PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WIDA™

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): Istation Español

Publisher: Istation

Materials/Program to be Reviewed: Istation Español PreK-5th Grade

Tools of Instruction included in this review: ISIP™ Español and Istation Español

Intended Teacher Audiences: Bilingual, Dual-language grade-level educators PreK-5th grade working with students in small group or whole groups, guided language and literacy settings.

Intended Student Audiences: Students receiving comprehensive Español language and literacy instruction through individual lessons, guided reading, intervention support programming, and language learners

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 Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and the Language of Social Studies.

WIDA Language Proficiency Levels included: This program is designed for students learning Spanish language and literacy skills. Istation Español does not provide a specific alignment to the Spanish language development levels.

Most Recently Published Edition or Website: https://www.istation.com/Spanish

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

Istation Español is a comprehensive computer-adaptive Spanish-language and literacy resource that can be fully implemented to support a bilingual or dual-language implementation model. The Istation Español adaptive content provides personalized learning with culturally responsive purposeful lessons exposing students to the rich Spanish speaking world.

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)

Students assets and contributions are considered in the materials so that students connect to the personalized learning provided by Istation Español. Istation Español materials reflect educational technology and tools to support the bilingual and biliterate student through differentiated personalized instruction. Istation Español is guided by the following seven essentials: *formative assessments, an adaptive curriculum, personalized data student profiles, teacher resources to extend student learning, a home-school connection, extended professional development on successful implementation, and data-driven student growth.* The *embedded formative assessments in* Istation Español were designed to support bilingual and biliterate students.

2)

Students assets and contributions are considered systematically throughout Istation Español. The student individualized bilingual language and literacy plan is determined by a computer-adaptive screening program. The ISIP (Istation) Indicators of Progress measure students performance in both the ISIP Lectura Temprana (PreKindergarten-3rd grade) and ISIP Lectura Avanzada (4th-5th grade). The automatic screener and progress monitoring tool provide educators with student performance data in listening comprehension, phonological awareness, writing conventions, vocabulary development, and reading comprehension. For example, in this Istation Español assessment placement on-screen students are encouraged to both explore new language alongside linguistic constructs:
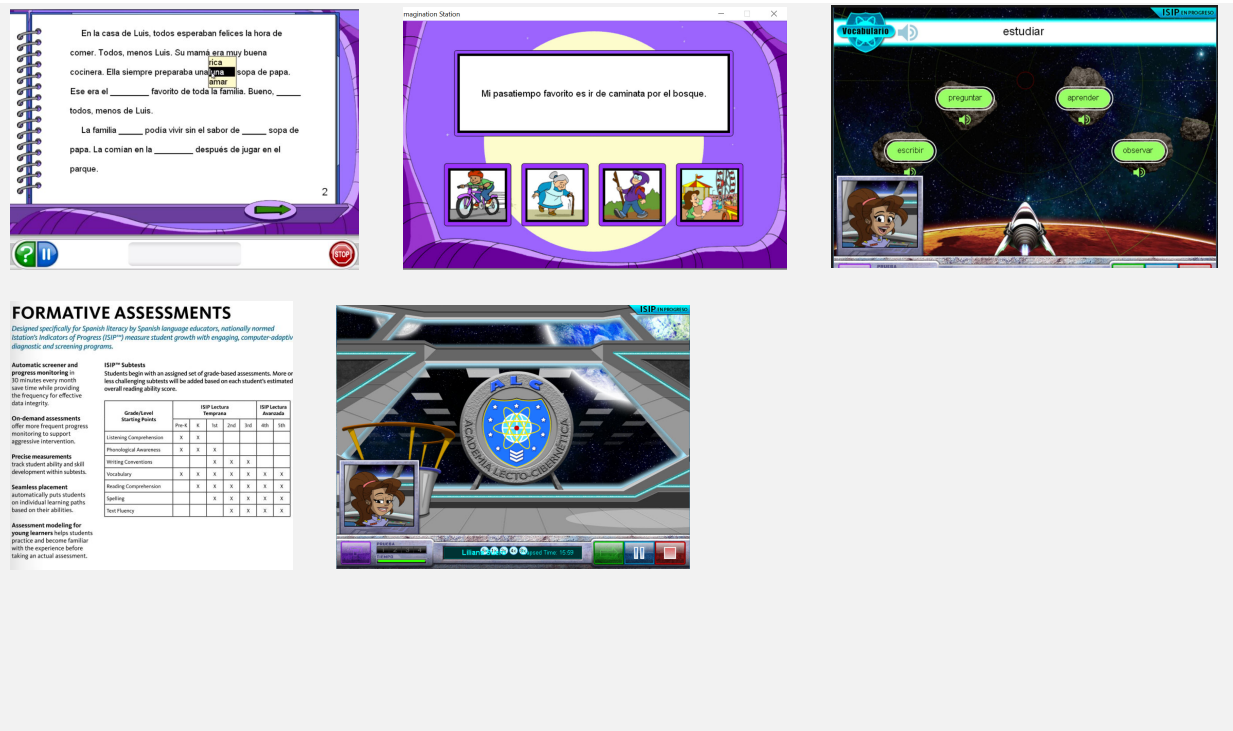
2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

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

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

1)

The materials address language features at the discourse dimension in a consistent manner. The discourse dimension is considered in the adaptive curriculum: the reading instruction, literature selections. This discourse dimension is reflected in the following fictional genres (historical fiction, realistic fiction, adapted and culturally relevant fables and folklore, poetry and drama) and the following Informational text genres (expository, persuasive, informative, and cross-curricular non-fiction selections). In Lectura Avanzada students explore the following additional fiction and non-fiction genres: plays, myths, legends, biographies, autobiographies, and informative articles) that support language development at the discourse level. For example, in each student individualized instructional pathway students explore cross-curricular texts, supported vocabulary through extended in-classroom lessons.

On-Line Discourse-Level Reading Comprehension and Discussion:

Teacher-Directed lessons *Comprensión de lectura* in which students use the discourse dimension in both speaking and writing, sharing and presenting.

2)

The language features at the discourse dimension are addressed systematically throughout Istation Español. The discourse dimension is considered throughout the adaptive curriculum by providing purposeful instruction that both identify the needs of the bilingual/biliterate student and adjusts teaching, providing layered scaffolding, adaptive and interactive lessons, providing explicit direct instruction, and providing strategic and responsive reteaching. Within each student individualized pathway of instruction there are opportunities for discourse dimension appropriate for Pre-Kindergarten through 5th grade.

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)

The materials address the language features at the sentence dimension for students throughout Istation Español. The sentence dimension is considered in each of the students individualized instructional pathways in addition to the teacher-directed or extended individual practice provided in the off-line teacher resources. For example, in each of the student's instructional pathways from Pre-Kindergarten to Grade 5 the student is exposed to a variety of grammatical constructions, fluency of expression, mechanics of sentence types, and matching Spanish language forms to purpose and perspective.

The following screen shots highlight students work with parts of speech and specifically verb tense: *Escritura verbos*

2)
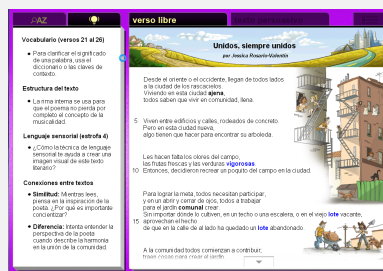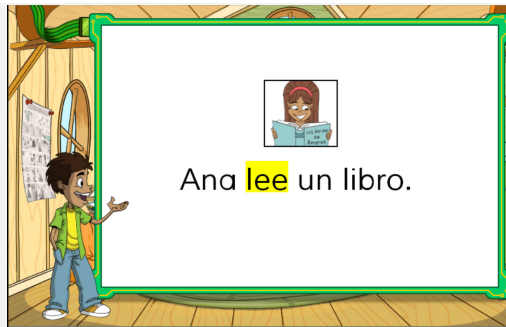
The language features at the sentence dimension are appropriate for the Istation Español proficiency levels Pre-Kindergarten- 5th grade. There are varying levels of language forms and conventions appropriate for different levels throughout the student's individualized instructional pathway. The embedded instruction both identifies the needs of the individual student and adjusts examples and instruction to student ability. Students are provided systematic language and literacy scaffolding to support increased complexity of language form and function. Additional on-line lessons provide explicit and direct instruction to help increase understanding and student engagement. The responsive reteaching features ensure that students can master specific concepts before progressing.

The following lesson sequence highlights direct explicit instruction around the concept of *sustantivos.*
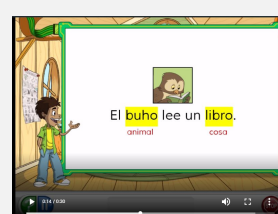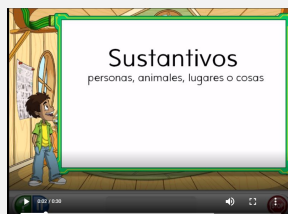
The following lesson sequence highlights direct explicit instruction around the concept of cognates.

3)

The language features at the sentence dimension are addressed systematically throughout the Istation Español. There are varying levels of language forms and conventions appropriate for different Spanish language proficiency levels. Within each individualized student language sequence, the direct instruction, guided practice, individualized and remediated practice provide students an opportunity to work with language constructs at the sentence level.

The following lesson sequence highlights direct explicit instruction around the concept of *verbos*

The following highlights a closer look at the Cycles of Instruction throughout the Istation Español program:

A Closer Look at the Cycles of Instruction En Español

Below is a partial listing of skills (in no specific order) and the cycles in which they are directly taught.

Cycle 1: Aa, Ee, Ii, Oo, Uu
- Alphabetic principles
- Phonological and phonemic awareness
- Book and Print Awareness (BPA):
  - Title, author, and illustrator
  - Parts of a book: cover, back, spine
  - Left to right and top to bottom
- Letter formation (upper & lowercase)
- Identifying letter in words (initial sound)
- Blending sounds to create syllables and form words
- High frequency words (el, la, un, una, y, se, su, les, los, en, por, son, de, me)
- Read-aloud books (poem format)
- Decodable books with each letter block
- Daily 5 strategy (picture walk)
- Cumulative letters and sounds review

Cycle 2: Mm, Pp, Ll, Ss
- Alphabetic principles
- Phonological and phonemic awareness
- Book and Print Awareness (BPA):
  - Title, author, and illustrator
  - Parts of a book: cover, back, spine
  - Count words in a sentence
  - Count words on a page
  - Punctuation
- Letter formation (upper & lowercase)
- Identifying letter in words (initial sound)
- Blending sounds to create syllables and form words
- High frequency words (y, mi, con, las, hay, una, para, se, él, un, la, se, de, el, su, es, a)
- Read-aloud books (poem format)
- Decodable books with each letter block
- Comprehension skills (characters & setting)
- Daily 5 strategy (picture walk)
- Cumulative letters and sounds review
- Cumulative syllables review
- High frequency words review - Game (y, mi, con, las, es, me, aman, usa ama, mi, si, amo, solo, soy, yo)

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)

The Istation Español materials address language features at the word/phrase level in a consistent manner throughout the program. Each individualized student pathway contains direct and explicit instruction adapted to student's abilities and needs. Additionally, students are provided scaffolded support with increased linguistic and literary complexity. The direct instruction ensures student are provided appropriate context and connections as they are exposed to new concepts and vocabulary.

The following lesson sequence highlights direct explicit instruction around vocabulary:

Intro to High Frequency Words: palabras

Usar la palabra en una oración

---

[2]General 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.

Reconocer la Palabra tres veces, Práctica

pasa	da
la	la
se	la

2)

Words, expressions and phrases are represented in context throughout Istation Español. In each individualized student trajectory there are opportunities for students to build content specific language with guided practice opportunities to use newly acquired concepts and language:

The following screen shot highlights the Istation Español T*emprana* series exposure to *sinomios y antonimos* alongside a **definición and oración practice**:
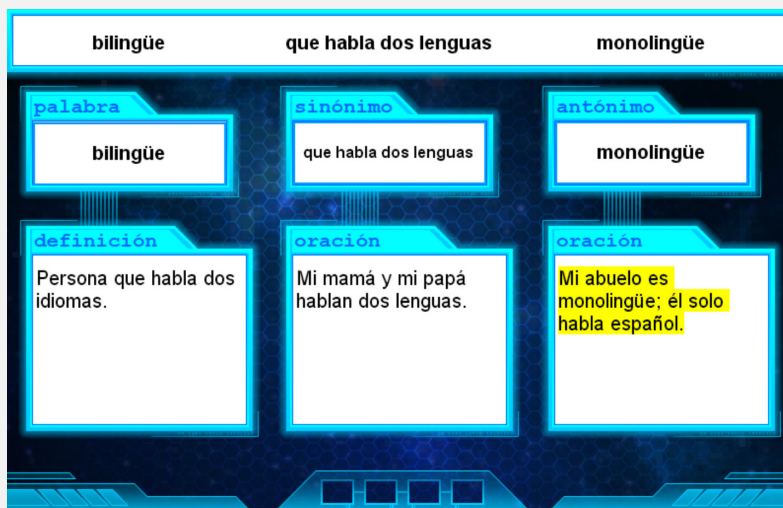
3)

The general, specific and technical language is appropriate for the targeted Pre-Kindergarten through 5th grade proficiency levels. Note the Istation Español materials are targeted to support the bilingual and biliterate student but do not provide a specific alignment to the Spanish Language Development proficiency levels. The language and vocabulary systematically presented throughout the materials align to the individualized student pathway, informed by student performance.

The following highlights Cycle 13 and 16 of Instruction. Students are provided new cross-curricular content with guided literacy instruction. Students are encouraged to do vocabulary structural analysis to develop context clues for reading.

The World of Genres
Cycle 13: Making Connections Across Texts: Fiction and Nonfiction
- Reading selections paired
- Overview of genres' main characteristics
  - Play
  - Biography
  - Myth
  - Informative Article
- Vocabulary game to explore and preview words (using context for definition, images, antonyms/synonyms and parts of speech)
- Instructional hook with visuals (anticipatory set)
- Compare & contrast images, and text using graphic organizers (T-charts & Venn diagrams)
- Compare features in both genres:
  - Main themes
  - Characters to historical figures
- Genre exploratory scenes (fiction & nonfiction)
- Reading of selection independently

The World of Genres
Cycle 16: Making Connections Across Texts: Fiction and Nonfiction
- Reading selections paired
- Overview of genres' main characteristics
  - Play
  - Biography
  - Legend
  - Informative Article
- Vocabulary game to explore and preview words (using context for definition, images, antonyms/synonyms and parts of speech)
- Instructional hook with visuals (anticipatory set)
- Compare & contrast images, and text using graphic organizers (Venn diagrams)
- Compare features in both genres:
  - Main themes
  - Genre's characteristics
- Genre exploratory scenes (fiction & nonfiction)
- Reading of selection independently

Cycle 13: Unit 1 and Unit 2   4-24-17

Titles of Independent Read Passages	
Unit 1	Unit 2
La aventura de los galeotes	El reto de Madre Sol
tomada de Don Quijote de la Mancha por Miguel de Cervantes adaptada por George A. Méndez	por George A. Méndez
Platón, en busca de la justicia	Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna
por George A. Méndez	por George A. Méndez
Reteach Passages	
Lady Trieu, guerrera vietnamita	El origen del fuego y su uso por los humanos
por George A. Méndez	por Jessica Rosario-Valentín

Cycle 14: Unit 1 and Unit 2

Titles of Independent Read Passages	
Unit 1	Unit 2
Una obra maestra	El origen del mar
por Jessica Rosario-Valentín	adaptado por Jessica Rosario-Valentín
El autor misterioso detrás de la aritmética	El enigma de la extinción de la megafauna
por Jessica Rosario-Valentín	por Jessica Rosario-Valentín
Reteach Passages	
Lady Trieu, guerrera vietnamita	El origen del fuego y su uso por los humanos
por George A. Méndez	por Jessica Rosario-Valentín

Cycle 13 Vocabulary (glossary) unit 1 and 2

4)

The general, specific and technical language is systemically presented throughout the Pre-Kindergarten through 5th grade proficiency levels. Each unit of study contains both high-frequency vocabulary and content-specific vocabulary needed to engage with the literacy sequence of activities.

The following highlights the sequence of learning new vocabulary with a variety of adaptive supports and opportunities to learn new language in a variety of contexts:

Texto persuasivo & Poesía lírica - 4to. Grade – Vocabulary – Cognates

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)

The Istation Español materials are targeted to support the bilingual and biliterate student but do not provide a specific alignment to the Spanish Language Development proficiency levels.
The Istation Español program provides authentic Spanish language and literacy instruction for students in Pre-Kindergarten through 5th grade students.

2)

The differentiation of language proficiency is developmentally and linguistically appropriate for student Pre-Kindergarten to 5th grade in the Istation Español program. The individualized and adaptive curriculum provides meta-linguistic, meta-cognitive and meta-cultural support structures to ensure that each student is provided a trajectory of data-informed lessons and activities to grow as a bilingual and biliterate learner.
The following sequence is a teacher directed vocabulary extension lesson: *Ciclo 8_Leccion 3*

Cycle 8: Kk, Xx, Ww
- Letter formation (upper & lowercase)
- Identifying letter in words (initial sound)
- Blending sounds to create syllables and form words
- High frequency words game (en, la, era, de, para, su, un, al, están, muy, y)
- Read-aloud books (poem format)
- Decodable books with each letter block
- Comprehension skills (sequence & inference)
- Daily 5 strategies (retell the story)
- Cumulative letters and sounds review
- Cumulative syllables review
- High frequency words review – game
  (ambos, luego, van, animales, lejos, suerte, compra, hicieron, tres, alegres, feliz, mientras, porque, gente, hacen, trabajar)

Vocabulario
Ciclo 8   Lección 3

Destreza
- Reconocer y aprender palabras de uso frecuente

Materiales
- Una copia de las tarjetas con las palabras de uso frecuente de enseñanza previamente cortadas para el maestro(a)
- Dos cubos previamente ensamblados para práctica dirigida
- Una copia de la hoja de registro de palabras *En sus marcas, listos, fuera* para cada estudiante
- Un lápiz para cada estudiante
- Una copia de la hoja de práctica independiente *En sus marcas, listos, fuera* para cada estudiante
- Hoja de respuestas para el maestro(a)

Nota: El maestro(a) dice las palabras en negrilla en voz alta.

Nota: El maestro(a) dice las palabras en negrilla en voz alta.

Enseñanza
- **Hoy vamos a practicar algunas palabras de uso frecuente. Las palabras de uso frecuente son aquellas que aparecen varias veces en lecturas. Cuando vemos una palabra de uso frecuente, la leemos rápidamente y no tenemos que decir los sonidos o las sílabas de manera separada. Vamos a practicar diez palabras de uso frecuente.**
- **La primera palabra es *ambos*.** Muestre la tarjeta con la palabra *ambos* y la imagen. **Vamos a leer esta palabra rápidamente.** Pida a los estudiantes que lean la palabra *ambos* varias veces.
- Haga lo mismo con las siguientes tarjetas de palabras: *lejos, suerte, hicieron, compra, alegres, mientras, porque, hacen, trabajar.*
- Pida a los estudiantes que digan oraciones en voz alta usando todas las palabras de uso frecuente.

Práctica dirigida
- Antes de explicar el juego a los estudiantes, muestre rápidamente las tarjetas con las palabras para practicar la lectura automática.
- **Ahora vamos a practicar las palabras de uso frecuente: *ambos, lejos, suerte, hicieron, compra, alegres, mientras, porque, hacen, trabajar*. Vamos a jugar un juego de palabras llamado *En sus marcas, listos, fuera*. En este juego las palabras de uso frecuente van a hacer una carrera.**

Vocabulario
Ciclo 8   Lección 3

- Muestre y explique a los estudiantes cómo jugar el juego. Instrucciones:
  1. Muestre a los estudiantes los cubos con las palabras de uso frecuente y pídales que lean cada una de las palabras. Repita la actividad una vez más.
  2. Cada estudiante tiene una hoja y un lápiz para registrar la carrera de las palabras. Por turnos, cada estudiante tira los dos cubos al mismo tiempo y el resto de la clase lee la palabra que quede boca arriba en cada uno de los cubos.
  3. El estudiante que tira los cubos escribe las dos palabras en la columna que corresponde a cada palabra en la hoja de registro.
  4. El juego se termina cuando una palabra llena la columna y gana la carrera. Los estudiantes pueden jugar dos o tres veces para familiarizarse con las palabras de uso frecuente y reconocerlas más rápidamente.

Práctica independiente
- Después de terminar de jugar *En sus marcas, listos, fuera*, pida a los estudiantes que lean las palabras dos o tres veces. Entregue a cada estudiante una hoja de práctica independiente.
- En esta actividad, cada estudiante va a escribir una oración con cada una de las palabras que llegaron en los primeros cinco lugares al final de la carrera. Brinde apoyo si es necesario.

3)

The differentiation of language is systematically addressed through the Istation Español program. The adaptive curriculum provides purposeful instruction that identifies the language and literacy needs of the student and adjust to systematically identify student's abilities. The explicit and direct instruction provides strategic cross-curricular connected lessons and activities to both increases student engagement and understanding. Throughout a student's individualized instructional pathway, students are given opportunities to have guided scaffolded support, remediation and/or acceleration. Additionally, as highlighted below, the teacher support extension materials present ideas to differentiate across all four language domains: reading, writing, speaking, and listening. Some examples of language differentiation supports found throughout the Istation Español program include cross-curricular examples, a variety of language models, engaging visuals and auditory video sequences, peer-to-peer modeling, graphic organizational tools, visuals with captions, modeled writing, repetition, and opportunities for additional in-class supported work. *Libros Avanzaos Sequence_Articulo Informativo, Biografia*

The following screen shots highlight the scope and sequence of the online activites PreKinder- 5th grade in Istation Español:

Grades PreK - Kinder

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Interactive Spanish Reading Curriculum								
Listening								
Take ISIP Español assessment, *Listening* initially and every four weeks thereafter in animated game-like episodes of *¡A ver cuánto sabes!*								
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.	✓	✓	✓	✓	✓	✓	✓	✓
Introduce, practice and review high frequency words in a game.		✓	✓	✓	✓	✓	✓	✓
Identify high frequency words in a game.	✓	✓	✓	✓	✓	✓	✓	✓
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓	✓	✓	✓
Book and Print Awareness								
Book Handling: Hold a book in its correct position and turn its pages correctly.	✓	✓	✓	✓	✓	✓	✓	✓
Book Handling: Identify front and back of a book.	✓		✓			✓		

Grades 1st- 2nd

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9
Interactive Spanish Reading Curriculum									
Listening									
Take ISIP Español assessment, *Listening* initially and every four weeks thereafter in animated game-like episodes of *¡A ver cuánto sabes!*									
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓	
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.	✓	✓	✓	✓	✓	✓	✓	✓	
Introduce, practice and review high frequency words in a game.		✓	✓	✓	✓	✓	✓	✓	
Identify high frequency words in a game.	✓	✓	✓	✓	✓	✓	✓	✓	
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Book and Print Awareness									
Book Handling: Hold a book in its correct position and turn its pages correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Book Handling: Identify front and back of a book.	✓		✓			✓			

Grades 2nd -3rd

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12
Interactive Spanish Reading Curriculum												
Listening												
Take ISIP Español assessment, Listening initially and every four weeks thereafter in animated game-like episodes of ¡A ver cuánto sabes!												
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓				✓
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.	✓	✓	✓	✓	✓	✓	✓	✓				
Introduce, practice and review high frequency words in a game.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Identify high frequency words in a game.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Grades 3rd-4th

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Interactive Spanish Reading Curriculum															
Listening															
Take ISIP Español assessment, Listening initially and every four weeks thereafter in animated game-like episodes of ¡A ver cuánto sabes!															
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓	
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.	✓	✓	✓	✓	✓	✓	✓	✓							✓
Introduce, practice and review high frequency words in a game.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Identify high frequency words in a game.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use and understand parts of speech in reading, writing, and speaking.									✓	✓	✓		✓	✓	✓
Listen, comment, and ask relevant questions.													✓	✓	✓

Grades 4th-5th

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15	Cycle 16	Cycle 17	Cycle 18
Interactive Spanish Reading Curriculum																		
Listening																		
Take ISIP Español assessment, Listening initially and every four weeks thereafter in animated game-like episodes of ¡A ver cuánto sabes!																		
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓			✓		
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.	✓	✓	✓	✓	✓	✓	✓	✓										
Introduce, practice and review high frequency words in a game.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
Identify high frequency words in a game.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use and understand parts of speech in reading, writing, and speaking.									✓	✓	✓		✓	✓	✓	✓	✓	✓
Listen, comment, and ask relevant questions.													✓	✓	✓	✓	✓	✓
Identifying main and supporting ideas in a speaker's message.									✓	✓	✓	✓	✓	✓		✓		
Interpret a speaker's verbal and nonverbal messages.													✓	✓	✓	✓	✓	✓

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)

The language domains of listening, speaking, reading and writing are targeted throughout the Istation Español materials. Throughout each individualized student supported lesson there are opportunities to engage in activities across all four language domains.

The following screen shots highlight student's language domain experiences in Istation Español:

Listening Comprehension
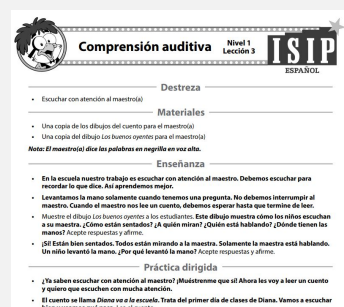
Speaking: Comprehsion Auditiva_ Niveles 1 y 2

Reading: *causo y efecto, inferencia, resumen*

Writing

2)

The targeted language domains are present within the stages of reading but not within targeted WIDA Spanish language proficiency levels. The Istation Español program, as stated in the website program overview, provides authentic Spanish language and literacy instruction for Pre-Kindergarten through 5th grade students. The Istation Español materials are targeted to support the bilingual and biliterate student but do not provide a specific alignment to the Spanish Language Development proficiency levels.

3)

 Language domains are systematically integrated throughout the materials. Each individualized lesson pathway in Istation Español has the following components: *book and print awareness, listening comprehension, phonological awareness, syllabic and phonemic awareness, letter writing and spelling, writing conventions, word analysis, vocabulary development, reading comprehension, making*

cross-curricular and cross-genre connections, genre analysis study and text fluency. Each individualized student pathway and adaptive experience includes direct and explicit instruction, remediated support, and practice for mastery.

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

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

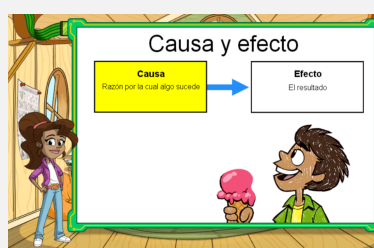|		
1) Do the materials connect the language development standards to the state academic content standards?	**Yes**	No
2) Are the academic content standards systematically represented throughout the materials?	**Yes**	No
3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?	**Yes**	No

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.
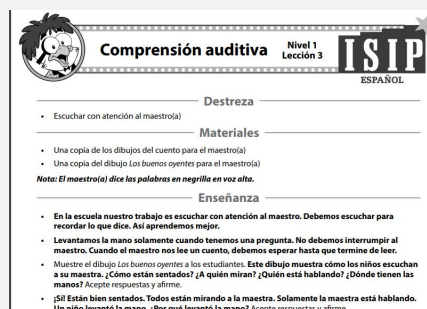
1)

The materials connect to the Spanish Language Development and Spanish Language Arts Standards in addition to the Common Core State Academic Standards. Istation Español provides Common Core State grade-level standard alignment with each of the on-line lesson and activities in addition to the teacher-directed supplementary offerings. Correlation to the Common Core State Standards can be found here: **https://secure.istation.com/ReportToolbox/Correlations**

Please find a partial list of CCSS Istation Español correlation information:

Kindergarten   CCSS = Common Core State Standards
Reading Strand Summary of CCSS and Istation Reading en Español Activities
Literature: Key Ideas and Details

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
1	With prompting and support, ask and answer questions about key details in a text.	• *All letter books* • *Manchitas y Memo* • *Los gatitos* • *¿Dónde viven?* • *Los gérmenes* • *Vamos al dentista*	1-8 9 9 9 9 9	**ISIP Español** • *Destrezas auditivas: Ficción – Contestar preguntas* • *Destrezas auditivas: Recordar detalles* • *Destrezas auditivas: Ficción – Contestar preguntas* • *Comprensión de lectura: Ficción – Personajes* • *Comprensión de lectura: No ficción – Idea principal*
3	With prompting and support, identify characters, settings, and major events in a story.	*Letter books:* • *Sami el sapo* • *Gema y Gerardo* • *Chile y chocolate* • *Wilzon y Wilfredo* • *All books*	2 5 5 8 9	**ISIP Español** • *Comprensión de lectura: Ficción – Leer y contestar preguntas* • *Comprensión de lectura: Ficción – Leer y hacer predicciones* • *Comprensión de lectura: Ficción – Leer y llegar a conclusiones* • *Comprensión de lectura: Ficción – Personajes* • *Comprensión de lectura: No ficción – Idea principal*

Literature: Craft and Structure

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
5	Recognize common types of texts (e.g., storybooks, poems).	• *All letter books* • *All books*	1-8 9	
6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	*Letter books:* • *Árbol y abeja* • *Raúl lavó la ropa* • *Los niños de Nuble*	1 3 6	*Cycle-based* • *Cycle 3, 5, 6: BPA – Conceptos básicos de la letra impresa – Título, autor e ilustrador*

Literature: Integration of Knowledge and Ideas

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	*Letter books:* • *Los timbales de Tito* • *Gema y Gerardo* • *Chile y chocolate* • *Wilzon y Wilfredo*	3 5 5 8	**ISIP Español** • *Comprensión de lectura: No ficción – Idea principal*

Literature: Range of Reading and Level of Text Complexity

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
10	Actively engage in group reading activities with purpose and understanding.	• *All letter books* • *Manchitas y Memo* • *Los gatitos* • *¿Dónde viven?* • *Los gérmenes* • *Vamos al dentista*	1-8 9 9 9 9 9	

1ˢᵗ Grade   CCSS = Common Core State Standards
Reading Strand Summary of CCSS and Istation Reading en Español Activities
Literature: Key Ideas and Details

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
1	Ask and answer questions about key details in a text.	• *All letter books* **Books:** • *Manchitas y Memo* • *Los gatitos* • *¿Dónde viven?* • *¿Cómo se forman las montañas?* • *¿Quién nos sigue?* • *Las arañas* • *El bosque amazónico en peligro*	1-8 9 9 9 10 10 10 11	**ISIP Español** • *Comprensión de lectura: Ficción – Leer y contestar preguntas* • *Comprensión de lectura: Ficción – Leer y hacer predicciones* • *Comprensión de lectura: No ficción – Idea principal* • *Comprensión de lectura: Ficción – Personajes* • *Comprensión de lectura: No ficción – Identificar detalles* *Cycle-based* • *Cycles 9-10: Main idea/Details – Comprensión de lectura: Idea principal*
2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**Books:** • *Manchitas y Memo* • *Los gatitos* • *¿Dónde viven?* • *¿Cómo se forman las montañas?* • *¿Quién nos sigue?* • *Las arañas* • *El bosque amazónico en peligro*	9 9 9 10 10 10 11	**ISIP Español** • *Destrezas auditivas: Ficción – Volver a contar* • *Destrezas auditivas: Ficción – Volver a contar: El cumpleaños de Oscar* • *Destrezas auditivas: Ficción – Volver a contar: Fifí y Fito; Lalo y la leche* • *Destrezas auditivas: Ficción – Volver a contar: Un raspado para Ramón; Lalo y la lámpara* • *Destrezas auditivas: Ficción – Recordar detalles* • *Comprensión de lectura: No ficción – Idea principal* • *Comprensión de lectura: No ficción – Identificar detalles* *Cycle-based* • *Cycles 9-10: Main idea/Details – Comprensión de lectura: Idea principal*
3	Describe characters, settings, and major events in a story, using key details.	• *All letter books* • *All books*	1-8 9-11	**ISIP Español** • *Comprensión de lectura: No ficción – Idea principal* • *Comprensión de lectura: Ficción – Personajes* • *Comprensión de lectura: No ficción – Identificar detalles* *Cycle-based* • *Cycles 9-10: Main idea/Details – Comprensión de lectura: Idea principal*

2ⁿᵈ Grade   **CCSS = Common Core State Standards**

Reading Strand Summary of CCSS and Istation Reading en Español Activities

Literature: Key Ideas and Details

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
1	Ask and answer questions such as who what, where, when, why, and how to demonstrate understanding of key details in a text.	• *All Books*	9-11	**ISIP Español** • *Comprensión de lectura: Ficción – Leer y hacer predicciones* • *Comprensión de lectura: No ficción – Idea principal* • *Comprensión de lectura: Ficción – Personajes* • *Comprensión de lectura: No ficción – Identificar detalles* **Cycle-based** • *Cycles 9-10: Main idea/Details – Comprensión de lectura: Idea principal*
2	Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson or moral.			**ISIP Español** • *Destrezas auditivas: Ficción – volver a contar: El cumpleaños de Oscar* • *Destrezas auditivas: Ficción – volver a contar: Fifí y Fito; Lalo y la leche* • *Destrezas auditivas: Ficción – volver a contar: Un raspado para Ramón; Lalo y la lámpara* **Cycle-based** • *Cycles 9-10: Main idea/Details – Comprensión de lectura: Idea principal*
3	Describe how characters in a story respond to major events and challenges.	*Books:* • *Un día de nieve* • *Tormenta de nieve* • *¿Quién nos sigue?* • *El regalo del desierto* • *Los monos aulladores parte 2*	10 10 10 11 11	**ISIP Español** • *Comprensión de lectura: Ficción – Personajes* **Cycle-based** • *Cycle 10: Character Analysis – Comprensión de lectura: Análisis de personajes*
Literature: Craft and Structure				
5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	*Books:* • *Manchitas y Memo* • *Un día de nieve* • *El regalo del desierto* • *Los monos aulladores parte 2* • *Parts of speech (Story Machine)*	9 10 11 11 9-11	**ISIP Español** • *Comprensión de lectura: Ficción – Secuencia* • *Comprensión de lectura: Ficción – Resumir* **Cycle-based** • *Cycle 11: Sequencing – Comprensión de lectura: Orden de sucesos*

3ʳᵈ Grade   **CCSS = Common Core State Standards**

Reading Strand Summary of CCSS and Istation Reading en Español Activities

Literature: Key Ideas and Details

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• *All books*	9-12	**ISIP Español** • *Comprensión de lectura: Ficción – Leer y hacer inferencias* • *Comprensión de lectura: Ficción – Secuencia* • *Comprensión de lectura: No ficción – Idea principal* • *Comprensión de lectura: Ficción – Personajes* • *Comprensión de lectura: Ficción – Resumir* **Cycle-based** • *Cycles 9-10: Main idea/Details – Comprensión de lectura: Idea principal* • *Cycle 12: Main idea/Details and Main idea/Details II – Comprensión de lectura: Idea principal y detalles*
2	Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson or moral and explain how it is conveyed through key details in the text.			**ISIP Español** • *Destrezas auditivas: Ficción – Volver a contar* • *Destrezas auditivas: Ficción – Volver a contar: El cumpleaños de Oscar* • *Destrezas auditivas: Ficción – Volver a contar: Fifí y Fito; Lalo y la leche* • *Destrezas auditivas: Ficción – Volver a contar: Un raspado para Ramón; Lalo y la lámpara* **Cycle-based** • *Cycles 9-10: Main idea/Details – Comprensión de lectura: Idea principal* • *Cycle 12: Main idea/Details and Main idea/Details II – Comprensión de lectura: Idea principal y detalles*
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	*Books:* • *Un día de nieve* • *Tormenta de nieve* • *¿Quién nos sigue?* • *El regalo del desierto* • *Los monos aulladores parte 2*	10 10 10 11 11	**ISIP Español** • *Comprensión de lectura: Ficción – Personajes* **Cycle-based** • *Cycle 10: Character Analysis – Comprensión de lectura: Análisis de personajes*

2)

Standards aligned content is presented systematically throughout the Istation Español program. The Istation Español is a comprehensive language and literacy Spanish curriculum that has been correlated to the following set of standards: SLAR component of CCSS, TEKS. Istation Español program addresses the following early Spanish language and literacy skills through comprehensive exposure across all four language domains: alphabetic principle, phonics, phonological awareness, language and vocabulary development concepts, reading comprehension, and cross-curricular exposure to Mathematics, Science, and Social Studies concepts. The Istation Español program is focused on Pre-Kindergarten through 5ᵗʰ grade core language and literacy concepts and skills. Language is built in the context of learning developmentally appropriate skills.

3)

Social and instructional language, the language of Language arts, Mathematics, Science and Social

Studies are represented in Istation Español online and offline resources. Istation Español language and literacy development includes three essential processes: the social and linguistic construct and the cognitive age-appropriate construct. Istation Español uses a diverse array of genres reflective of the diversity in the Spanish speaking world. Istation Español students are exposed to a wide range of authentic and culturally relevant texts that have not been translated or a transliterated version of an English text. Istation Español employ an asset-based approach to supporting the learner by recognizing and celebrating positive Spanish speaking models. Additionally, Istation Español provides fiction and information books and passages that support the *Character Counts Six Pillar Program Framework.* The framework addresses the following social and emotional constructs: *trustworthiness, respect, responsibility, fairness, caring and citizenship*

Six Pillars Program Framework
Character Counts!

T.R.R.F.C.C	Qualities to Possess
Trustworthiness	• be honest • don't deceive, cheat, or steal • be reliable - do what you said you'll do • have the courage to do the right thing • build a good reputation • be loyal – stand by your family, friends, and country
Respect	• treat others with respect; follow the Golden Rule • be tolerant and accepting of differences • use good manners, not bad language • be considerate of the feelings of others • don't threaten, hit or hurt anyone • deal peacefully with anger, insults, and disagreements
Responsibility	• do what you are supposed to do • plan ahead • persevere: keep on trying! • always do your best • use self-control • be self-disciplined • think before you act - consider the consequences • be accountable for your words, actions, and attitudes • set a good example for others
Fairness	• play by the rules • take turns and share • be open-minded, listen to others • don't take advantage of others • don't blame others carelessly • treat all people fairly
Caring	• be kind • be compassionate and show you care • express gratitude • forgive others • help people in need
Citizenship	• do your share to make your school and community better • cooperate • get involved in community affairs • stay informed; vote • be a good neighbor • obey laws and rules • respect authority • protect the environment • volunteer

Following Title Selections from Istation Español employ 1 or more of these Character Six Pillar traits:

Title	Cycle	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
El ayudante del salón	9		√	√			√
Lola no quiere ir a la escuela	9					√	
Rojo va a la escuela	9					√	
Un día de nieve	10			√		√	√
¿Quién nos sigue?	10					√	
El caldo milagroso	10					√	√
Serenatas con amor	10					√	√
¡No lo olvidaré!	10			√		√	√
Cartas a un soldado	10					√	
¡Mochilas Esperanza!	10			√		√	√
El bosque amazónico en peligro	11			√		√	√
Mascotas	11			√		√	
Los monos aulladores: Parte 1 y 2	11			√			
Alma Flor Ada	11		√				√
Elisa la mentirosa	11	√	√	√		√	
La bruja Filomena	11				√	√	
Lulo el travieso	11	√	√	√			

Title	Cycle	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
El ayudante del salón	9		√	√			√
Lola no quiere ir a la escuela	9					√	
Rojo va a la escuela	9					√	
Un día de nieve	10			√		√	√
¿Quién nos sigue?	10					√	
El caldo milagroso	10					√	√
Serenatas con amor	10					√	√
¡No lo olvidaré!	10			√		√	√
Cartas a un soldado	10					√	
¡Mochilas Esperanza!	10			√		√	√
El bosque amazónico en peligro	11			√		√	√
Mascotas	11			√		√	
Los monos aulladores: Parte 1 y 2	11			√			
Alma Flor Ada	11		√				√
Elisa la mentirosa	11	√	√	√		√	
La bruja Filomena	11				√	√	
Lulo el travieso	11	√	√	√			

Title	Cycle	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
Sonia Sotomayor	11	√	√		√	√	√
En busca del dinosaurio	12				√	√	√
Las estaciones en el campo	12		√				
La mejor feria científica	12			√	√		
Una misión increíble	12			√	√		

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

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level?   **Yes**   No

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?   **Yes**   No

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

1)

The materials present an opportunity for language learners to engage in various cognitive functions and higher order thinking and problem solving, regardless of their Spanish language level. In each Istation Español program sequence students learn new language or skills through an initial direct instruction exposure, video sequence or animated activity sequence. Istation

Español students have multiple exposures to the new language and concept by applying meaning through a variety of contexts. Academic bilingual and biliteracy language development in Istation Español is built across varied disciplines as students work with the language of Language arts, the language of Science and Social Studies. Within each Istation Español program students engage with language development to serve various functions. In some of the Istation Español activities and lessons, students are asked to follow multiple step directions, infer, compare/ contrast and predict, whereas, some of the other Istation Español activities are more open-ended encouraging students to describe, explain, explore and choose. The following sequence highlights the complexity of language and higher-order thinking skills students demonstrate on-line:

Secuencia: Orden de Eventos

Estrategia de Lectura: Causa y Efecto

2)

Higher order thinking activities are addressed systematically throughout the Istation Español program. Higher order activities are included in each individualized student adaptive instruction pathway for language and literacy Pre-Kindergarten through 5th grade. Istation Español utilizes on-going assessment, benchmark adaptive assessments to provide age appropriate instruction with opportunities for both remediation and scaffolded support or acceleration within the program.

C. Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level? **Yes** No

2) **Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?**   **Yes**   No

3) **Are scaffolding supports presented systematically throughout the materials?**   **Yes**   No

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

1)

Scaffolding supports are provided to allow Istation Español students to advance within a language and literacy proficiency level. Istation Español students who are at an *early-emergent* Spanish language proficiency level can be provided an adapted pathway of instruction that includes additional modeling, scaffolded and guided practice with remediation, and acceleration when appropriate. The adaptive Istation Español assessments ensure students are provided with age-appropriate cross curricular content exposure. An *early-emergent* Spanish language and literacy student will learn social and instructional language through engaging animation sequences, videos, graphic and visual support, auditory and visual on-screen cuing and a cultivated series of learning activities for the classroom beyond the assigned Istation Español program time. Roll-over text in the Istation Español literacy components ensure students have multiple exposures to new vocabulary and concepts. Scaffolding embedded throughout the Istation Español program include, adaptive student learning pathways, teacher created student pathways for additional skill and study practice, roll-over text, engaging graphics, animation sequences, games, songs, multiple non-fiction and fiction genre studies, games metalinguistic modeling and real-world lessons.

2)

Istation Español program provides scaffolding supports as student progress from one Spanish Language Proficiency level to the next. For example, *developing and expanding* language proficiency students are provided guided and independent practice to demonstrate mastery with a skill set. The student's personalized learning plan will recalibrate with each student success providing an accelerated pathway, when appropriate.

3)

Scaffolding supports are systematically integrated into Istation Español. It is both adaptive and interactive to support bilingual and biliterate students with both core content skills and the corresponding Spanish language demands. The personalized Istation Español pathway ensures that all students have an opportunity to progress through Spanish language and literacy proficiency levels in each of the four language domains.

D. Accessibility to Grade Level Content

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

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

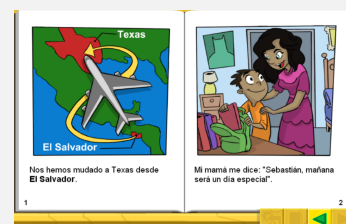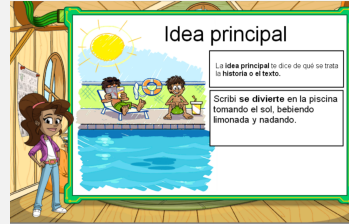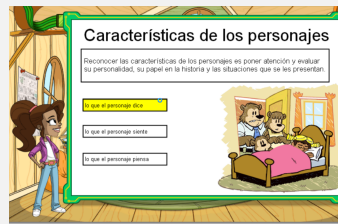3) **Is the grade-level content systematically presented throughout the materials?**   **Yes**   No

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

1)

The content covered in Istation Español is linguistically and developmentally appropriate for Pre-Kindergarten through 5th grade. Istation Español personalized learning pathway is informed by a student's performance on the formative assessments designed specifically for Spanish Literacy and created by Spanish language and literacy educators. The assessments are nationally normed by Istation *Indicators of Progess *ISIP* that measure student growth with computer adaptive screening. The frequency and adaptive nature of embedded progress monitoring tools ensure both data integrity and appropriate student placement. As each student moves through the program, Istation Español provides ongoing assessments, and creates adaptive instructional pathways based on student performance. If a student has shown proficiency with a concept the pathway would adapt to provide less practice with the mastered concept.

2)

Spanish language arts content is made accessible for the targeted levels of Spanish language and literacy proficiency by the embedded formative assessment tools, to best meet the individual student needs. The Istation Español *ISIP* Subtests begin with an assigned set of grade-based assessment items. Additional subtests will be added based on each student's estimated overall reading scores. Istation Español *Lectura Temprana* and *Lectura Avanzada* evaluate some of the following bilingual and biliteracy skills: listening comprehension, phonological awareness, writing conventions, cross-curricular vocabulary, reading comprehension skills, genre studies, spelling, and text fluency. The Istation Español program ensures grade-level content is made accessible through strategic front loading of both the learning target and the essential information needed to build background knowledge and strategic connections to other previously taught skills. For example, prior to an interactive content-specific reading targeted vocabulary is taught to ensure student can connect meaning to the new words in the text. See an example of the some of the biliteracy metalingual and metacognitive instructional strategies that Istation Español students experience on-line:

3)

Grade-level content is systematically presented throughout Istation Español. All Istation Español lessons, activities, and extension activities correlate to grade level Spanish Language Arts content and grade-level standards. Istation Español is designed to address the SLAR component of Common Core, and state standards that support bilingual and biliteracy models for grades Pre-Kindergarten through 5th grade. The Spanish Language arts alignment focuses on phonological awareness, language form and function development through grammar studies, spelling, writing conventions, identifying text features and a wide variety of comprehension strategies for both the fiction and non-fiction text. Istation Español students are taught to identify context clues, text features, evaluate character development, identify cause and effect, make predictions, check for understanding and learn new Spanish vocabulary in a variety of contexts. The Istation Español program focuses on supporting bilingual and biliterate students through rich interactive and cross-curricular activities. A thorough list of Istation Español correlation to state and national standards can be found on the Istation Español site: **https://www.istation.com/Spanish**

Highlighted below are images from the interactive Istation Español teacher portal resource center:
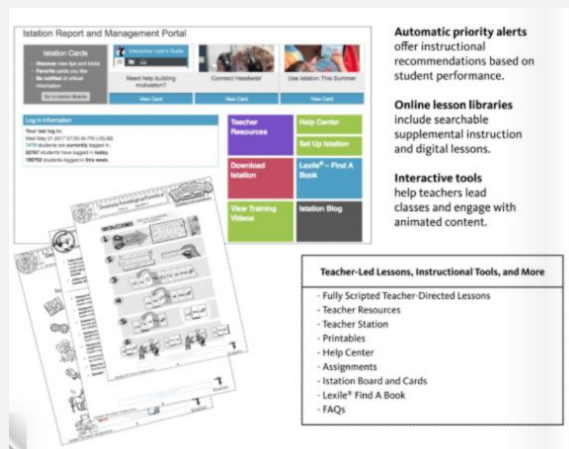
The teacher resource portal provides educators with the following resources: fully scripted teacher-directed lessons, the teacher station to make adjustments to their student personalized pathway, printables, interactive tools to bring a resource or activity into a whole group instructional component, Istation boards and cards, Lexile leveling for texts, and resources to support an interactive in-classroom station.
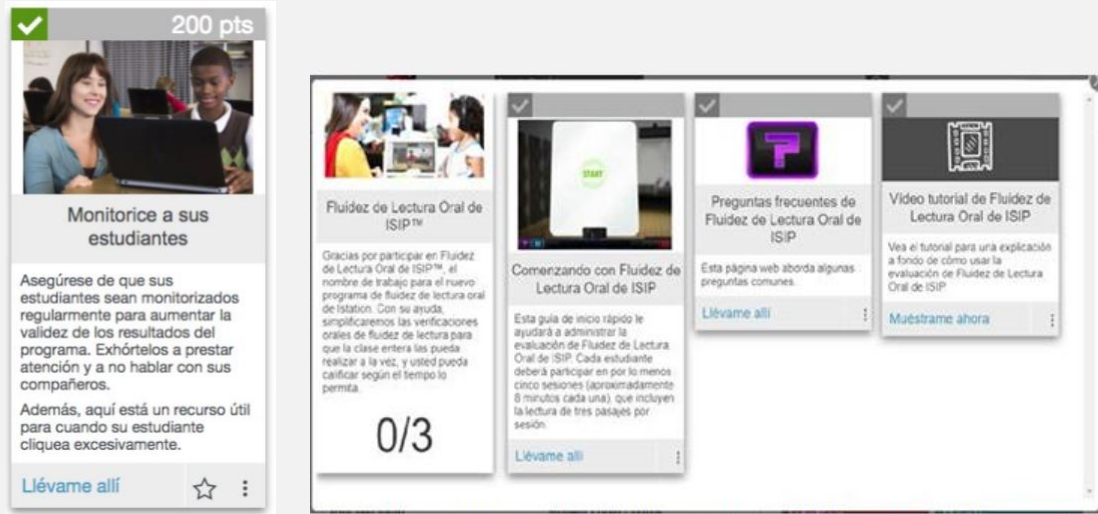
The Istation data dashboard provides educators with personalized real-time data including the following reports: a priority report to identify which students would benefit from additional remediation with specific links to Istation instructional supplementary materials, the executive summary for district or school administrators with summarized school site data and skill growth information, a summary report, a classroom summary, a usage trend, and a skill growth report.

Screen shots from the priority report:

Screen shots from the biliteracy report

MIC Classroom 2018/2019 ⌄

at Idaho 1 - Testing campus

Product: [Istation Reading] [Istation Español] [Istation Math]   Show Multiple Products ☑
ISIP status and weekly activity are based on the product(s) selected above   Hide Filtered Status ☐

Show By Status: [All Students] [Tier 1] [Tier 2] [Tier 3] [Incomplete]

Student	ISIP™ Status This Month ⓘ	◄ Activity This Week ⓘ
▤ Nguyen, Brooklyn	**complete** ISIP Early Reading	Su Mo Tu We Th Fr Sa ⏱ 0 minutes
	complete ISIP Lectura Temprana	Su Mo Tu We Th Fr Sa ⏱ 0 minutes
	complete ISIP Math	Su Mo Tu We Th Fr Sa ⏱ 0 minutes
▤ Nguyen, Student3	incomplete ISIP Early Reading	Su Mo Tu We Th Fr Sa ⏱ 0 minutes
	incomplete ISIP Lectura Temprana	Su Mo Tu We Th Fr Sa ⏱ 0 minutes
	complete ISIP Math	Su Mo Tu **We** Th Fr Sa ⏱ 4 minutes
▤ Nguyen, Student5	**complete** ISIP Advanced Reading	Su Mo Tu We Th Fr Sa ⏱ 0 minutes
	complete ISIP Lectura Avanzada	Su Mo Tu We Th Fr Sa ⏱ 0 minutes
	complete ISIP Math	Su Mo Tu We Th Fr Sa ⏱ 0 minutes

Screen shots from the data dashboard

Priority Report

This instructional report identifies which students will benefit from further intervention and provides links to teacher-led lessons and supplemental materials.

Executive Summary

This assessment report for school and district administrators summarizes current campus results by combining the ISIP™ Summary Report with the ISIP Skill Growth by Tier Report.

Summary Report

This detail helps teachers determine which skills need to be retaught by providing a classroom overview of how many students are performing within each instructional tier according to skill.

Classroom Summary

This information supports administration of small-group instruction by grouping students by ISIP instructional tiers and tracking skill performance.

Usage Trend

Tracking student usage across the school year, this monthly report provides a tier-by-tier comparison of average minutes of instruction.

Skill Growth

Designed to help evaluate effectiveness of critical support and determine needs for whole-group instruction, this class view helps teachers monitor skill acquisition.

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)

Istation Español programs include a wide range of language functions. Within each of the automatic screeners, on-line lessons and activities, and additional extension activities include some of the following high-leverage language functions: ***identify, locate, choose, sequence, compare, contrast, infer, distinguish, highlight, explain, describe, summarize, and create.*** Additionally, Istation Español identifies language functions as an essential component in the learning and language targets students are introduced to in the direct-instruction component of their on-line learning experience.

Highlighted below is several screen shots reflecting high-leverage language functions:

2)
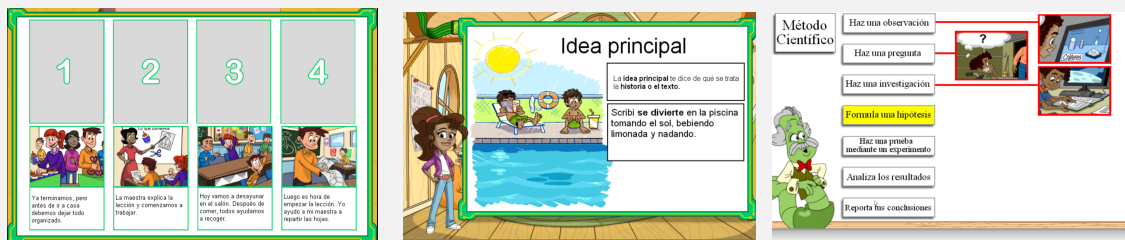
Istation Español uses language functions to guide instruction throughout the program. Language functions are used to define the action involved with each on-line lesson or activity, and each teacher-directed extension or remediation activity. Language functions are used strategically to help define both the language and literacy goals for the students across all for language domains. Highlighted below are additional formative assessment screen shots focused on literacy comprehension guided by high-leverage language functions:

Fluidez — ISIP EN PROGRESO

LA LLAMADA ESPERADA

Hoy es el cumpleaños de Ema. Cumple [nunca / todos / diez] años. Ema está feliz porque tendrá _____ festejos; el de hoy y una fiesta _____ sábado. Ella y su familia saborean _____ pastel de tres leches en la _____. Su hermano pequeño ignora la importancia de los _____ y come su pastel con las _____. Todos charlan animados.

PRUEBA 1 2 3 4 · TIEMPO

Vocabulario — ISIP EN PROGRESO

Parte final de un texto.

- introducción
- conclusión
- portada
- indice

PRUEBA 1 2 3 4 · TIEMPO

Vocabulario — ISIP EN PROGRESO

- nadar
- beber
- comer
- cocinar

PRUEBA 1 2 3 4 · TIEMPO

Vocabulario — ISIP EN PROGRESO

Mi escuela queda cerca de mi casa.

- está
- nunca
- bloquea
- termina

PRUEBA 1 2 3 4 · TIEMPO

---

3)

Language functions support Istation Español student's language and literacy development throughout the program. Istation Español adaptive curriculum for the bilingual or dual-language implementation model provides purposeful instruction, layered scaffolding and differentiation for students with language and literacy complexity. The highly engaging interactive lessons and responsive reteaching ensures skill mastery before progressing.