
# PRIME V2™

## Protocol for Review of Instructional Materials for ELLs V2

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## WIDA PRIME V2 CORRELATION

WIDA™

WIDA® CONSORTIUM PRIME V2™

# Introduction to PRIME

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

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

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

## New in This Edition

**PRIME has been expanded to include**

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

## Primary Purposes

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

## Primary Audience

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

**At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of**

**language learners, both in the U.S. and internationally, as they pertain to products.**

## Overview of the PRIME Process

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

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

## PRIME at a Glance

| 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):** **i-Ready Instruction**

**Publisher:** Curriculum Associates

**Materials/Program to be Reviewed:** i-Ready Instruction

**Tools of Instruction included in this review:** Student and teacher online program and instructional resources.

**Intended Teacher Audiences:** Curriculum Advisors, Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

**Intended Student Audiences:** Grades K-8

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

**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 Mathematics, & The Language of Language Arts**

**WIDA Language Proficiency Levels included:** WIDA's Language Proficiency Levels are not explicitly identified in the materials, however, the materials do cover a similar range of levels. The materials assess student level, instructional needs, and differentiate content using the labels Below Level, On Level, and Above Level.

**Most Recently Published Edition or Website:** curriculumassociates.com

**In the space below explain the focus or intended use of the materials:**
Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products. A single K–12 adaptive Diagnostic for reading and mathematics pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. i-Ready provides rigorous, on-grade level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs. i-Ready Instruction provides personalized student instruction targeted to students' unique areas of need and mobile apps to boost achievement.

# PRIME Part 2: Correlate Your Materials

## 1. Asset-Based Philosophy

### A. Representation of Student Assets and Contributions

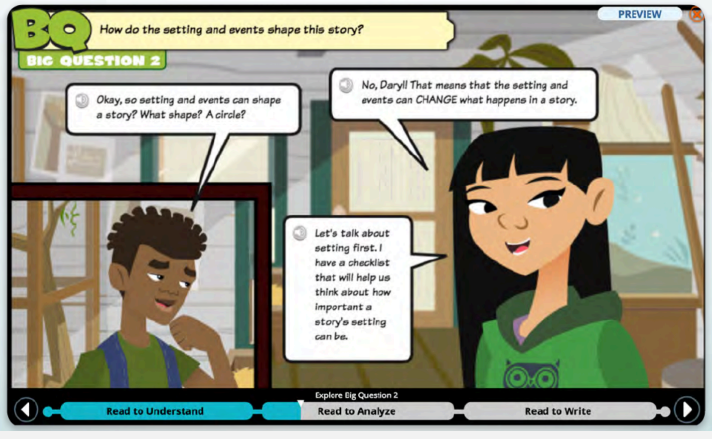
The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

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) i-Ready Instruction considers student assets and contributions by presenting interactive content that communicates directly with the student using relatable avatars that guide instruction and model skills. Avatars change in grade levels to reflect the ages of the student users and are diverse and stylized to depict personalities that are relatable. In older grades, the program uses social media style messaging that includes the student in conversations with the characters. Students text responses to questions posed by i-Ready Instruction characters, in a process that engages while deepening understanding of content. In upper level quick writing activities, students use an emoticon wheel to express their opinion about what they've read, or to say whether they agree or disagree with ideas in the text and explain why they feel this way.
See examples:


2) Students assets and contributions are systematically considered throughout the program. The examples presented in part 1 are representative of how the characters connect to the student to support a connection to the content. In addition, the resource *Tools for Instruction* provide mini-lessons that engage students in making connections between text and self and text and the world.

## Three Ways to Teach

### Making Connections: Text-to-Self 10-15 minutes

The easiest type of connection to make is a text-to-self connection. Use this activity as a model to help students practice the strategy.

- Explain to students that making personal connections to a text can help them better understand the text.
- Use a think-aloud to model two versions of a personal connection. Refer to a familiar story, such as *Because of Winn Dixie* by Kate DiCamillo. Use these questions.
  - What does this story remind you of in your life?
  - How is this similar to or different from your life?
  - Can you relate to the characters? If so, how?

**Connection 1:** Opal's experience of moving to a new town reminds me of something in my life. I had to move when I was in fourth grade, and I didn't like my new home. Like Opal, I didn't have any friends at first and was pretty lonely. My connection to my experience helps me better understand Opal's feelings and reactions.

**Connection 2:** I know someone named Opal.

Discuss both connections with students. Explain that the first connection helps you deepen your understanding of the story. The second connection is superficial and doesn't help you understand the story better. Point out that students will probably make both kinds of connections, but they should focus more on the connections that help them understand the story. Provide the **Connections Journal** (page 3) or the **Connections Chart** (page 4) to help students make connections as they read.

### Making Connections: Text-to-World 10-15 minutes

When students make text-to-world connections, they connect information from a text to something they've noticed in the real world. The real world can be something students have seen on TV, a conversation they've heard, or a current/historical topic they know about.

- Use a think-aloud to model a text-to-world connection to a familiar story, such as *The Keeping Quilt* by Patricia Polacco. Use these questions.
  - What does this remind you of in the real world?
  - How is this text similar to or different from things that happen in the real world?
  - How does this text relate to the world around me?

In the book *The Keeping Quilt*, Great-Gramma Anna tells about how she came to the United States from Russia as a small child. That reminds me of what I've heard on TV about people who want to come live in the United States but can't. I think it's hard to get permission to live in the United States now. I bet that's hard for people who don't have easy lives in other countries and wish they could come here.

Point out to students how your connection goes beyond a personal connection and extends to the larger world. Encourage students to make text-to-world connections as they read. Provide the **Connections Journal** (page 3) or the **Connections Chart** (page 4) to help students make connections as they read.

### Check for Understanding

| If you observe... | Then try... |
|---|---|
| difficulty making meaningful connections | asking students how their connection helps them better understand the story. If they can't identify how their connection helps them understand the story, ask them to think of a stronger connection. Students may need to practice thinking of meaningful connections. |

# 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

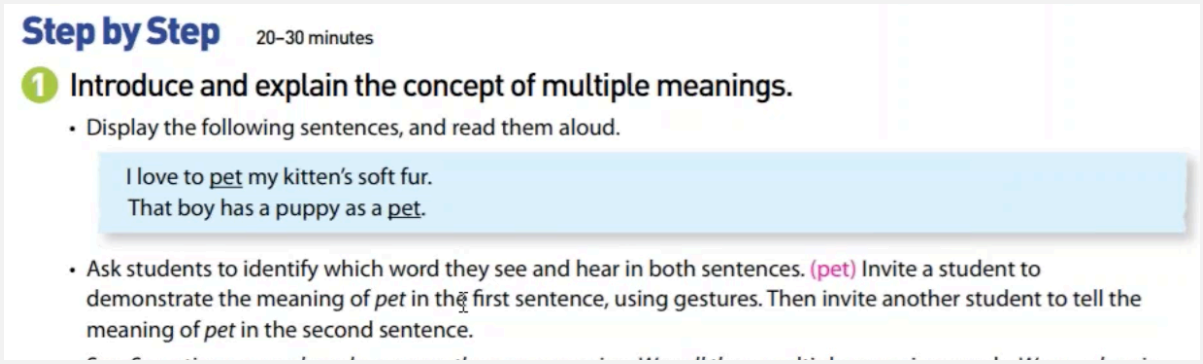
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1) i-Ready instruction consistently includes language features at the discourse level for all targeted proficiency levels. The i-Ready Instruction online program presents instruction with discourse between characters, which then extends to exchanging discourse with the student learner through messaging. Throughout the discourse the narration is supported with audio, interactive animations, graphics and written supports. Practice activities weave in and out of the ongoing narration and discourse. Additionally, the *Tools for Instruction* classroom extension lessons include consistent peer and group discourse, discussions, and cooperative activities. Lessons are supported with scaffolds like language frames, graphic organizers and models to support students working in multiple levels.

2) Language features at the discourse level are presented systematically throughout the program. View representative examples of the discourse related features described in part 1.

Characters talk to each other and communicate to the student. View representative examples:

Each *Tools for Instruction* classroom lesson contain multiple opportunities to discuss and work cooperatively.
Multiple Meaning Words, K-1:



**Step by Step** 20–30 minutes

**1 Introduce and explain the concept of multiple meanings.**

- Display the following sentences, and read them aloud.

> I love to pet my kitten's soft fur.
> That boy has a puppy as a pet.

- Ask students to identify which word they see and hear in both sentences. (pet) Invite a student to demonstrate the meaning of *pet* in the first sentence, using gestures. Then invite another student to tell the meaning of *pet* in the second sentence.

- Discuss the different meanings of the target word, and then help students substitute the meanings into each sentence to determine which meaning makes sense. Guide them to use context clues to make educated choices about the meaning of the word in each sentence.

**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.*

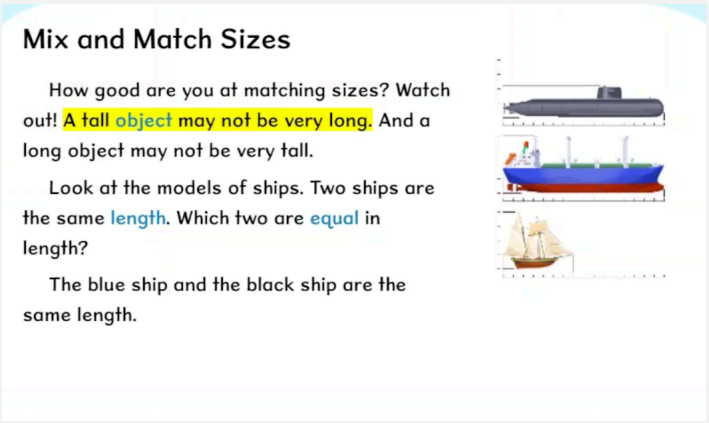
1) i-Ready Instruction addresses language features at the sentence level for all proficiency levels throughout the program. Instructional language is audio supported and presented as a narrative with animated characters in both reading and math

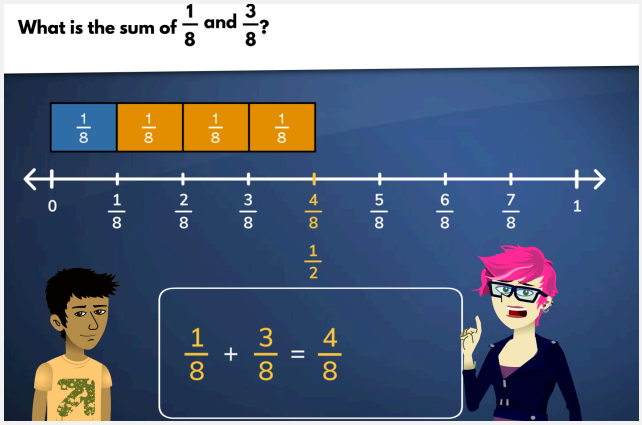
lessons. Readings provide sentence level practice and are supported with graphics, illustrations, animations, models, and skill building activities. Sentence level communication between characters and students includes listening to the conversations, writing in response to the conversations, and messaging between student to program and character to character. Sentence level writing lessons are found in the online lessons as well as in the *Tools for Instruction* classroom extension resources. *Tools for Instruction* also includes cooperative sentence level features like discussions, group work, and interactive projects.

2) Sentence dimension language features are grade level appropriate and supported with scaffolds and supports to differentiate instruction for all proficiency levels. Language instruction includes scaffolds like language frames, guided questioning, leveled questions, cooperative learning, specific differentiated instruction, and are supported with interactive, sensory and graphic supports.

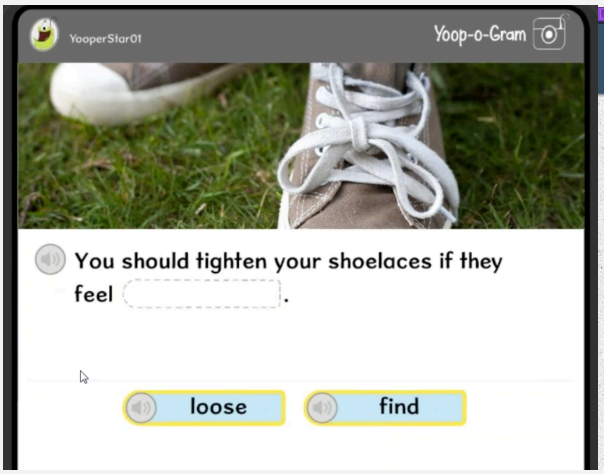
3) i-Ready Instruction presents sentence level features systematically in every online and classroom extension lesson. Instruction, readings, practice activities, and assessments are sentence level throughout the program. View example sentence level activities and their supports:

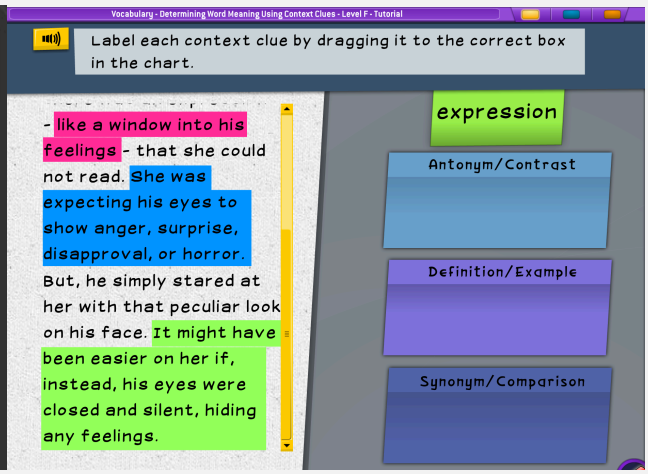
Reading and math instruction are presented with graphics, models, and sentence level audio support.




Practice and assessments are sentence level and include audio and graphics.



**C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])**

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

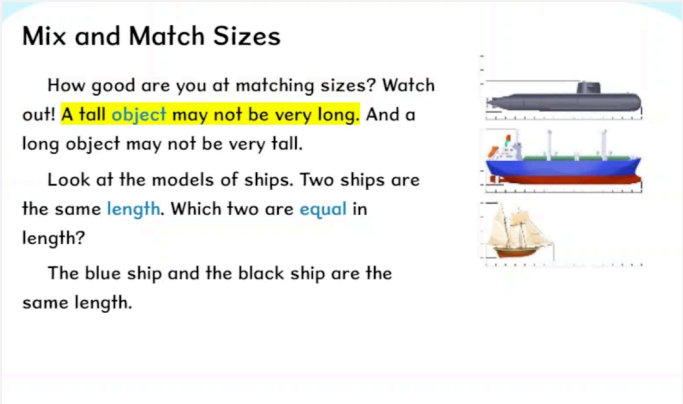
2) **Are words, expressions, and phrases represented in context?** Yes No

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

4) **Is the general, specific, and technical[2] 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) i-Ready Instruction consistently addresses language features at the word/phrase level in every lesson. Vocabulary is presented in a systematic routine in every lesson following the instructional model- I do, You do, We do. New terms are introduced in a reading passage and followed with supported instruction and guided practice. See examples from a K-1 lesson:



Mix and Match Sizes

How good are you at matching sizes? Watch out! A tall object may not be very long. And a long object may not be very tall.

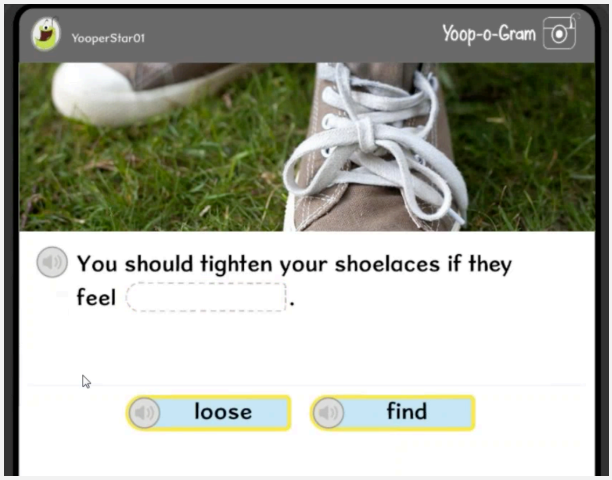
Look at the models of ships. Two ships are the same length. Which two are equal in length?

The blue ship and the black ship are the same length.

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

The program models pronunciation with consistent audio supports, and students are asked to repeat the word aloud to encourage word production. Instruction includes interactive animations and graphics that describe word meaning in context, with Spanish language supports.

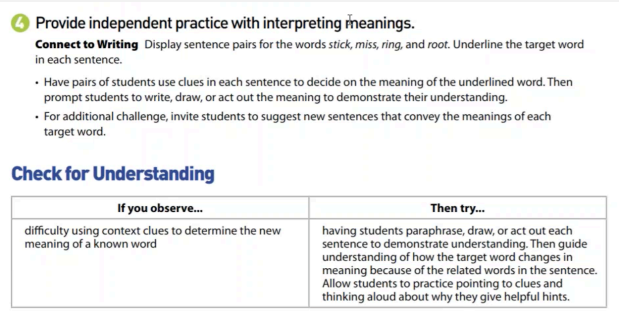

Vocabulary lessons end with sentence level practice and adding new words to the on-going interactive and graphically supported word journal.





*Tools for Instruction* classroom vocabulary and word study lessons provide additional practice in a group setting with discussions, writing connections, and interactive activities.

Multiple Meaning Words, K-1



Provide independent practice with interpreting meanings.

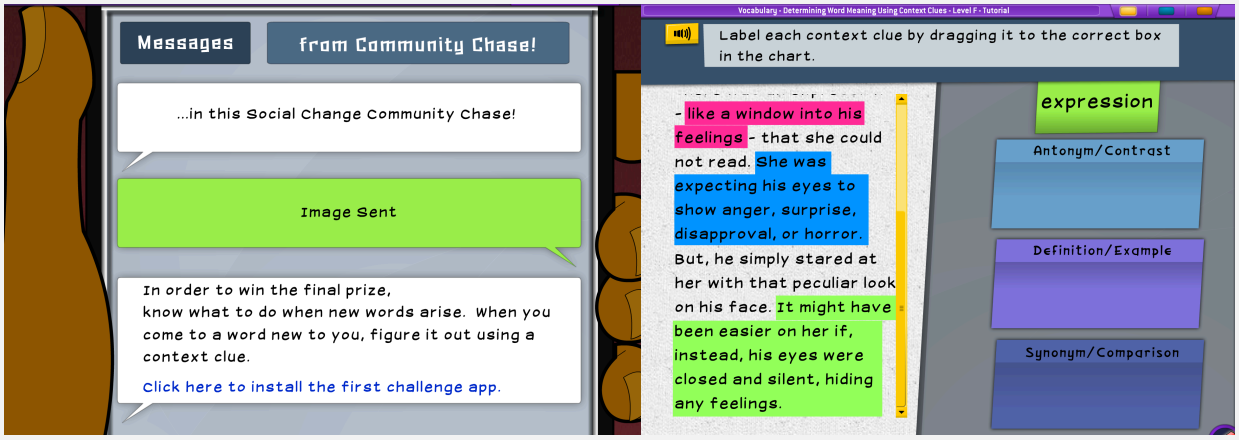
**Connect to Writing** Display sentence pairs for the words *stick, miss, ring,* and *root*. Underline the target word in each sentence.

- Have pairs of students use clues in each sentence to decide on the meaning of the underlined word. Then prompt students to write, draw, or act out the meaning to demonstrate their understanding.
- For additional challenge, invite students to suggest new sentences that convey the meanings of each target word.

**Check for Understanding**

| If you observe... | Then try... |
|---|---|
| difficulty using context clues to determine the new meaning of a known word | having students paraphrase, draw, or act out each sentence to demonstrate understanding. Then guide understanding of how the target word changes in meaning because of the related words in the sentence. Allow students to practice pointing to clues and thinking aloud about why they give helpful hints. |

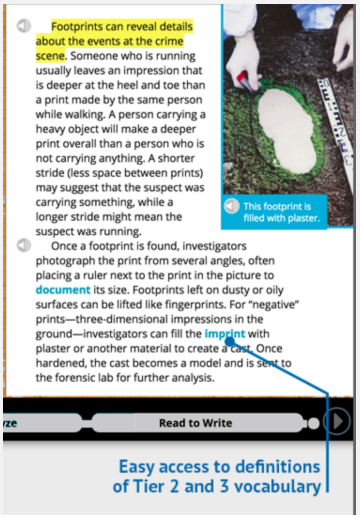
2) Words, expressions, and phrases are presented in context throughout online i-Ready Instruction and practice. Specific lessons are presented that focus on determining meaning using context clues are presented to students to practice and apply using context to determine word meaning. View example from Grade 2 Reading:



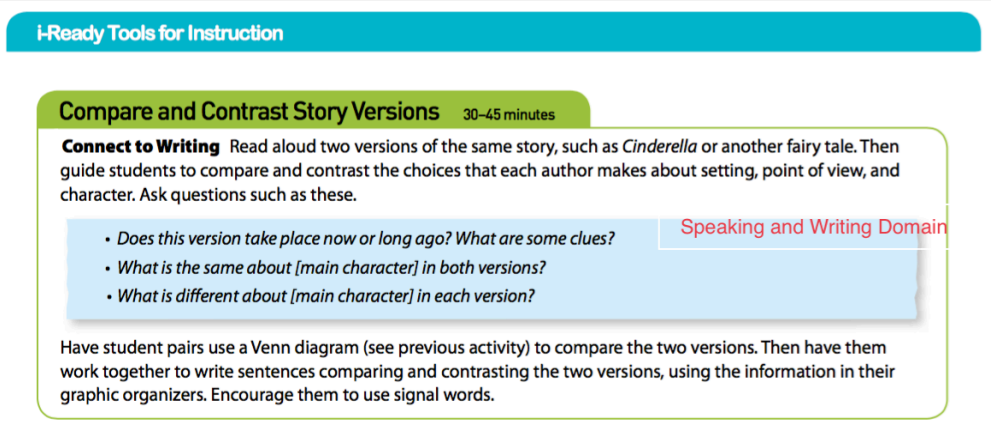

In addition, *Tools for Instruction* vocabulary classroom lessons offer additional practice using context clues with peer and group discussions and cooperative activities.

3) i-Ready Instruction presents general, specific, and technical language throughout the program, and terms are made accessible to all targeted proficiency levels with embedded and routine supports. Lessons include math, science, art, and social studies connections giving opportunity for a large range of word/phrase and language study. To help support content for all targeted language levels, lesson instruction includes graphic, sensory and interactive supports. For example, in the first vocabulary example presented part 1, cross content vocabulary is presented with audio, models, graphics, interactive animations and context-oriented practice.

4) General, specific, and technical language are presented in a consistent and systematic manner throughout the program. Specific and technical language is presented in the math content and cross content connections found in the reading lessons. View example:



General language is practiced throughout the lesson sessions and in cooperative activities and discussions in the *Tools for Instruction* classroom lessons.




# 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

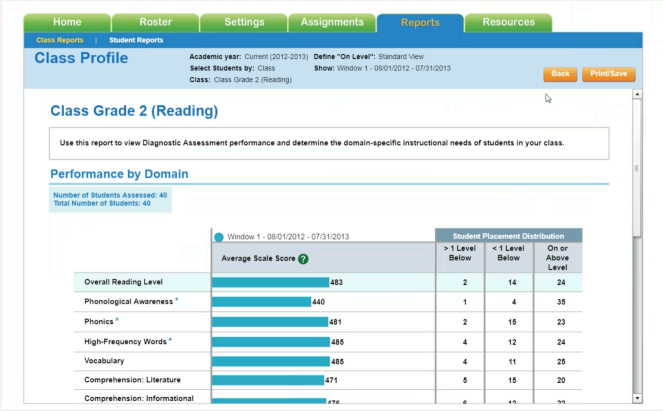
3) **Is differentiation of language systematically addressed throughout the materials?** Yes No

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

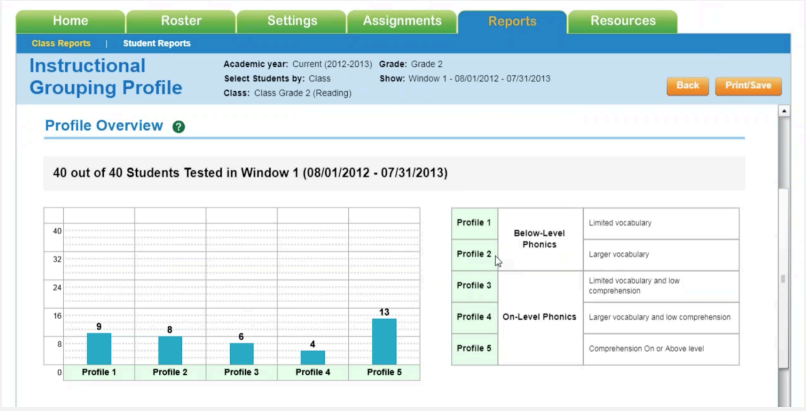
1) WIDA's Language Proficiency Levels are not explicitly identified in the materials, however, the materials do cover a similar range of levels. The materials assess student level, instructional needs, and differentiate content using the labels Below Level, On Level, and Above Level. Students take a diagnostic test and are placed into grade level instruction that is customized to their level and instructional needs. Lessons include interactive, sensory, language, and graphic supports and personalized differentiation of content to assist learners working below level. Students are assessed at the end of each lesson and receive ongoing progress monitoring and targeted supports.

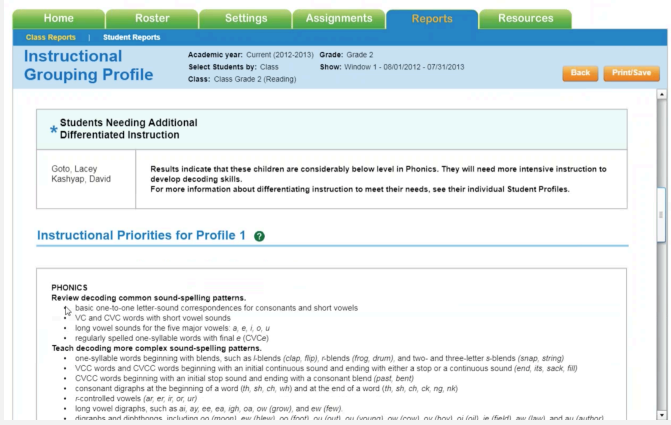
In addition, the program includes an adaptive K–12 diagnostic and growth measure tool that individualizes student instruction to help teachers personalize instruction for every child.

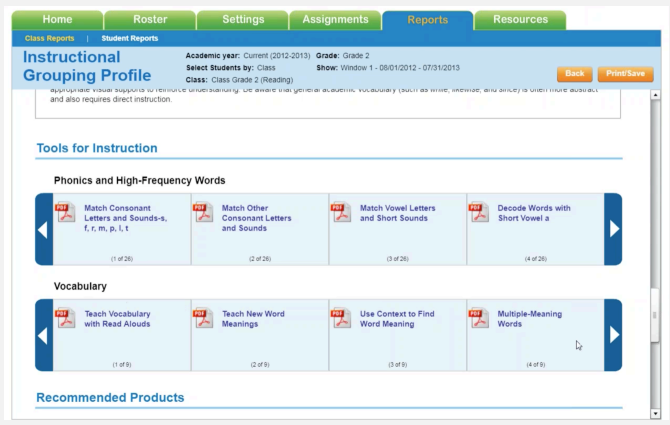
2) Differentiation of content is developmentally and linguistically appropriate for the designated language levels. Before students start the program, a diagnostic test notes the students grade level and assesses which level the student is working in and what sub-skills for reading and math need to be addressed to bring the student up to grade level. The diagnostic results are made available to the teacher with suggestions on individual needs and classroom grouping with *Tools for Instruction* lessons to help close students gaps or accelerate their learning. *Tools for Instruction* lessons are 15-30 minutes in class mini-lessons that teachers deliver to meet those specific skills. See examples of how the data is presented to the teacher in the following sequential screen shots:
In the Reports area of the teacher's account, the teacher can view the results of the diagnostic test for the entire class.



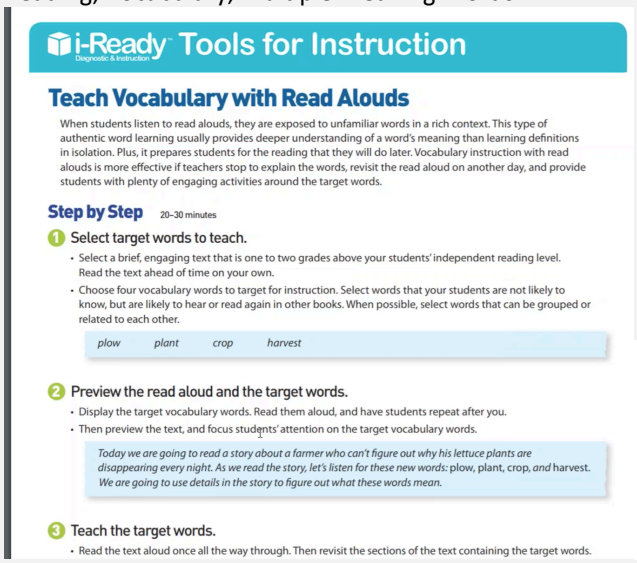

The program groups the students into 5 profiles (levels) for each targeted skill, and then provides specific instructional needs for each profile and *Tools for Instruction* lessons for targeted classroom skill development.






*Tools for Instruction* are small group lessons, presented as downloadable pdf's, that guide teachers through the lesson using modeling, sentence frames, cooperative activities, graphic organizers, and specific English Language Learners supports. Each ends with a *Check for Understanding* feature that offers further differentiated support. Mobile apps provide additional independent practice that addresses key skills. View an example *Tools for Instruction* lesson:
Reading, Vocabulary, Multiple Meaning Words:



i-Ready Tools for Instruction

## Teach Vocabulary with Read Alouds

When students listen to read alouds, they are exposed to unfamiliar words in a rich context. This type of authentic word learning usually provides deeper understanding of a word's meaning than learning definitions in isolation. Plus, it prepares students for the reading that they will do later. Vocabulary instruction with read alouds is more effective if teachers stop to explain the words, revisit the read aloud on another day, and provide students with plenty of engaging activities around the target words.

### Step by Step 20–30 minutes

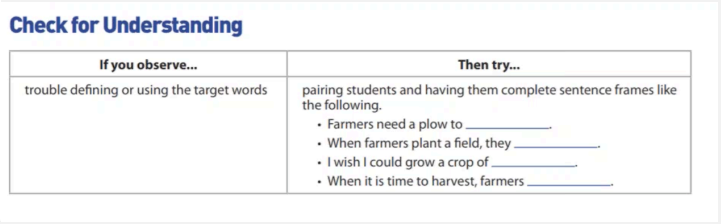
1. Select target words to teach.
   - Select a brief, engaging text that is one to two grades above your students' independent reading level. Read the text ahead of time on your own.
   - Choose four vocabulary words to target for instruction. Select words that your students are not likely to know, but are likely to hear or read again in other books. When possible, select words that can be grouped or related to each other.

   *plow* *plant* *crop* *harvest*

2. Preview the read aloud and the target words.
   - Display the target vocabulary words. Read them aloud, and have students repeat after you.
   - Then preview the text, and focus students' attention on the target vocabulary words.

   *Today we are going to read a story about a farmer who can't figure out why his lettuce plants are disappearing every night. As we read the story, let's listen for these new words:* plow, plant, crop, *and* harvest. *We are going to use details in the story to figure out what these words mean.*

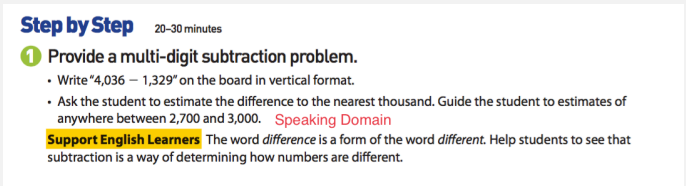
3. Teach the target words.
   - Read the text aloud once all the way through. Then revisit the sections of the text containing the target words.



### Check for Understanding

| If you observe... | Then try... |
|---|---|
| trouble defining or using the target words | pairing students and having them complete sentence frames like the following.<br>• Farmers need a plow to _____.<br>• When farmers plant a field, they _____.<br>• I wish I could grow a crop of _____.<br>• When it is time to harvest, farmers _____. |

Math, Numbers and Operations:



### Step by Step 20–30 minutes

1. Provide a multi-digit subtraction problem.
   - Write "4,036 − 1,329" on the board in vertical format.
   - Ask the student to estimate the difference to the nearest thousand. Guide the student to estimates of anywhere between 2,700 and 3,000. Speaking Domain

   **Support English Learners** The word *difference* is a form of the word *different*. Help students to see that subtraction is a way of determining how numbers are different.

3) Differentiation is built into the i-Ready Instruction program systematically throughout the program. The examples presented in part 2 are representative of the diagnostic system and leveled differentiation presented in i-Ready. These supports include language frames to support peer discussions, models, classroom manipulatives, pictorial examples, graphic organizers, guided questioning, and cooperative activities. In the online program, students are supported in every lesson

with instructional scaffolds that assist learning in every lesson. These include graphic supports, interactive learning, audio, animations, and adaptive personalized learning.

## 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

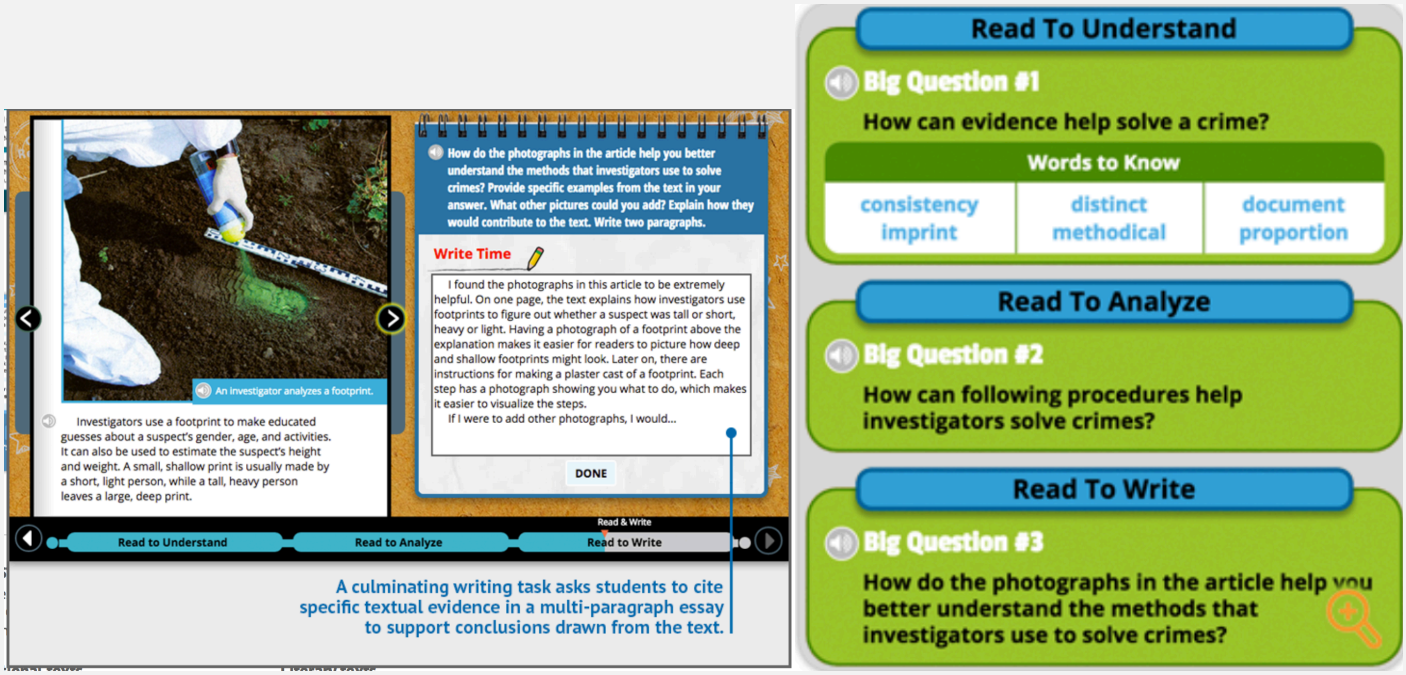
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1) Listening, speaking, reading, and writing language domains are practiced throughout the i-Ready Instruction program. The reading program exposes students to non-fiction and fiction texts in a variety of genres with a range of content connections. Texts provide age appropriate interesting content with challenging ideas, are drawn from sources like National Geographic and include modern award-winning authors and classic books of fiction. Each lesson contains multiple opportunities to write about the text in quick writes, and a cumulative writing task where students demonstrate understanding of the text. The online program is fully supported with audio. Characters communicate and guide instruction in a lesson narrative that provide an audio immersive environment throughout the program. All language domains are practiced in the classroom lessons *Tools for Instruction*. Students work in small groups on specific skill development lessons that include cooperative activities and discussions.

2) Students begin the i-Ready program by taking a diagnostic test which places learners on their own personalized learning path working at their exact level. Lessons are guided, supply corrective feedback and are supported with sensory, graphic, and interactive scaffolds to assist comprehension of content. In addition, i-Ready diagnostic reports provide teachers with classroom lessons called *Tools for Instruction* that target skill development based on the student needs.

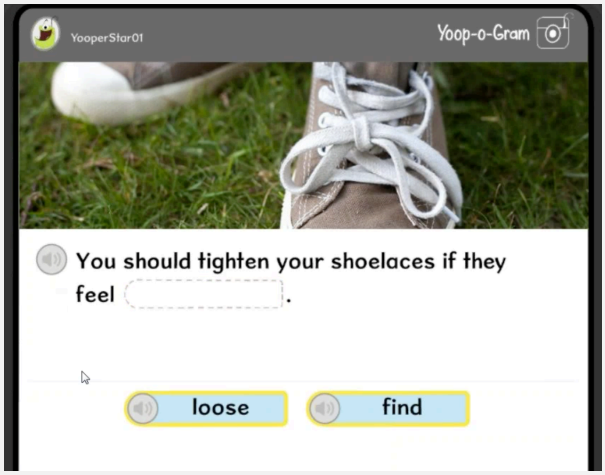
3) Reading, Writing, Listening, and Speaking are systematically presented in each lesson. Students listen, respond, read, and write in repeating instructional routines. View representative examples:

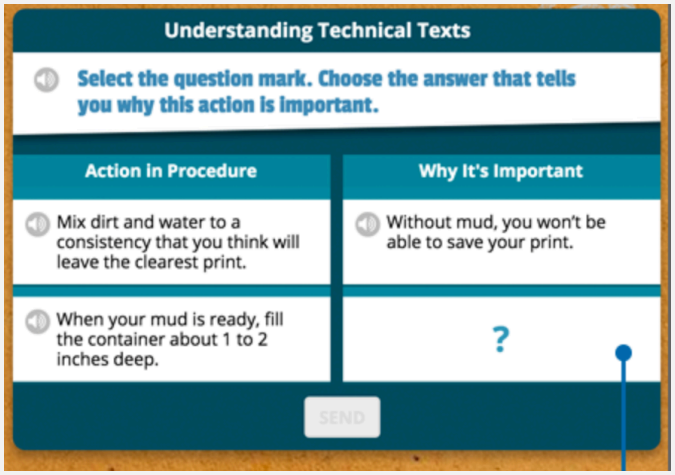
Reading & Writing:



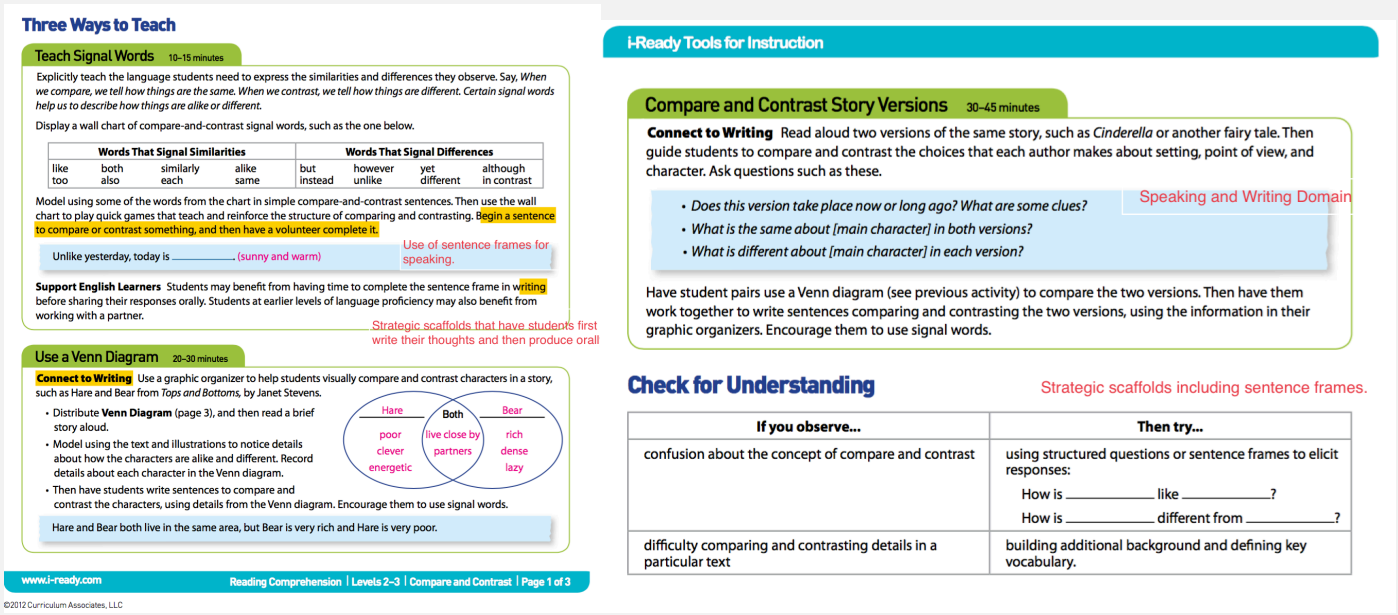

Listening & Speaking:

The program in supported with audio throughout every lesson.



*Tools for Instruction* lessons include opportunities for discussions and cooperative learning.



### Three Ways to Teach

**Teach Signal Words** 10–15 minutes

Explicitly teach the language students need to express the similarities and differences they observe. Say, *When we compare, we tell how things are the same. When we contrast, we tell how things are different. Certain signal words help us to describe how things are alike or different.*

Display a wall chart of compare-and-contrast signal words, such as the one below.

| Words That Signal Similarities | | | | Words That Signal Differences | | | |
|---|---|---|---|---|---|---|---|
| like | both | similarly | alike | but | however | yet | although |
| too | also | each | same | instead | unlike | different | in contrast |

Model using some of the words from the chart in simple compare-and-contrast sentences. Then use the wall chart to play quick games that teach and reinforce the structure of comparing and contrasting. Begin a sentence to compare or contrast something, and then have a volunteer complete it.

Unlike yesterday, today is _____. (sunny and warm)

Use of sentence frames for speaking.

**Support English Learners** Students may benefit from having time to complete the sentence frame in writing before sharing their responses orally. Students at earlier levels of language proficiency may also benefit from working with a partner.

Strategic scaffolds that have students first write their thoughts and then produce orall

**Use a Venn Diagram** 20–30 minutes

**Connect to Writing** Use a graphic organizer to help students visually compare and contrast characters in a story, such as Hare and Bear from *Tops and Bottoms*, by Janet Stevens.

- Distribute **Venn Diagram** (page 3), and then read a brief story aloud.
- Model using the text and illustrations to notice details about how the characters are alike and different. Record details about each character in the Venn diagram.
- Then have students write sentences to compare and contrast the characters, using details from the Venn diagram. Encourage them to use signal words.




Hare and Bear both live in the same area, but Bear is very rich and Hare is very poor.





### i-Ready Tools for Instruction

**Compare and Contrast Story Versions** 30–45 minutes

**Connect to Writing** Read aloud two versions of the same story, such as *Cinderella* or another fairy tale. Then guide students to compare and contrast the choices that each author makes about setting, point of view, and character. Ask questions such as these.

- *Does this version take place now or long ago? What are some clues?*
- *What is the same about [main character] in both versions?*
- *What is different about [main character] in each version?*

Speaking and Writing Domain

Have student pairs use a Venn diagram (see previous activity) to compare the two versions. Then have them work together to write sentences comparing and contrasting the two versions, using the information in their graphic organizers. Encourage them to use signal words.

### Check for Understanding

Strategic scaffolds including sentence frames.

| If you observe... | Then try... |
|---|---|
| confusion about the concept of compare and contrast | using structured questions or sentence frames to elicit responses:<br>How is _____ like _____?<br>How is _____ different from _____? |
| difficulty comparing and contrasting details in a particular text | building additional background and defining key vocabulary. |

# 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.

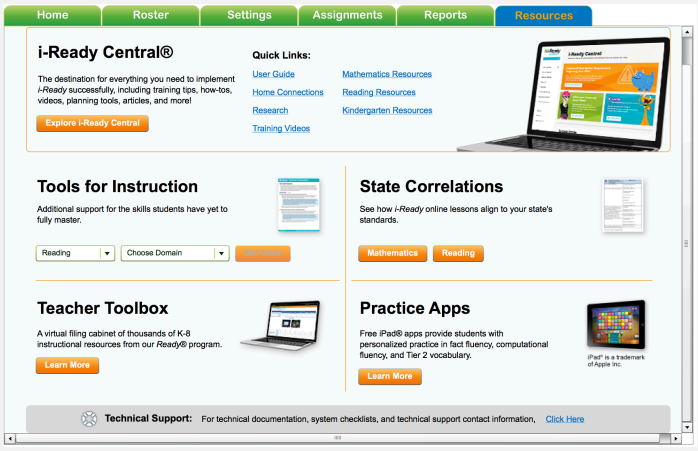
## A. Connection to State Content Standards and WIDA Language Development Standards

| | | |
|---|---|---|
| **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 |

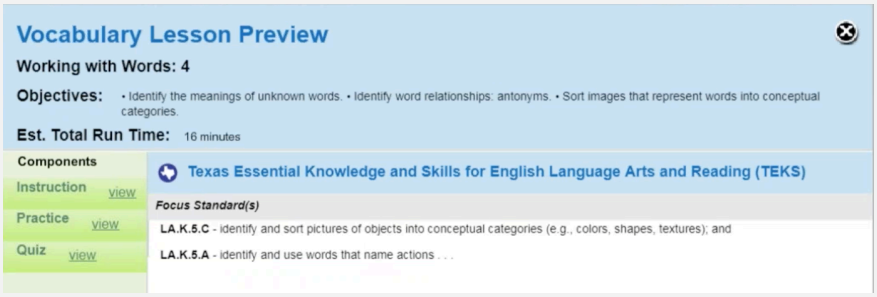
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1) i-Ready Instruction lessons and assessments are built around the Common Core State Standards, and correlate to state standards in all states. Reading instruction covers the main CCSS domains: phonics, phonological awareness, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text. Mathematic instruction covers the main CCSS domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry. Lessons provide explicit instruction across domains, and tasks draw on multiple standards to connect ideas across lessons. Content is linked across grades, and major topics are linked within i-Ready Instruction. In addition, the program provides teachers with insights, driven by data, to help focus classroom instruction to ensure students are on track.

2) All lessons and units are organized around standard aligned content. Correlations to national and state standards are found in the teacher portal home screen. At the very first login, the program asks which state the learner/teacher resides, so that the correct correlations can be listed for lessons.

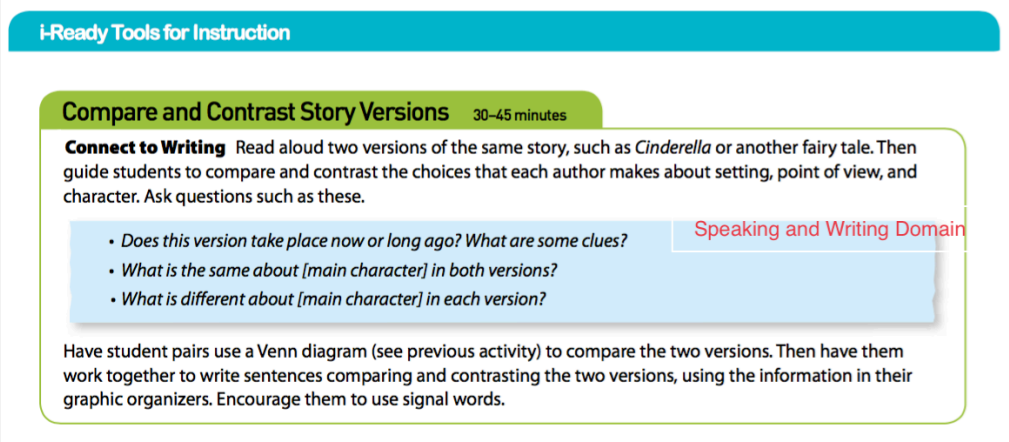


Standards and objectives are also listed in each lesson in the teacher portal. View example:




3) The program systematically integrates social and instructional language to develop language arts and mathematical skills. In the online program, avatars discuss problems with the student using social and instructional language. *Tools for Instruction* lessons are group oriented and include cooperative activities and discourse. View a representative example of the integration of social and instructional language and content area topics:

Reading Comprehension, Levels 2-3, Compare and Contrast:

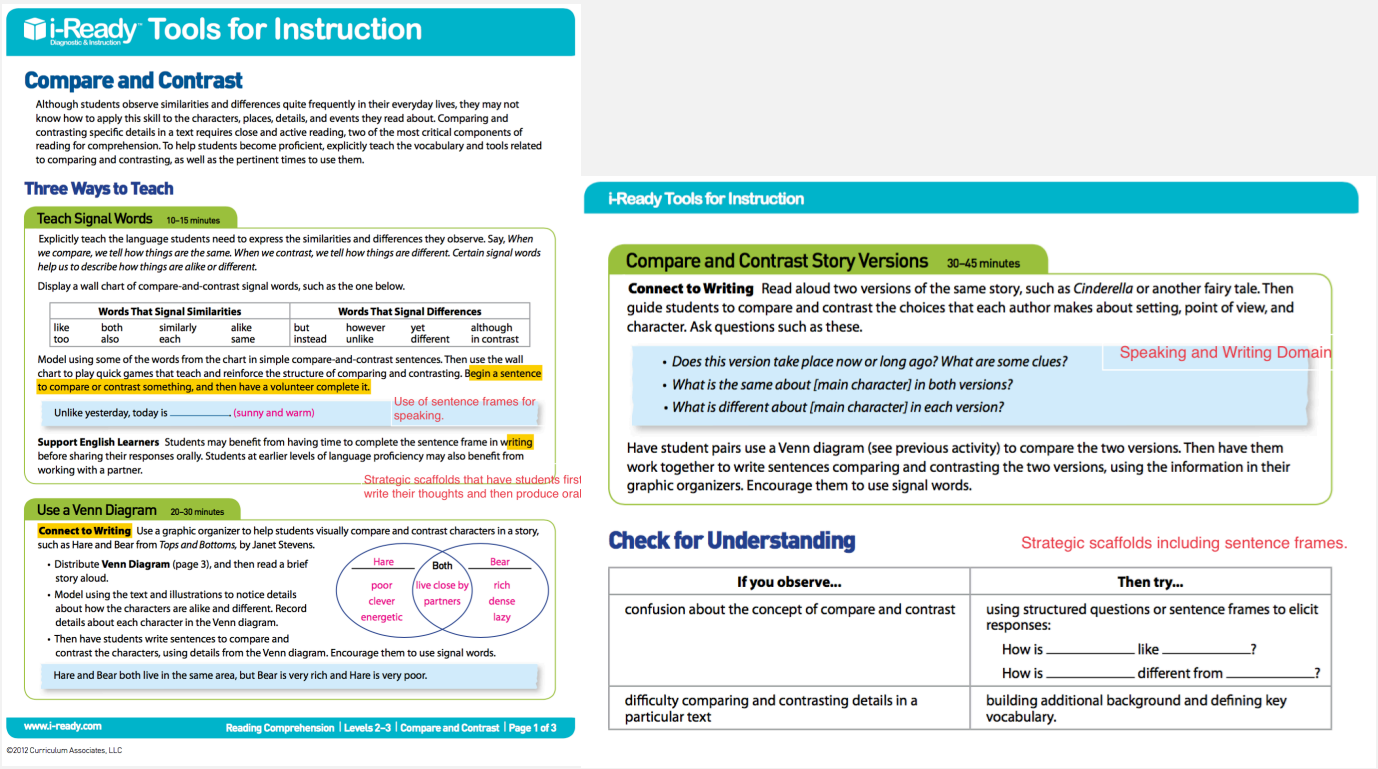



## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

| | | |
|---|---|---|
| **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) i-Ready Instruction presents opportunities for language learners to engage in higher order thinking at all proficiency levels. Students develop skills that practice understanding, comparing, and applying new content and complete activities that require evaluation, organization, synthesizing and analyzing. Activities that employ higher-order thinking are supported with instructional scaffolds that assist learners working at the targeted levels. Examples include graphic organizers, guided instruction, discussions, and on-page corrective feedback. View an example of a *Tools for Instruction* Compare and Contrast lesson that uses a graphic organizer and English language supports to assist comprehension:



i-Ready Tools for Instruction

## Compare and Contrast

Although students observe similarities and differences quite frequently in their everyday lives, they may not know how to apply this skill to the characters, places, details, and events they read about. Comparing and contrasting specific details in a text requires close and active reading, two of the most critical components of reading for comprehension. To help students become proficient, explicitly teach the vocabulary and tools related to comparing and contrasting, as well as the pertinent times to use them.

### Three Ways to Teach

**Teach Signal Words** 10–15 minutes

Explicitly teach the language students need to express the similarities and differences they observe. Say, *When we compare, we tell how things are the same. When we contrast, we tell how things are different. Certain signal words help us to describe how things are alike or different.*

Display a wall chart of compare-and-contrast signal words, such as the one below.

| Words That Signal Similarities | | | | Words That Signal Differences | | | |
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| too | also | each | same | instead | unlike | different | in contrast |

Model using some of the words from the chart in simple compare-and-contrast sentences. Then use the wall chart to play quick games that teach and reinforce the structure of comparing and contrasting. Begin a sentence to compare or contrast something, and then have a volunteer complete it.

Unlike yesterday, today is _____ (sunny and warm)

Use of sentence frames for speaking.

**Support English Learners** Students may benefit from having time to complete the sentence frame in writing before sharing their responses orally. Students at earlier levels of language proficiency may also benefit from working with a partner.

Strategic scaffolds that have students first write their thoughts and then produce oral

**Use a Venn Diagram** 20–30 minutes

**Connect to Writing** Use a graphic organizer to help students visually compare and contrast characters in a story, such as Hare and Bear from *Tops and Bottoms*, by Janet Stevens.

- Distribute **Venn Diagram** (page 3), and then read a brief story aloud.
- Model using the text and illustrations to notice details about how the characters are alike and different. Record details about each character in the Venn diagram.
- Then have students write sentences to compare and contrast the characters, using details from the Venn diagram. Encourage them to use signal words.

Hare: poor, clever, energetic — Both: live close by, partners — Bear: rich, dense, lazy

Hare and Bear both live in the same area, but Bear is very rich and Hare is very poor.

www.i-ready.com Reading Comprehension | Levels 2–3 | Compare and Contrast | Page 1 of 3

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i-Ready Tools for Instruction

**Compare and Contrast Story Versions** 30–45 minutes

**Connect to Writing** Read aloud two versions of the same story, such as *Cinderella* or another fairy tale. Then guide students to compare and contrast the choices that each author makes about setting, point of view, and character. Ask questions such as these.

- *Does this version take place now or long ago? What are some clues?*
- *What is the same about [main character] in both versions?*
- *What is different about [main character] in each version?*

Speaking and Writing Domain

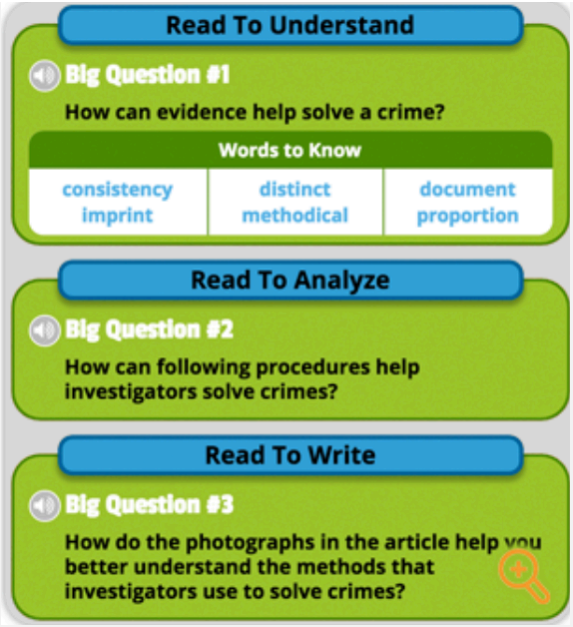
Have student pairs use a Venn diagram (see previous activity) to compare the two versions. Then have them work together to write sentences comparing and contrasting the two versions, using the information in their graphic organizers. Encourage them to use signal words.

### Check for Understanding

Strategic scaffolds including sentence frames.

| If you observe... | Then try... |
|---|---|
| confusion about the concept of compare and contrast | using structured questions or sentence frames to elicit responses:<br>How is _____ like _____?<br>How is _____ different from _____? |
| difficulty comparing and contrasting details in a particular text | building additional background and defining key vocabulary. |

2) i-Ready Instruction presents frequent opportunities for students to engage in higher order thinking activities. For example, each reading lesson has a *Big Question* that provides a complex purpose for the content. Students read the text multiple times in activities that pulls focus to the targeted skill development and answer higher order questions. Questions focus on reading to understand at a literal level, to analyze what the text means, and to write an analysis of the text. View example:




## 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.*

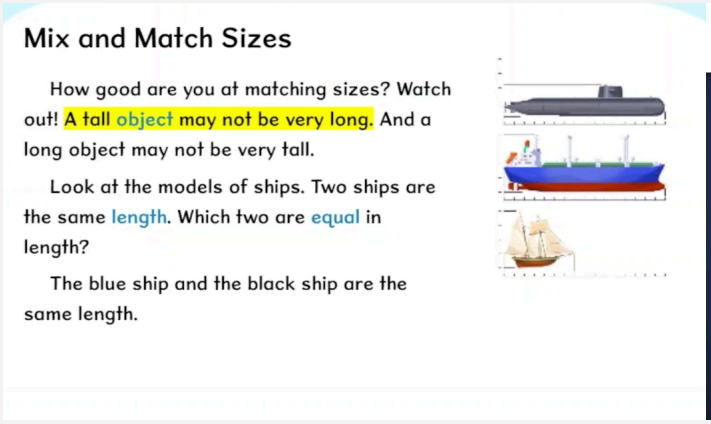
1) i-Ready provides scaffolding supports for students to advance within a proficiency level. A pre-diagnostic test places each student in a personalized learning path, that is targeted at their level. Data collected by the pre-diagnostic test and during the program tracks student progress and provides differentiated *Tools for Instruction* classroom lessons that include cooperative activities. Each lesson incorporates an assortment of multisensory learning supports into each activity. Typical supports include language frames for discussions and writing activities, visuals and graphics, models, guided instructions, cooperative learning, and hands-on learning. Lessons utilize visual supports like interactive characters, Illustrations, and visual models, to aid comprehension. For example, in every lesson students graphically organize information found in the text, such as main ideas and details or causes and effects, in addition to answering multiple-choice and tech-enhanced questions.

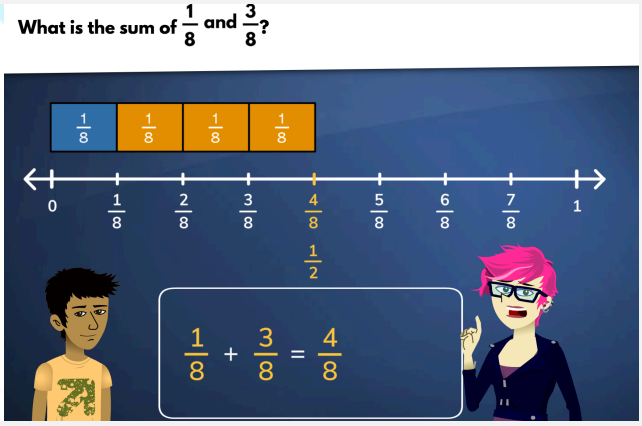
2) The i-Ready Instruction program is designed to help struggling students to develop grade level skills. i-Ready Instruction provides frequent and systematic assessments for teachers to monitor progress throughout the lessons and units. The

adaptive diagnostic measures growth over a period of time and provides a personalized action plan for each student to progress from one proficiency level to the next.

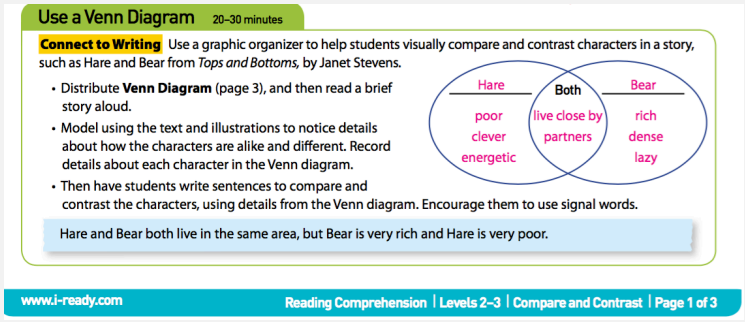
3) Scaffolding supports are presented systematically throughout i-Ready Instruction. The following examples are representative of scaffolds found throughout the program.

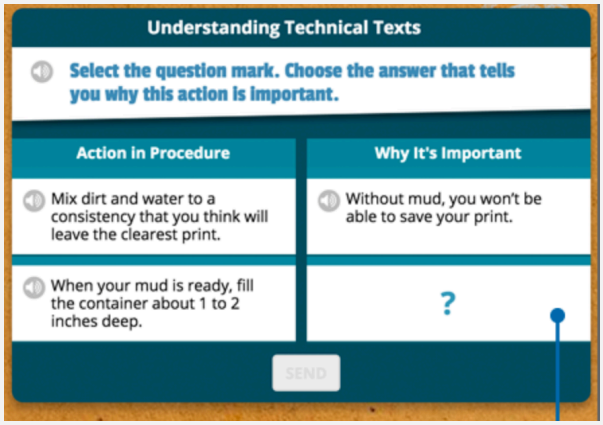
Examples of Models and Graphics:



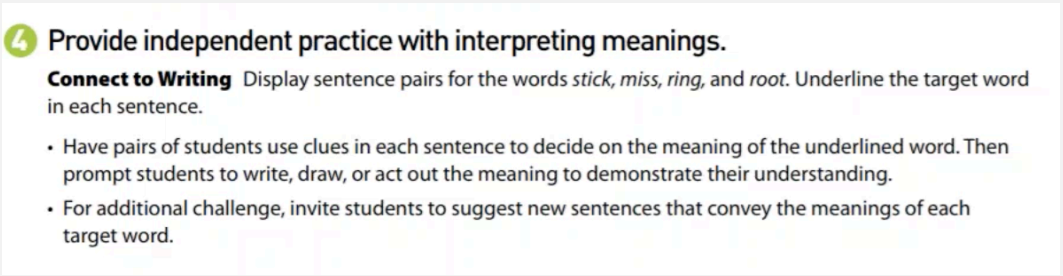




Examples of Graphic Organizers:




Examples of Interactive Supports:
Cooperative and Hands-on Activities, Tools for Instruction, Multiple Meaning Words, K-1

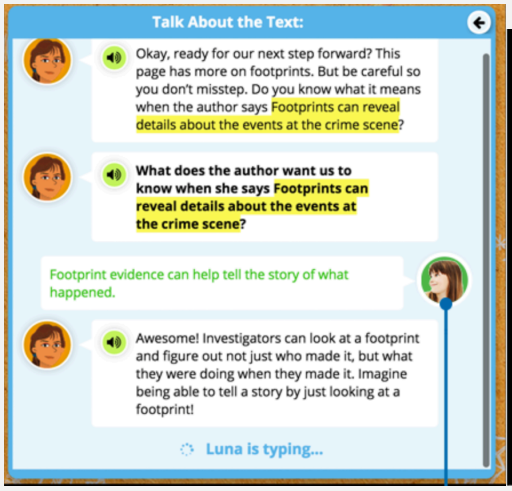


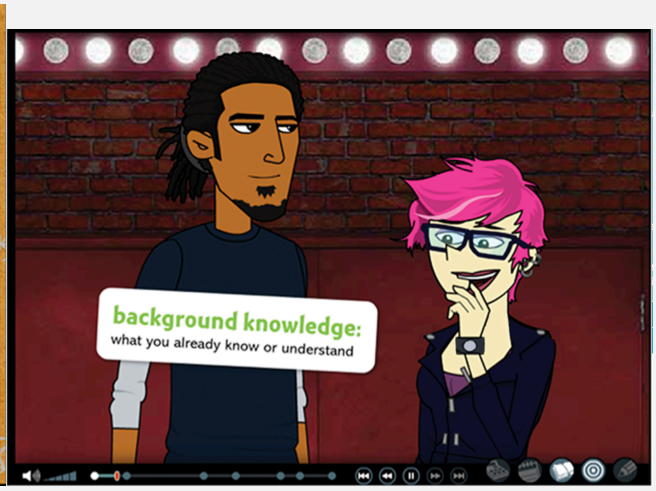
## D. Accessibility to Grade Level Content

| | | |
|---|---|---|
| **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) i-Ready Instruction is grade level organized, correlates to the Common Core State Standards for grades K-8 and is appropriate as an adaptive instructional resource for grades K-12. Each grade level has complete standard coverage in Reading and Mathematics. Students work on grade level, standard aligned content that is supported with personalized differentiation and targeted skill practice. The online program present avatars that look, act, and communicate similar to students of the age of the student. For example, avatars communicate with the student through messaging similar to texting or social media platforms.

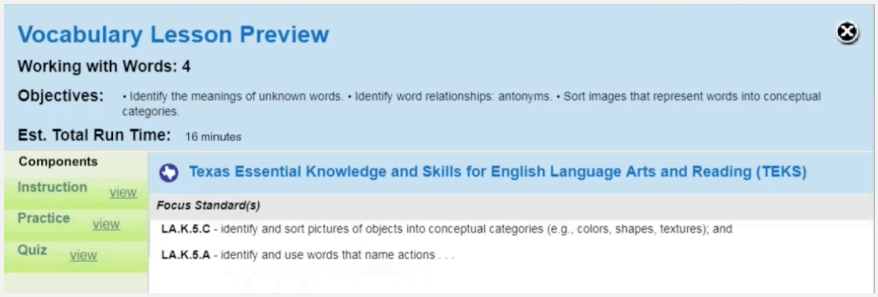



2) Grade level content is made accessible to the targeted proficiency levels by adapting instruction to the needs of each student. Before a student starts the program, a diagnostic test assesses which level the student is working in and what sub-skills need to be addressed to bring the student up to grade level. The student is placed into a personalized learning path that adapts to their ongoing instructional needs. Online instructional supports include interactive, graphic, and sensory scaffolds like animations, interactive models and guided instruction.

3) Grade level and standard aligned content is presented systematically throughout the program. In the teacher portal, grade specific correlations to state and national standards are listed. The examples used in parts 1-2, and representative of the

presentation of content in each grade level text. Grade level standards and objectives are listed in each lesson in the teacher portal. View example:




## E. Strands of Model Performance Indicators

1) **Do materials include a range of language functions?** Yes No

2) **Are the language functions incorporated into a communicative goal or activity?** Yes No

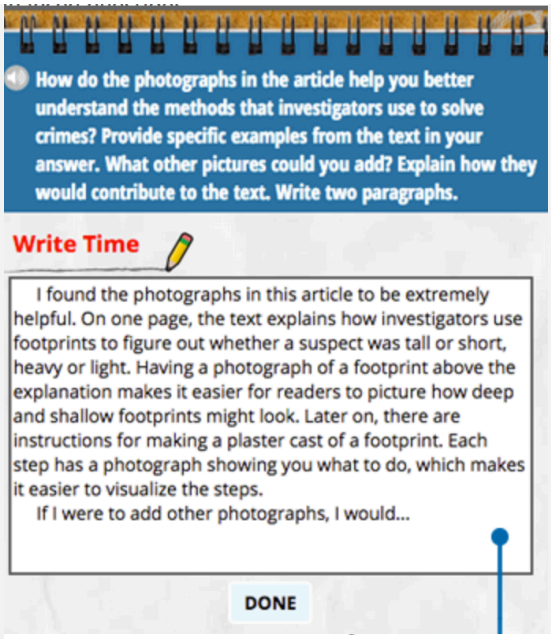
3) **Do the language functions support the progression of language development?** Yes No

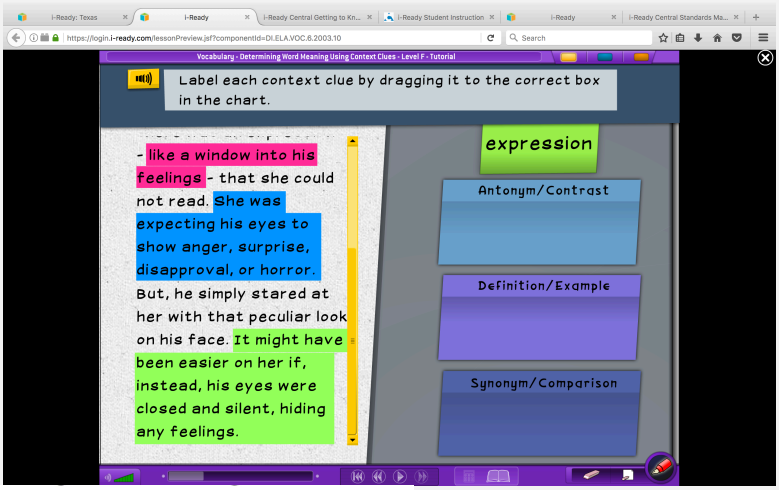
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1) i-Ready Instruction includes WIDA defined language functions throughout each lesson. Language functions like compare, contrast, model, explain, contribute, show, draw, experiment, construct, scale, discuss, label, solve, explore, cause, connect, and apply are used throughout the instructional language. Example activities using language functions include “discuss the different meanings,” or “label the number line.” In addition, vocabulary often contain academic terms that include language functions.

2) Language functions are always attached to a context and used to guide instruction throughout the program. They are used to define the action involved in the activity, in the descriptive instructions, and used to define lesson objectives in each of the item descriptions.

3) Language functions are systematically presented throughout the program. See representative examples:




- Discuss the different meanings of the target word, and then help students substitute the meanings into each sentence to determine which meaning makes sense. Guide them to use context clues to make educated choices about the meaning of the word in each sentence.

## Step by Step 20–30 minutes

### 1 Introduce and explain the concept of multiple meanings.

- Display the following sentences, and read them aloud.

> I love to pet my kitten's soft fur.
> That boy has a puppy as a pet.

- Ask students to identify which word they see and hear in both sentences. (pet) Invite a student to demonstrate the meaning of *pet* in the first sentence, using gestures. Then invite another student to tell the meaning of *pet* in the second sentence.