts standards. Common Core standards alignment focuses on grammar, spelling, phonological awareness, text features, comprehension strategies for both literacy and
informational texts. Students are taught to use context clues and text features to make predictions, check for understanding and learn new vocabulary in a variety of contexts. Waterford programs focus on both the content and the language of the content to provide exposure to early literacy, math and scientific inquiry skills. A thorough list of k-2 correlations to state and national standards can be found on the Waterford resource site: http://help.waterford.org/resources/ Additionally, in the Waterford teacher portal resource site, activities and lessons are organized by both skill and grade level to ensure students are working on appropriate grade-level content. Educators can take any of the online Waterford program activities and incorporate them into the classroom.

Please find a series of screenshots highlighting the content covered in Waterford Reading, Waterford Math & Science, and Waterford Upstart is linguistically appropriate for Pre-Kindergarten through 2nd grade:

- Image from Waterford Math and Science Placement to determine student numeracy fluency.
- Image from Waterford Math and Science Placement to determine student understanding of prepositional phrases.
- In this Waterford literacy placement activity students are encouraged to utilize context clues and images to determine new vocabulary meaning.
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) Waterford Reading, Waterford Math and Science include a range of language functions. Within each of the Online lessons and additional extension activities incorporate some of the following high leverage language functions; Locate, Draw, Color, Choose, Sequence, Compare, Contrast, Distinguish, Explain, and Describe. Additionally, Waterford uses language functions as learning objectives as students are introduced to the new concept and learning objective:
2) Waterford program uses language functions to guide instruction throughout the program. Language functions are used to define the action involved with each on-line activity and teacher-directed extension activity. Additionally, language functions are used strategically to define the lesson goals to students:
3) Language functions are presented comprehensively and support students’ language development progression throughout the program. Language functions are found within common core standards and are grade level appropriate for each of the PreK-2nd grade Waterford Reading and Waterford Math & Science activities. Entering English language proficiency students may find the Capital Letter in an Alphabetic principle activity or choose an illustration that shows the word. Developing English language proficiency students may be asked to distinguish or identify the new vocabulary in a text. As students further develop language, math and science skills they are exposed to more complex skills and concepts in their individualized learning pathway:
If you had a frog, where would you keep it?

- bathtub
- fishbowl
- bucket

The Airport

Jane and Kate looked through the window pane. They saw the airplane that was bringing their mom and dad home.