



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): Exact Path

Publisher: Edmentum

Materials/Program to be Reviewed: Instructor and Student Online curriculum and Teacher's Resources

Tools of Instruction included in this review: Online Program and Teacher Resource Activities

Intended Teacher Audiences: Curriculum Administrators & Teachers Grades K-8

Intended Student Audiences: Grades K-8

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

Check which set of standards will be used in this correlation:

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). The languages of Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies.

WIDA Language Proficiency Levels included: The materials do not differentiate between language proficiency levels

Most Recently Published Edition or Website: <https://www.edmentum.com/products/exact-path>

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

Exact Path is a K-8 online program that utilizes adaptive assessments and targeted learning paths to individualize instruction. Each lesson is standard aligned, paced at students' needs, and structured to give students control over their own educational journeys. Exact Path can be used in classrooms as part of a station rotation model, in technology lab settings, for individual student work times, for small group sessions with specialists or paraprofessionals, in a flipped classroom model, and even as a resource for explanations during whole class instruction. Because it individualizes instruction, Exact Path can be used for every student in your class, whether that learner is struggling and needs support or intervention, whether they are on track and ready for new challenges, or whether they are accelerated and ready to move ahead at their own pace. In addition to the rich instruction, it includes regular assessments through the two or three diagnostic tests given during the year or the regular progress checks that confirm student mastery after every three or four lessons.

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? | <u>Yes</u> | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | <u>Yes</u> | No |

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

1) Exact Path considers student assets and contributions by presenting student centered activities throughout the teacher resource lessons and in the writing activities. In the resource lessons, students participate in writing activities and give presentations that tap into personal experiences and preferences, and answer open ended questions. The resource lessons are administered after students complete the lesson content and skills making them familiar with the theme, ideas, and ready to apply new skills. In this example resource lesson from Grade 1 titled 'My Favorite Person,' students are guided through modeling and the use of graphic organizers to create and present a paragraph describing their chosen friend or favorite person. See examples:



Objective

You will talk about your favorite person.


Task 1

My Favorite Person

In this activity, you will first create a drawing of your favorite person and the things you like about him or her. Then you will fill in a chart to help you think about what to say about your favorite person. Finally, you will talk about your favorite person. Ask your teacher or a grown-up if you need help typing in your answers.

Part A

Create a drawing about what you will describe. Include a picture of the person in the middle. Put pictures around the person to remind you of what you want to say about the person. Write a word under each picture.



Characters used: 0 / 15000

My Favorite Person
5 of 8
Save & Exit

Part B

Use "who" and "what" to put your ideas into complete sentences. Fill in the chart with what you want to say about the person.

Who
What

Is my favorite person.

He or She
is ...

He or She
works ...

He or She
likes ...

I
like this person because...

Characters used: 116 / 15000

(Answers will vary.)

Who	What
Granny	is my favorite person.
He or She	is ... very nice.
He or She	works ... at the movie theatre.
He or She	likes ... to go to the beach.
I	like this person because ... she gives me hugs and colors with me.

Task 2

My Favorite Person

Now it's time to record what you want to say about your favorite person. Use the audio recorder tool to make your recording. Remember to use complete sentences.

Print

2) The teacher resource activities present systematic opportunities for students to connect content to self and contribute personal experiences. The lessons include cooperative activities and writing exercises that promote student expression and connection to content. The examples cited in part 1 are representative of the type of activities found throughout the levels.

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)

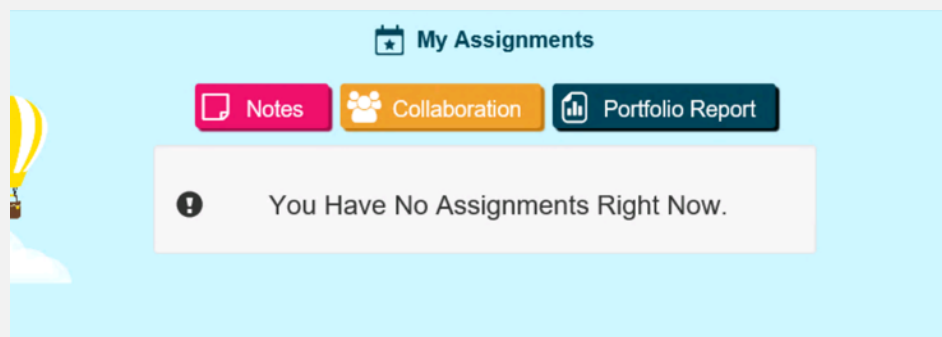
- | | | |
|---|------------|-----------|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | Yes | <u>No</u> |

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

1) Exact Path addresses discourse dimension language features in speaking and listening lessons and in the auxiliary teacher add-on lessons. Speaking and listening lessons develop speaking skills by presenting multiple characters that talk to each other in a discussion and present information like how to give a presentation or talk about texts. Instruction is supported with audio, models, and visual supports to help differentiate content for all targeted proficiency levels. View this example from Grade 1, ELA, *My Favorite Person*:



Teachers can use the resource lessons to add collaborative projects and presentations to the learner coursework giving learners direct contact with each other to practice and develop discourse level skills. Teacher Resource lessons are activated using an instructional tool (the collaboration button) found in the instructor portion of the program, and teachers can easily add these assignments to the student learning path.



2) Speaking and listening lessons work to develop skills, but do not offer systematic speaking practice to peers and in group experiences. Teacher resource lessons are included systematically in each level of the program, but are optional add-on's that may or may not be used in the implementation of the program. See an example from Grade 1, ELA, *My Favorite Person*:



Introduction

In this assignment, you are going to talk about your favorite person. Use the following sentence starters to describe the person you choose.

- My favorite person is . . .
- He or she . . .
- He or she works . . .
- He or she likes . . .
- I like this person because . . .

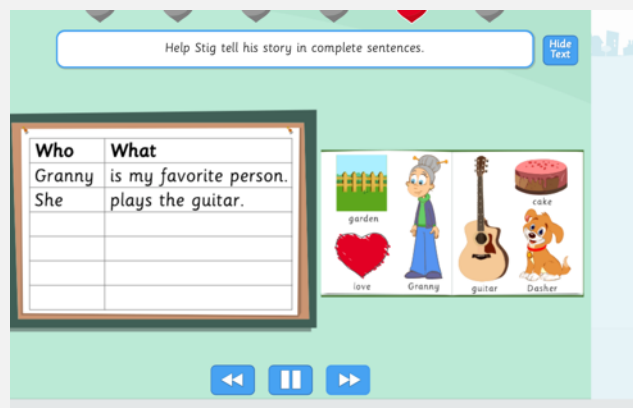
However, speaking and listening lessons consistently include sample discussions that require the learner to decipher what is going on in the conversation. Questions are asked that relate to the conversations, asking students to evaluate the language or content of the discourse. These provide good models for discourse, but do not allow for consistent and applied speaking practice.

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? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

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

1) Exact Path provides all proficiency levels a structured and supported approach that includes sentence dimension lessons. Each level of the program provides sentence level activities that includes readings and comprehension activities, vocabulary practice presented and practiced in context, listening and speaking lessons that focus on sentence creation, and writing activities using phrases and sentences. All Exact Path sentence level lessons are supported with visual and audio tracks. Students listen to and view graphics or animations of the content, and answer visually/audio supported sentence level questions. In the following example from Grade 1, ELA, *My Favorite Person*, students participate in helping the character Stig use complete sentences and organize a presentation.



In Reading and the ELA programs, lessons are included that target grammar, sentence structure, and word study. See an example Grade 1, Reading lesson titled ***Verbs on a Curb*** that teaches and

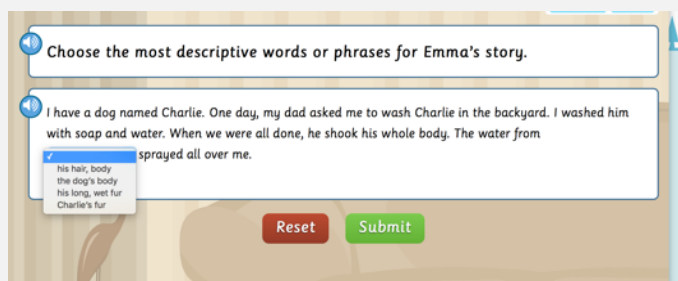
practices multiple meaning words, shades of meanings, and roots and affixes.

From Grade 1, Reading, *Verbs on a Curb*:



2) Language features at the sentence level are made accessible to multiple learning levels through instructional supports and individualized instructional pathways. Instruction has a formulaic method for scaffolding all lessons. If students are not able to answer the question correctly, the program provides scaffolds to support comprehension. For example, if the student were to answer a question wrong they can listen to the content again by clicking the audio icon, utilize the graphic supports, and attempt to answer again. If the student continues to struggle with the skill, the program will reintroduce the skill in the instructional path. Additional supports found throughout the program include graphic supports like graphic organizers, interactive animations, and multi-sensory supports.

3) Exact Path presents sentence level text, comprehension activities, and language building skills in every grade level program. Each level is broken into skill building lessons that always include sentence level comprehension questions. Many levels include specific sentence level instruction like building sentences, sequencing sentences to create presentations, or having discussions. In this example activity from Grade 3, ELA, *Stig's Surprise* students choose the most descriptive phrase to complete the sentence.



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

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

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

1) Exact Path presents activities at the word/phrase dimension in a consistent manner for all proficiency levels. Grade leveled programs are broken up into reading, and ELA strands that focus on skills like phonics, fluency, word study, and vocabulary. View a few example phonics lessons from Grade 1, ELA:

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

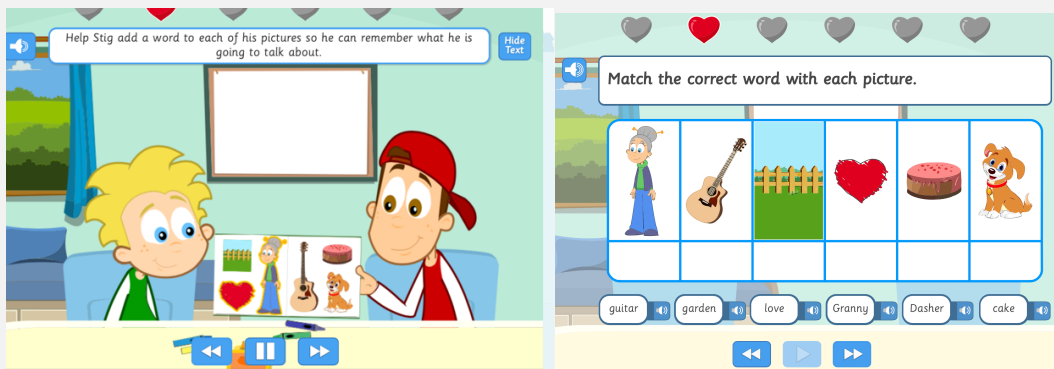
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

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.

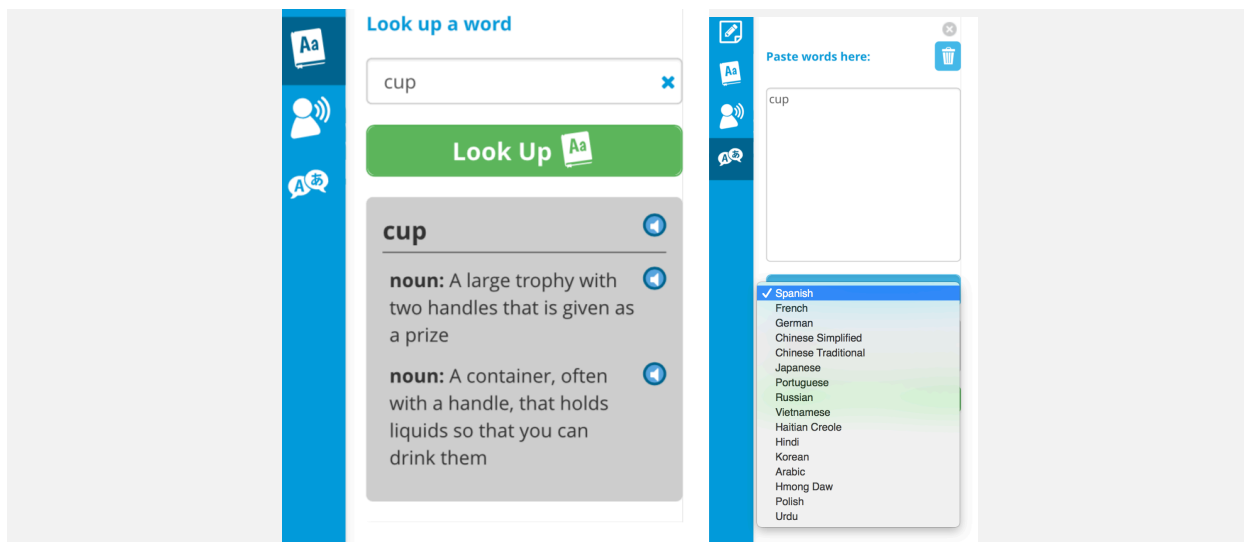


Vocabulary lessons are designed to teach word-learning strategies, provide exposure to technical/specific/general words, and encourage students to develop relationships and associations with the words. Example activities include associating the terms with visuals, picture and phrase match, using context clues, and more abstract concepts such as shades of meaning. Word study skills are developed throughout the levels and include activities like using roots and suffixes to determine meaning. These skills are tied together in fluency lessons as students combine knowledge of what a fluent reader sounds like, become familiar with the words in the text, comprehend content, and an understanding of phrasing in context. Vocabulary is presented throughout the Reading and ELA programs in context and with graphic and interactive supports appropriate to the targeted proficiency level.

View representative graphic, textual, and audio supports in *Grade 1, Reading, My Favorite Person*:

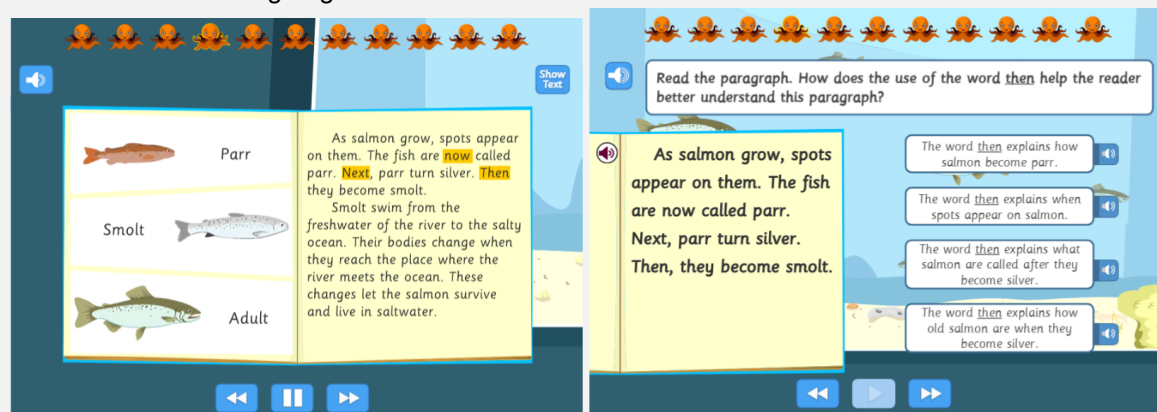


2) Vocabulary instruction includes words, phrases, and expressions that derive directly from the lesson theme. Each lesson grouping has a theme like “Living or Non-Living,” “Stig’s Research Report,” or “The Rock Collection.” Content relates directly to the theme and narrative that creates the theme, including vocabulary and word/phrase/expression skill practice. Within the readings, vocabulary words are highlighted and students can use the on-page tools for translation, definitions, and audio support. See examples:



3) General, specific, and technical language presented in Exact Path is appropriate to the targeted grade level, and made accessible to multiple learning levels through instructional scaffolds and interactive and graphic supports. Within the readings, there can be a varied mix of general, specific, and technical language depending on the subject. Non-fiction topics include cross content connections to science, social studies, and other subjects. Supports for technical and specific language include on page definitions, visual supports that define, contextual supports, and activities that help build a relationship between ideas and words.

4) General, specific, and technical language are presented in a consistent and systematic manner throughout the program. While reading, students have access to definitions of words and phrases on page with the on-page translation and dictionary tools. See the following representative examples in the grade 3 Reading lesson *Aquarium Adventures*. The tutorial explains how to read a scientific text about the life cycle of salmon and how the use of adverbs of time like “then” or “next” help demonstrate sequence in a passage. Then, in the Practice activities, learners get a chance to use context clues and determine the meaning of grade-level terms like “survive” or “filter”.



Question 2 of 8 Score 1

Using context clues, choose the word that means the same as "stay alive."

As salmon grow, spots **appear** on them. The fish are now called parr. Next, parr turn silver. Then they become smolt.

Smolt swim from the freshwater of the river to the salty ocean. Their bodies **change** when they **reach** the place where the river meets the ocean. These changes let the salmon **survive** and live in saltwater.

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 | <u>No</u> |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | <u>Yes</u> | No |

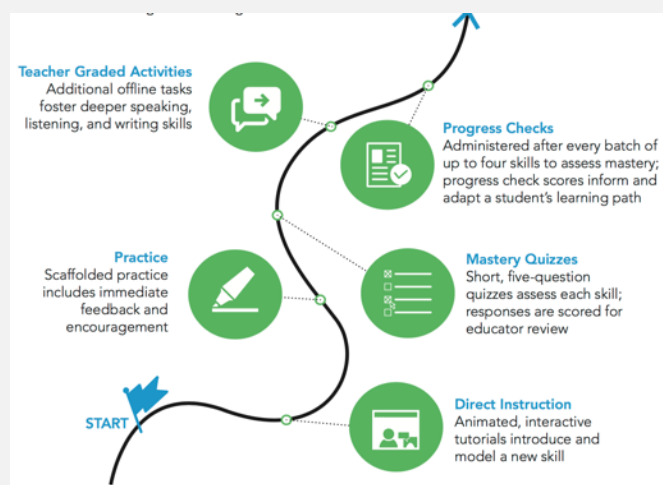
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1) Exact Path is a grade leveled program and all students work within grade level expectations, and does not differentiate between language proficiency levels. Students take a preliminary assessment

and create an individualized learning path based on their scores. Students get a beginning score between 500-1500. Every few months, learners are diagnosed again, creating a timeline used to track growth throughout the program and through the grade levels. Assessments are adaptive to the learners' response, producing test modification based on how the learner answers the questions. After each periodic diagnosis, Exact Path creates a new learning path based on the data. View an example screen shot of a typical learning path in Exact Path in the Student Edition:



2) Differentiation of language proficiency is developmentally appropriate and adapted for the targeted language levels. As explained in part 1, before starting the program learners complete a diagnostic test that places them in the appropriate learning path. As they move through the lessons, instructional supports like graphic organizers, language frames, and interactive activities are consistently presented to help support learning at every level. Other supports include real-time notifications to indicate where students may require attention, grouping suggestions to inform daily instruction, and data driven student profiles of individual strengths and needs. View an explanatory graphic that explains the Exact Path system:



3) Differentiation of language and language building skill activities is systematically presented in the student driven program. The program differentiates content as needed to support the student, and in-class differentiation includes supports like cooperative learning, modeled activities, and lessons that activate student assets. At any time in the program, teachers can access data that assesses student

progress and skill development. Teachers can then assign resources to help develop specific skills. View explanatory graphics explaining the performance checks available for Exact path teachers.

Skill by skill performance checks:

- Filter the knowledge map by a particular domain to refine your view of student progress
- Access a friendly, color-coded legend anytime to help make sense of student performance
- Select a skill students are struggling with to expand a learning menu with a more detailed breakdown of performance
- Assign or print additional resources to help support a specific skill students may be struggling with
- View specific scores and attempts for each activity in a student's learning path
- Select an activity in the learning menu to preview the content students received

Regular Performance Checks:

- View the learning level at which students are working and how many skills they have already mastered in a specific instructional period
- Monitor how students are progressing, where they are struggling, and what skills require a second attempt at mastery
- Evaluate how many of the last four skills students have mastered on their most recent progress check

B. Representation of Language Domains

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

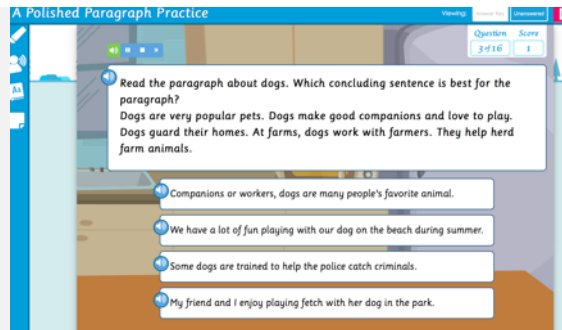
- | | | |
|---|------------|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | <u>Yes</u> | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | <u>Yes</u> | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | <u>Yes</u> | No |

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

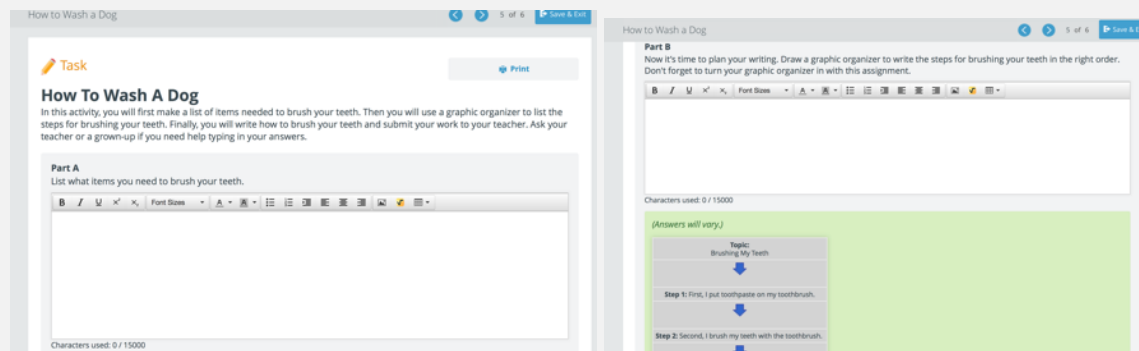
1) The Exact Path program includes listening, speaking, reading, and writing lessons. There are three separated programs in Exact Path; Reading, ELA, and Mathematics. Reading and ELA lessons are supported with vocabulary development, reading comprehension, grammar and word study instruction. Reading content includes the genres like short stories, non-fiction articles, biographies, poetry and contains academic content connections. Lessons develop vocabulary and language skills and focus on the listening, speaking, reading, and writing language domains. The online program is audio supported, and listening comprehension is an essential skill developed throughout every grade level. Students are asked to listen to instructions for each task, and to complete assignments based on audio content. In addition, the program includes audio icons that can be clicked to repeat the lesson information. View an example from Grade 1, Reading, *Prancin' in the Puddles*:



Writing activities are level appropriate and develop the writing process sequentially over the lessons and levels. Students write in a variety of genres including persuasive arguments, narratives, and multimedia presentations. Skill practice includes activities like building a detailed paragraph, and sequencing sentences. See an example from Grade 1, ELA, *A Polished Paragraph*:



Writing activities are supported with multi-step processes that include models and graphic organizers. View an example from a teacher resource lesson from Grade 1, *How to Wash a Dog*:



Speaking skills are developed in the Teacher Resource activities, and focused listening and response activities. Some lessons include opportunities for collaboration, and recording of presentations.

2) All listening, speaking, reading, and writing activities in Exact Path are appropriate for the targeted proficiency levels. Students take a preliminary test that places them into a skill building path within their grade level. The online program includes embedded supportive instruction that immediately responds when students respond incorrectly in a lesson. Visual, interactive, and sensory supports are found throughout the program as students interact with the online animations or discuss content with their peers.

3) Exact Path presents listening, speaking, reading, and writing activities systematically in each level. Reading skills are taught throughout the program in vocabulary, words analysis, phonics, fluency, and reading comprehension activities. Listening is incorporated into every 'page' of the online program and is also practiced with speaking activities in the resource lessons. Writing skills are practiced throughout the levels as students practice writing sentences, answering questions, and developing written presentations. The examples provided in part 1 are representative of the types of domain instruction found in all levels of Exact Path.

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? | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials? | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

1) Exact Path content is a grade level and standard driven program that aligns to state and national standards including the Common Core State Standards for English Language Arts and Literacy, including foundational skills, literature, informational text, and language. The program is designed to provide K–8 students with a complete learning progression of instructionally valid curriculum, ensuring

college and career readiness with coverage of all foundational math and literacy skills. Standards related objectives are listed before each lesson, see examples from Grade 1:

 Objective You will write about how to brush your teeth.	 Objective You will talk about your favorite person.
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2) Academic content standards were systematically used to compose lesson content and guide instructional routines throughout Exact Path. Each lesson addresses grade level standards. Objectives are listed at the beginning of each lesson and in the Scope and Sequence. View a summary of a Common Core to Exact Path analysis, the full correlation to the Common Core is available through Edmentum.

edmentum

EXACT PATH

Common Core Standards: English Language Arts
Grades K-8
Coverage: 629/629 Standards Covered

- **Grade K – 100%**
- **Grade 1 – 100%**
- **Grade 2 – 100%**
- **Grade 3 – 100%**
- **Grade 4 – 100%**
- **Grade 5 – 100%**
- **Grade 6 – 100%**
- **Grade 7 – 100%**
- **Grade 8 – 100%**

3) Social and Instructional Language and the WIDA standard of Language Arts and Mathematics are systematically integrated into the curriculum. Instructional language and social language are used throughout the online program to guide content and develop grade level skills. Teacher resource lessons promote collaborative work, and presentations. In both online and classroom instruction, students encounter systematic instructional language that guides them through the activities, projects, and assessments. The WIDA standards of Language Arts and Mathematics are of central focus in the program, but some non-fiction connects to Science and Social Studies content. There are three separate programs in Exact Path; Reading, ELA, and Mathematics. Each program focuses on that particular set of standards and skills and is guided with instructional language that often includes social connections. See an example of the integration of Instructional and Social language with Math content from Grade 4, Math:

Drag each number to the correct location on the table. Each number can be used more than once, but not all numbers will be used.

A brownie recipe uses 2 cups of chocolate chips and 3 eggs for each batch. The table shows the amount of each ingredient needed for different numbers of batches. It also shows the ordered pairs formed from the corresponding terms of each pattern.

Complete the table to show the unknown values in the table.

Number of Cups of Chocolate Chips	Number of Eggs	Ordered Pair
2	3	(2 , 3)
4	6	(4 ,)
6		(6 , 9)

1 2 3 4 5 6 7 8 9

Reset

Submit

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?

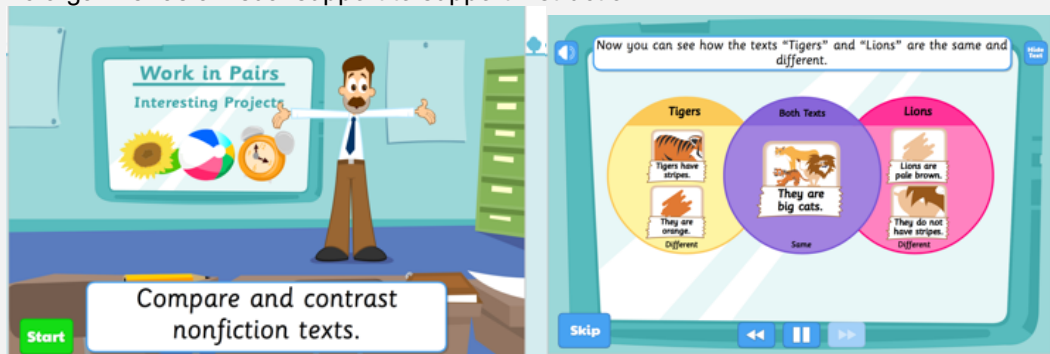
Yes No

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) Exact Path creates individualized learning paths that integrate high-order thinking skills and a range of cognitive thinking skills appropriate for the student's learning level. Example activities include analyzing reading passages of multiple genres, evaluating the meaning of symbolic writing, and comprehending increasingly complex texts. Throughout the program, question types build skills like comparing, analyzing, reflecting, and using evidence to form an opinion. See the following examples from **Grade 1, Reading, Twin Texts**. The objective is to compare two texts, and the program provides a graphic organizer as a visual support to support instruction.



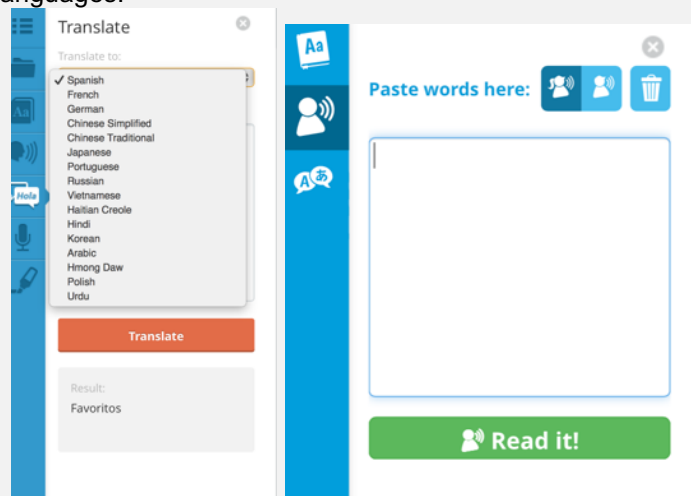
2) The program systematically presents opportunities for students to use and develop higher-order thinking skills. Students compare, contrast, evaluate, synthesize, reflect, and analyze program content throughout the reading comprehension activities and the classroom oriented lessons. The activities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

C. Supports for Various Levels of Language Proficiency

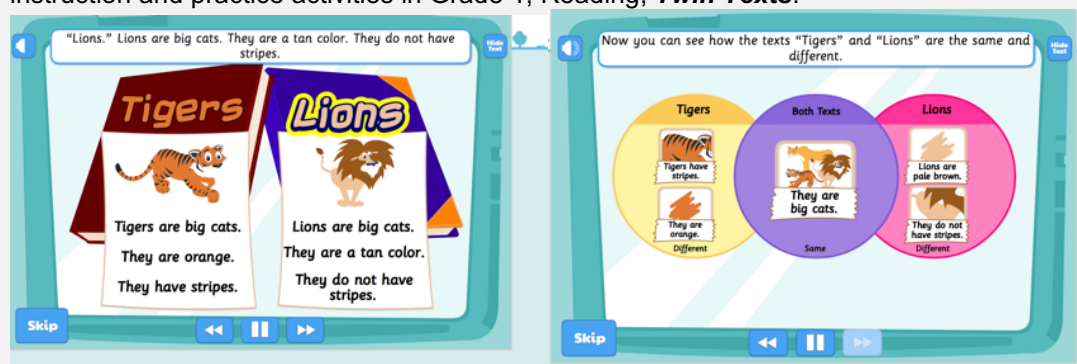
- | | | |
|---|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | <u>Yes</u> | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | <u>Yes</u> | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | <u>Yes</u> | No |

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

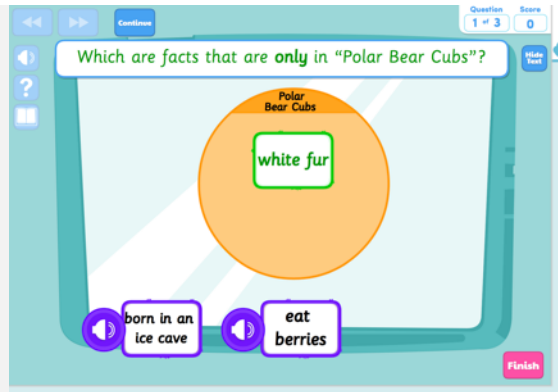
1) Exact Path provides instructional scaffolding that supports student progression within proficiency levels and includes a systematic method in which to scaffold and support student progression. The program administers assessments before starting the program and then after completion of three to four lessons. Based on student assessment data, an individualized path of content is created that practices grade level skills. This systematic approach of assessing and adapting helps to support student development, as well as assess needed intervention and skill practice. The learning path is composed of bite-sized learning modules with flexible navigations to allow students to move at their own pace. The program contains abundant visual, interactive, sensory, and graphic supports to scaffold the content. These include but are not limited to animations, graphics, visual/graphic icons, audio supports, interactive platforms, translation resources, and teacher resources that include presentations and cooperative learning activities. For example, on the far left screen tools are available to help define, translate, and support on-page content. They are student friendly and the translate tool includes 16 different languages.



View an example of the use of graphics and audio to support content, and graphic organizers used in instruction and practice activities in Grade 1, Reading, **Twin Texts**:



Students practice using graphic organizers.



2) Exact Path provides scaffolding supports to support student progression through the proficiency levels. Before starting the leveled program, students take an entrance test that places them into the program with an individualized path of learning. Students then move at their own pace and can advance to new skill development lessons independently while being supported with instructional scaffolds throughout the program. Teachers can track usage and progression towards grade level goals, and compare students to learners throughout the school system and beyond.

3) Exact Path is a carefully structured program that guarantees consistent lesson supports throughout the levels. No matter which lessons the student is working on, the program scaffolds the activities in the systematic method described in section one. Teacher resource lessons provides further opportunities to extend learning through collaborative learning activities and presentations.

D. Accessibility to Grade Level Content

- | | | |
|--|------------|----|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | <u>Yes</u> | No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | <u>Yes</u> | No |
| 3) Is the grade-level content systematically presented throughout the materials? | <u>Yes</u> | No |

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

1) Exact Path is a K-8 grade level program, and each level corresponds with grade level content that aligns to the Common Core and various other state standards. For students of all ages, the online interface is student directed allowing them to independently master grade-level content and standards. Each lesson aligns to clearly delineated grade level standards and objectives that are listed before each lesson and in the Scope and Sequence.

View an informational graphic that describes the amount of skills presented in each targeted domain per grade level:

	K	1	2	3	4	5	6	7	8	Total
Language Standards	9	16	14	14	10	7	6	5	4	85
Writing Standards	4	4	6	4	4	4	4	5	6	41
Speaking and Listening	3	3	3	3	3	3	3	3	3	27
Total	16	23	23	21	17	14	13	13	13	153

2) The program provides a personalized learning path and embedded supports to accommodate the learning needs and language proficiency levels of all English language learners. The program moves students at their own pace and an automatic support system for mastering content supports each lesson. Interactive, visual, and graphic supports make skill building activities engaging and academic content accessible.

3) The systematic presentation of content in every grade level is based on a thorough review of the grade level content standards and the developmental needs of the learners. View the Scope and Sequence in representative grade level LA program:

Grade 1:

Lesson Name	Domain	Progression Index	Skill
Space Robots	Speaking and Listening	1	Having a Discussion
Campfire Stories	Speaking and Listening	2	Listening Actively
Alphabet Exploration	Language Standards	3	Print Letters
The Ants Go Marching	Language Standards	3	Print Letters
Farm Photos	Language Standards	4	Nouns
Play Ball	Language Standards	4	Nouns
Go Outside	Language Standards	5	Complete Sentences
Pet Shop	Language Standards	5	Complete Sentences
Home Run (Grades K & 1)	Language Standards	6	Capitalization
On Your Marks	Language Standards	6	Capitalization
Dinoland Fun Zone	Language Standards	6	Capitalization
Amazing Punctuation	Language Standards	7	End Punctuation
Fishing for Punctuation	Language Standards	7	End Punctuation
Meet an Alien	Language Standards	8	Spelling
D.I.S.C.O.	Language Standards	8	Spelling
In and Out	Language Standards	9	Prepositions
Duck and Cover	Language Standards	10	Question Words
Drawing Stories	Writing Standards	11	Narrating Events
Going to the Library	Writing Standards	12	Research Question
The Butterfly Story	Writing Standards	13	Revision
Winter Fun	Writing Standards	13	Revision
Stig the Magician	Speaking and Listening	14	Giving a Presentation

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) Exact Path presents a range of language functions throughout each level. WIDA defined language functions like compare, contrast, report, tell, clarify, identify, or examine are used in the instructional language, and objectives listed before each lesson. The instructional language in all grade levels utilizes language functions that include but are not limited to: define, describe, sort, repeat, underline, look, choose, write, locate, reread, discuss, explain, choose, sequence, compare, contrast. Example activities using language functions like "match the correct phrase" or "report on a topic." See examples of the objectives found before each lesson that use language functions.

Grade 1, Reading, *Twin Texts*

Grade 3, ELA, *Stig's Surprise*



2) Language functions are always attached to context in the online program, in the classroom activities, and lesson extensions. They are incorporated into all of the lesson activities and guide instruction throughout the levels. In addition, language functions are used in the lesson objectives listed before all lessons throughout the program.

3) Language functions are used in the instructional language systematically throughout levels. The audio and written instructional language utilize WIDA defined language functions in all lessons. In the teacher resource lessons, language functions are found in the teacher guided language used in classroom discussions and instruction. The examples presented in part 1 are representative of how language functions are presented throughout all levels.

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