



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

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

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in

using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

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

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

PRIME at a Glance

Standards Framework Elements Included in the PRIME Inventory
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): iLit 90

Publisher: Pearson

Materials/Program to be Reviewed: online

Tools of Instruction included in this review:

Intended Teacher Audiences: Grades 4–10

Intended Student Audiences: Grades 4–10

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

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).

WIDA Language Proficiency Levels included: Levels 1–5

Most Recently Published Edition or Website: 2016

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

iLit is a digital comprehensive reading intervention with a proven instructional model for students in Grades 4–10. It includes every resource needed to support all students: curriculum, assessment, data, and professional development. The **iLit** name was created from **Inspire Literacy**. The program provides instruction, practice, and assessment with a focus on the most essential reading skills for course level Grades 4–10. The program scaffolds instruction for language proficiency and is designed to help students learn and progress to the next level. The *iLit* program helps all learners participate in activities in which they work with skills and concepts, vocabulary, language, and content in meaningful real-world situations and develop functional language skills. The lessons in the Teacher App provide explicit direct instruction to guide all teachers in teaching reading, writing, and the other language arts—in leading students toward mastery and accelerated reading, listening and speaking, and writing growth.

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.

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|--|------------|----|
| 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) In the *iLit* program, each lesson is divided into Time to Read, Vocabulary, Read Aloud—Think Aloud, Classroom Conversation, Whole Group, Work Time, and Wrap Up. Each section involves student engagement in the learning experience by asking them to tell about the topic and activate background knowledge. Since students bring a wealth of background and experience to the lesson, the interactive questions help every student use his or her personal topic knowledge and involvement to participate in the lesson. From this beginning, students use and expand their involvement. Active learners participating in the process helps each learner achieve. See Unit 1 Lesson 1 of each Grade level to identify the structure that allows students assets and contributions to be actively involved in the lesson concepts and content for the learning process.
- 2) The *iLit* program uses collaborative classroom conversations, questions, small group and whole group activities, and many instructional tools to integrate the student assets and contributions in the learning process. These instructional techniques are systematically included in every lesson. *Pearson iLit* is designed to accelerate reading and writing growth and enable students to achieve more than two years of growth within a single school year. The program has research that confirms how the *iLit* approach has interactive supports that are included in all activities and are relevant to mastery based on the school improvement records available for the program.

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) In the *iLit* program, the discourse dimension is an integral part of the activities that promote language development as the lessons introduce, practice, and apply language skills. The instruction also includes basic grammar skills. Skill development incorporates the listening, speaking, and writing structures for language learning. The development is enhanced by the interactive lessons that help students participate in the learning experiences. Every aspect of Work Time helps students develop, use, and apply language skills. Instruction throughout *iLit* involves electronic tools and devices to escalate the learning process and to also adapt to the needs of the individual learner. See Grade 9 Unit 1 Whole Group Instruction in Lesson 5 and the Vocabulary Pause section with the ELL support icon.

2) In the *iLit* program, the adaptive assignments and personalized study plans let students gradually master all essential skills as they are involved with the reading, writing, listening, and speaking activities throughout the program. See Grade 9 Unit 1 Whole Group Instruction in Lesson 8 and the Vocabulary Pause section with the ELL support icon. The systematic nature of the *iLit* program allows each student to grow and develop skills in all phases of language development. The materials include videos, images, graphics, and audio support to help students learn about, practice, and apply language skills to successfully progress. The program provides many tools for the teacher to monitor and address the learning levels. The program's monitoring tools help keep a

watch over the achievement, and the tools aid instruction by carefully selecting the assignments that meet the needs of each individual. See Grade 9 Unit 1 Whole Group Instruction in Lesson 14 and the Vocabulary Pause section with the ELL support icon.

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

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| 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)** The *iLit* program provides extensive explicit instruction and practice in foundational skills, including phonological awareness, phonics, word study, and language. The program uses carefully designed sets of lessons that present and practice all aspects of language development including using sentence frames for creating sentences on topics in a variety of lesson activities. Students then progress to creating sentences for answers in a variety of oral and written activities. An integrated approach allows every student to participate at an appropriate level and to progress in skill development through instruction, reinforcement, and application.
- 2)** The design of the program provides activities at all proficiency levels and promotes the integration of all phases of language development, including the sentence dimension to help students learn a variety of concepts and content. The lessons are designed to reinforce instruction, provide additional practice, and review the key information, ideas, and concepts. The systematic structure of *iLit* serves to reinforce the integration of the

topics and curriculum content throughout all lessons. See Unit 1 Week 1 Lessons 1–5 for examples.

- 3)** The program is carefully structured with a skill and concept presentation that promotes the development of all language skills systematically throughout the lessons in a level and across the levels. Adaptive assignments and personalized study plans let students gradually master essential skills that include all types of content language. See Unit 1 Week 1 Lessons 1–5 for examples.

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

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| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | Yes | No |

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

- 1)** Vocabulary instruction has a central role in the *iLit* instructional model. Each day, new words are taught to the whole class, then examined in context of the anchor text being

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, and later reinforced by having students use the words in writing and speaking. The Vocabulary section provides instruction, practice, and assessment to improve reading comprehension in recognition of the direct correlation between vocabulary development and comprehension. The program integrates all aspects of language to help develop readers who can comprehend text. See Grade 9 Vocabulary Unit 1 Lessons 1 to 4 and the Activity in Lesson 5.

- 2) Work Time includes a vast assortment of activities that focus on and promote vocabulary development through using words and phrases with context clues in an assortment of texts. At every grade level, vocabulary words are presented and used in the reading selection. Recognition and immediate application in context allows readers to use content words and academic terms in the real-world reading setting. A variety of activities also helps students learn the terms as they use them in game-style activities. The ELL notes found in all lessons provide scaffolds to meet the different language levels found in an ELL classroom. See Grade 9 Vocabulary Unit 1 Lessons 6 to 9 and the Activity in Lesson 10.
- 3) All phases of the program include differentiated support for students. For example, the Vocabulary section focuses on selection vocabulary and academic vocabulary from the whole-class anchor texts. The vocabulary lessons feature instantly scored whole-class assessments. The vocabulary words are taught again in context during Read Aloud, Think Aloud, and during a Vocabulary pause later in the lesson, in which students are asked to capture the vocabulary words and definitions in a Word Bank in their digital Notebooks. There are also independent gamelike activities in which students demonstrate their learning of all the vocabulary words.
- 4) Every phase of the *iLit* program has been carefully and systematically structured to promote vocabulary and language development so that students succeed in learning general and specific language in order to read and comprehend many different types of texts. See the Grade 9 Vocabulary section of the Grade Level Year Long Planner chart to see the organizational structure used in the activities. See Vocabulary Unit 1 Lessons 11 to 15.

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

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| 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) The *iLit* program was designed specifically for struggling readers and unengaged learners. It provides students with sentence frames, graphic organizers, and other tools to support the different levels of language proficiency that can be found in a classroom. The *iLit* ELL program for Grades 4 to 8 identifies the proficiency levels. (Grades 9 and 10 will be added in August of 2016). The *iLit* program was designed to adapt and personalize instruction with quick formative assessments woven into *iLit's* instructional model. The quick formative assessments and embedded support help teachers customize instruction. Instruction, assessment, and data are all available in a single teacher app. The first and only complete instructional solution built and delivered on the iPad, *iLit* can offer each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students as well as track their progress. The goal of the program is to have materials that specifically address the learning needs of every level of language proficiency. See Grade 9 Unit 1 Week 1 Lesson 1 Time to Read; Read Aloud, Think Aloud; Classroom Conversation; Whole Group Instruction; and Work Time to understand how the sections address all levels of language proficiency.
- 2) The *iLit* instructional model centers around Read Aloud, Think Aloud in which the whole class engages in careful reading of complex anchor texts. Through scaffolding, modeling, and the application of reading strategies, even the most challenged readers are able to comprehend these texts. The program was designed to accommodate learning levels and to keep all learners actively involved in a special one-on-one learning event. Teachers model on-grade level reading and provide scaffolds to meet the different language needs. See the Grade 9 Planner page for Unit 1 Week 1 Lessons 1–5 to understand how the sections accommodate various levels. Also see the 45-Minute Lesson 7Plan icons within the lesson sections as well as the ELL icons.

3) The program delivery allows teachers to quickly identify the appropriate instructional level and set up the learner in an environment that develops skills needed to succeed. Students participate in activities and are monitored for their ability to work in the activities related to everything from phonics to vocabulary, comprehension, fluency, grammar, and spelling strands in the lessons. The interactive nature of the materials addresses the differentiation of language through all materials. See the Grade 9 Planner page for any Unit and Week to understand how the sections accommodate various levels. Also see the 45-Minute Lesson Plan icons within the lesson sections as well as the ELL icons.

B. Representation of Language Domains

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

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| 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)** The program uses a carefully designed set of lessons that involve all aspects of reading and writing and incorporates the listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application. Teachers model how to ask and answer text-dependent questions during Read Aloud, Think Aloud. Students are then called on to respond orally to text-dependent questions and complete text dependent tasks related to the anchor text during Classroom Conversation and in writing during Work Time. In addition, text-dependent questions—that must be answered by highlighting or dragging and dropping passages of text—and writing tasks are built into the Interactive Readings that students complete individually every week. The Classroom Conversation portion of the daily lesson gives students opportunities to engage in academic discourse. See Grade 9 Unit 1 Week 1 Lessons 1 to 5 for Vocabulary, Classroom Conversation, and Whole Group Instruction to see how the language domains are targeted in the materials.
- 2)** Virtually all of the instruction and activities in *iLit* center around texts students are reading, including Independent Reading, which students write about every day, and Read Aloud, Think Aloud anchor texts, which are the focus of the majority of whole-class, small-group, and independent work each day. Every day in the *iLit* classroom, students engage in structured academic discussions focused on the anchor texts they are reading. See Grade 9 Unit 1 Week 2 Lessons 6 to 10 for Vocabulary, Classroom Conversation, and Whole Group Instruction to see how the language domains are targeted in the materials for various levels of language proficiency.
- 3)** *iLit* provides a highly systematic approach to present, practice, use, and apply reading, writing, listening, and speaking in a wide variety of interactive learning exercises. By the

nature of the program, students are working at an appropriate proficiency level. The program takes them through the instructional plan and helps them grow. This has been substantiated with the many success stories found in the *iLit* Overview available at the Pearson *iLit* site. See Grade 9 Unit 1 Week 3 Lessons 11 to 15 for Vocabulary, Classroom Conversation, and Whole Group Instruction to see how the language domains are targeted in the materials and are systematically developed.

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

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| 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 *iLit* program was built to meet the Common Core State Standards. *iLit* incorporates all aspects of the content standards. The lessons provide explicit direct instruction to guide

all teachers in teaching reading, writing, and the other language arts—in leading students toward mastery of the standards and accelerated reading, listening and speaking, and writing growth. See the chart at the start of each lesson for a listing of the skills for that lesson, and see the Program Standards Map correlation for a listing of lessons for each standard.

- 2) The *Pearson iLit* teacher app includes full-year, unit-level, and lesson-level lesson plans that explicitly indicate which standards are covered. In addition, there are point-of-use standard references in each section of the lesson that create a clear connection between the instruction and the standards being taught. Students are provided with a complete listing of the standards, and each week within the student app, students are presented with the standards and learning objectives related to the instruction and practice they will be doing that week.
- 3) Specific content standards are addressed. There is an appropriate balance of literary and informational texts for the grade levels and consistent with the grade-level standards. The Lexile levels range from BR to 1500 and feature a blend of high-interest fiction and nonfiction. In the selection of the Read Aloud, Think Aloud and Independent Reading Library materials, nonfiction materials focusing on social studies (history and geography), science (earth, life, and physical), mathematics, and literature were selected. There is a focus on the STEM topics for Science, Technology, Engineering, and Mathematics. The content is grade level appropriate and designed to address the learning style and skills of the reader. The interactive program keeps everyone involved in the learning process both linguistically and developmentally using social and instructional language. The standards are clearly listed in the program opening Lesson page. The online information provides a wide variety of ways to use the program to establish methods that suit the classroom and the learners. In each week within the student app, students are presented with the standards and learning objectives related to the instruction and practice they will be doing that week.

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

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

materials?

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

- 1)** The *iLit* program was built to meet the Common Core State Standards (Specific state standards are also available.) and includes all aspects of higher order (critical) thinking skills. Questions to understand the selections are based on analysis, evaluation, synthesis, and related questioning techniques. For each selection, the Read Aloud, Think Aloud section engages the whole class in careful reading of complex anchor texts. Through scaffolding, modeling, and the application of reading strategies, even the most challenged readers are able to comprehend these texts and respond to questions related to higher order thinking skills. See Unit 1 Read Aloud, Think Aloud in Lessons 3, 4, 6, and 8 as representative examples that engage students in higher order thinking skills.
- 2)** Higher order (critical) thinking concepts and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to the testing concepts of the Common Core State Standards. The Grade Level Year Long Planner chart lists categories of skills presented in the Read Aloud, Think Aloud section for every selection. Skills from analyze theme to compare and contrast to author's purpose involve students in higher order thinking skill development. See the higher order thinking skills presented in the Read Aloud, Think Aloud sections and reinforced in the Whole Group and Work Time sections in the lessons in all units.

C. Supports for Various Levels of Language Proficiency

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| 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) *iLit* uses a gradual release approach, with teacher modeling, guided practice, small-group mini lessons, and independent practice. Students learn to apply the strategies they learn as a class independently. In addition, *iLit* cultivates responsibility and independence through daily independent reading and by having students manage the pace and order in which they work through activities during Work Time. Students are led through questions and tasks that focus on deep comprehensions before extending to higher level analysis and interpretation of texts. For example, the Interactive Readings feature embedded comprehension checks and are followed by a summary writing task that provides a performance-based assessment of comprehension. Students then engage in a Critical Reading task in which they are called on to do higher level evaluation or interpretation. See Grade 9 Unit 1 Lesson 1 Work Time for activities to help students advance.
- 2) The *iLit* literacy program is based on proven instructional design that combines modeling, direct instruction, and guided practice to give students the strategies they need to succeed in both reading and writing. The program is delivered on multiple devices (iOS, Android, Windows, and web browser) and designed with touchscreen use for optimal efficiency, engagement, and tracking. With the complete tracking program in *iLit*, teachers can use the data to inform and adapt instruction with the program. To support those at the beginning levels of language growth, students have access to dictionaries, picture dictionaries, and translation capabilities in 44 languages that adapt text. See Grade 9 Unit 1 Lesson 1 Work Time for activities such as the Interactive Reading Routine that help students advance.
- 3) By the nature of the program, *iLit* is loaded with the tools teachers need to monitor performance, provide support, and adapt instruction. Teachers can access class data with the teacher app's Performance Dashboard. From such data, they can adjust the materials and provide support in needed areas of instruction. The program is designed to be totally flexible to meet individual needs and promote skill acquisition. See the Work Time section in the Lessons to see how the structure is systematically presented in the program.

D. Accessibility to Grade Level Content

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| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | No |
| 2) Is grade-level content accessible for the targeted | Yes | No |

levels of language proficiency?

- 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)** In the selection of the Read Aloud, Think Aloud and Independent Reading Library materials, nonfiction materials focusing on social studies (history and geography), science (earth, life, and physical), mathematics, and literature were selected. There is a focus on the STEM topics for Science, Technology, Engineering, and Mathematics. The content is grade level appropriate and designed to address the learning style and skills of the reader. The interactive program keeps everyone involved in the learning process both linguistically and developmentally. The Read Aloud, Think Aloud is always on grade level, thus ensuring students are exposed to on-grade level content. See the Read Aloud, Think Aloud section in Unit 1 Lessons 1 to 5 for examples.
- 2)** Because the program is designed to identify the level of the learner and place the learner at the correct level of language proficiency, the varied content selections are found at all levels and are accessible to all learners. The variety of leveled support activities and the interactive nature of the program helps to create instruction for the targeted levels of language proficiency. See the Read Aloud, Think Aloud section in Unit 1 Lessons 1 to 5 for examples and the 45-Minute Lesson Plan and the ELL icons in the lesson sections that show instruction is accessible to all.
- 3)** The lessons in the program have been developed to work with all aspects of learning in various modalities that guide the learner to master the specific skills. Exploring each type of Work Time lesson shows the extensive mixture of lessons with interesting learning tools available to motivate students. See the Read Aloud, Think Aloud section in all Units of the level and the 45-Minute Lesson Plan and the ELL icons within the lesson sections to see how the grade-level content is systematically presented.

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.

response for this section. Provide descriptions, not just page numbers.

- 1)** The selections in the program reflect the areas from curriculum-based instruction for state and local content standards. The many nonfiction texts across the program (Read Aloud, Think Aloud and the Independent Reading Library) deal with the curriculum content topics related to math, science, or social studies. See the Grade 6 Online Planner for representative titles: *Saving the Colorado Delta River*, *Holding Back the Desert*, *Are People Ruining Antarctica?* These titles represent some of the varied science and social studies content included in the program at every grade level.
- 2)** The program provides easy access to identify the learner's level. *iLit* then strives to identify the appropriate lessons to cover content. In order to present instruction with highly engaging lessons appropriate to a student's functional level, the program provides feedback with reteaching as necessary, and provides opportunities to apply critical thinking skills in a variety of content. Students also have access to a vast collection of books that are searchable by content and key word. See Grade 9 Unit 2 for the following content area titles "What Are Friends For?" expository nonfiction, *We Beat the Street* narrative nonfiction, "Fish Cheeks," nonfiction memoir, "Furball Therapy" expository nonfiction. All readers can be involved in using the content and language.
- 3)** In the *iLit* program, curriculum from many content areas is included and was selected based on various topics to make language learning a real-world experience. The design of the program includes using content topics throughout the lessons in the grades. Every unit has an assortment of topics related to content. Review the Grade 9 listing above for representative content selections.