

PRIME V2

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at <u>store@wceps.org</u> 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 Yes No in the materials?
- 2) Are the student assets and contributions Yes No systematically considered throughout the materials?

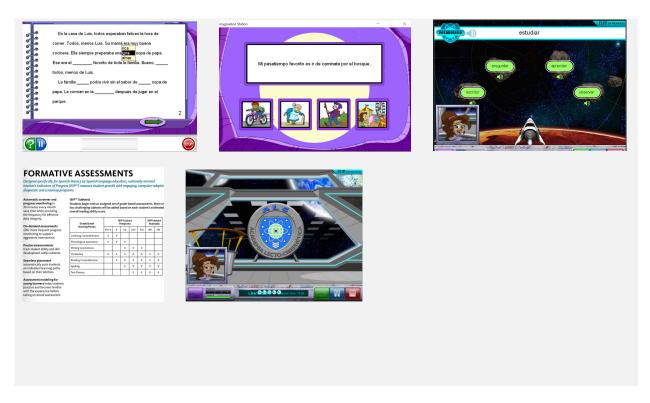
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

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)

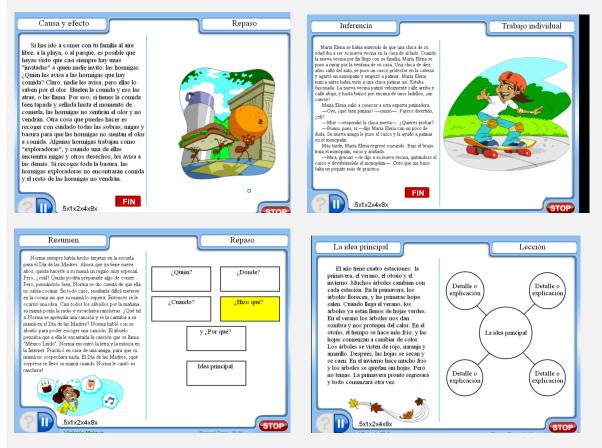
 Do the materials address language features at th discourse dimension in a consistent manner for identified proficiency levels? 		No
2) Are the language features at the discourse dimension addressed systematically throughout materials?	Yes the	No
Justification: Provide examples from materials as evidence	to support each "ye	əs"

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.

Comprensión de lectura Ciclo 7 Lección 1	Enseñanza • Poder hacer inferencias es una estrategia muy importante para comprender las historias que leemos. Para hacer una inferencia usamos información del texto o ilustración y nuestro conocimiento previo para hacer conclusiones sobre la lectura.
Hacer inferencias usando la información del texto y el conocimiento previo	 Veamos esta ilustración. Muestre la ilustración de unos niños disfrazados sosteniendo sus calabazas. Vamos a ver cuáles son las pistas. En esta ilustración hay tres niños. Cada uno tiene un disfraz distinto y todos están cargando unas calabazas. Ahora ustedes van a usar su conocimiento previo para poder inferir lo que está pasando. Espere las respuestas de los estudiantes.
Materiales	Ustedes saben que cuando los niños se disfrazan y tienen calabazas es porque van a salir a pedir duices en la noche de Halloween. Entonces con las pistas de la liustración més nuestro conocimiento previo podemos inferir que es la noche de Halloween y los niños están pidiendo dulces. Cuando hacemos inferencias somos detectives y usamos las pistas del texto o las ilustraciones para poder inferir lo que está sucediendo o lo que va a suceder. Práctica dirigida
Enseñanza Poder hacer inferencias es una estrategia muy importante para comprender las historias que leemos. Para hacer una inferencia usamos información del texto o llustración y nuestro conocimiento previo para hacer conduciones sobre el a lectura.	 Ahora vamos a practicar. Veamos esta ilustración. Muestre la ilustración de un niño con un uniforme de fútbol que se está amarando sus zapatos y tiene un balón de fútbol al lado. En esta ilustración hay varias pistas que pueden ayudarnos a inferir qué es lo que el niño va a hacer. Las pistas son las siguientes:
 Veamo seta liuttación. Muestre la liuttación de unos mitros dificitazións conteniendo sus calabazas. Varnos a ver cuides son las pistas. En esta liuttación hay tres mitios. Cada uno tiene un disfraz distinto y todos están cargando unas calabazas. Alvon oustedes van a usar su conocimiento previo para poder inferir lo que está pasando. Espere las respuestas de los estudiantes. Ustedes saber que cuando los minos es disfrazar y tienen calabazas es porque van a salir a 	 El niño tiene puesto un uniforme de un equipo. El niño se está amarrando sus zapatos de fútbol. Hay un balón de fútbol en el piso.
pedir dulces en la noche de Halloween. Entonces con las pistas de la ilustración más nuestro conocimiento previo podemos inferir que es la noche de Halloween y los niños están pidiendo dulces. Cuando hacemos inferencias somos detectives y usamos las pistas del texto o las ilustraciones para poder inferir lo que está sucediendo o lo que va a suceder.	Copyright © 2016 Istation* All rights reserved. 1 Istation

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.



В.	Sentence Dimension (e.g., types, variety of grammatical s formulaic and idiomatic expressions; conventions)	structures	3
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*



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.



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	Cycle 2: Mm, Pp, Ll, Ss
Alphabetic principles	Alphabetic principles
 Phonological and phonemic awareness 	 Phonological and phonemic awareness
 Book and Print Awareness (BPA): 	 Book and Print Awareness (BPA):
 Title, author, and illustrator 	 Title, author, and illustrator
 Parts of a book: cover, back, spine 	 Parts of a book: cover, back, spine
 Left to right and top to bottom 	 Count words in a sentence
 Letter formation (upper & lowercase) 	 Count words on a page
 Identifying letter in words (initial sound) 	 Punctuation
 Blending sounds to create syllables and form words 	 Letter formation (upper & lowercase)
 High frequency words (el, la, un, una, y, se, su, les, los, 	 Identifying letter in words (initial sound)
en, por, son, de, me)	Blending sounds to create syllables and form words
 Read-aloud books (poem format) 	 High frequency words (y, mi, con, las, hay, una, para, se,
 Decodable books with each letter block 	él, un, la, se, de, el, su, es, a)
 Daily 5 strategy (picture walk) 	 Read-aloud books (poem format)
 Cumulative letters and sounds review 	 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 language¹)

- 1) Do the materials address language features at the Yes No word/phrase dimension in a consistent manner for all identified proficiency levels?
- 2) Are words, expressions, and phrases represented in Yes No context?

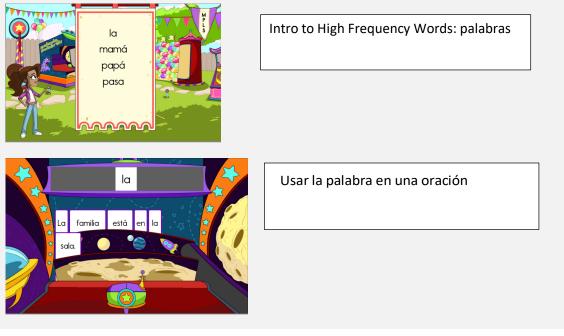
- 3) Is the general, specific, and technical language Yes No appropriate for the targeted proficiency levels?
- 4) Is the general, specific, and technical² language Yes No systematically presented throughout the materials?

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:



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.



Reconocer la Palabra tres veces, Práctica

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 Temprana series exposure to sinomios y antonimos alongside a definición and oración practice:

bilingüe	que habla dos lenguas	monolingüe
palabra bilingüe	sinônimo que habla dos lenguas	antónimo monolingüe
definición Persona que habla dos idiomas.	oración Mi mamá y mi papá hablan dos lenguas.	oración Mi abuelo es monolingüe; él solo habla español.

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	The World of Genres	sinónimo	LON NO STAT	homógrafa
Cycle 13: Making Connections Across	Cycle 16: Making Connections Across Texts:	A CONTRACTOR		
Texts: Fiction and Nonfiction	Fiction and Nonfiction	cuento		
 Reading selections paired 	 Reading selections paired 			
 Overview of genres' main characteristics 	 Overview of genres' main characteristics 			
> Play	> Play			
Biography	Biography		🥪 historia 👔	llustración
 Myth Informative Article 	Legend Informative Article		Carl Carlo and Carlo Carlo	
 Vocabulary game to explore and preview words 	Vocabulary game to explore and preview words (using	relato que se cuenta o se		E acuelo nos comó su historia de cuando
(using context for definition, images,	context for definition, images, antonyms/synonyms and	escribe		conoció al presidente.
antonyms/synonyms and parts of speech)	parts of speech)			
 Instructional hook with visuals (anticipatory set) 	 Instructional hook with visuals (anticipatory set) 	definición	Dear Street	oración
 Compare & contrast images, and text using graphic organizers (T-charts & Venn diagrams) 	 Compare & contrast images, and text using graphic organizers (Venn diagrams) 	the all the	función grama	
 Compare features in both genres: 	Compare features in both genres:	113 Ad DI	Tuncion grama	real provide the second s
Main themes	Main themes			de guardar
Characters to historical figures	Genre's characteristics			
 Genre exploratory scenes (fiction & nonfiction) 	Genre exploratory scenes (fiction & nonfiction)		apreciado por e estudio y la narración de los eventos del	sustantivo
 Reading of selection independently 	 Reading of selection independently 	su valor	sentimental pesado	

	Cycle 13 Vocabulary (glossary) unit 1 and 2	
	Title of Independe	ent Read Passages
Unit 2 El reto de Madre Sol per Grege A. Mender Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna per Grege A. Mender ages El origen del fuego y su uso por los humanos per Mente Resum-Valencia	Unit 1: La aventura de los galeotes	Unit 2: El reto de Madre Sol
	placate sosegando: calmar a algo o alguien La nifera estaba <mark>sosegando</mark> al bebé con una canción de cuna.	sunset oraso: cuando el sol desapanece detrás del horizonte Tras el ocaso, papal nos dijo que ya estaba muy oscuro para estar afuera.
	story historia: relato que se cuenta o se escribe El abuelo nos contó su historia de cuando conoció al presidente. En ato ra Cognado: story	concealed ocultaba: esconder algo La nieve recién caida <mark>ocultaba</mark> los carros bajo una capa blanca. Forme e
	truthfui verifica: describe información que es cierta El testigo dio una declaración verifica del accidente. Teneto Te	emitias demitias do la construcción de la construcc
	inevitable Inevitable: describe algún evento que no se puede evitar. Es inevitable: que el sol salga esta mañana. Tem 14 ez : Cognado: inevitable	Immense Inmense se dice de algo muy grande La ballena era tan I <mark>nmensa</mark> que podía comer más de 2,500 kilogramos de pescado al día. Cognado: inmense
	Unit 1: Platón, en busca de la justicia	Unit 2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna
t Read Passages Unit 2	lineage: lineage: los antepasados de una persona, especialmente de clase alta el lineage del principe se origina desde Enrique VIII. Terre 14 de Cognado: înreage	sufficiently suffi
por George A. Méndez Desde la Tierra hasta el Sol:	post puesto: empleo a trabajo Benjamin aceptó el <mark>puesto</mark> de jefe de bomberos. Investo: el pue	privilleged privilegiada: que tiene una ventaja especial Como fue aceptada en una escuela exclusiva, su educación fue privilegiada.
ssages El origen del fuego y su uso por los humanos	deplorable deplorable: algo que inspira un sentimiento de disgusta Dada la condición <mark>deplorable</mark> del lago, no pudimos er a nadar. Cognada: deplorable	geocentric geocentrica: que tiene la Tierra como centro La teoria geocéntrica dice que la Tierra está en el centro del sistema solar. Cognado: geocentric
	usurp usurpar: quitar la propiedad o posición de otra persona El aspirante logió <mark>usurpar</mark> el título del campeón. Econado: usurp	contributions contributions: la acción de aportar, ayudar, cooperar con algo Gracias a las contribuciones de los vecinos, el parque infantil fue completado. Contrado:
-	Reteach	
adaptado por Jessica Rosario-Valentin	Lady Trieu, guerrera vietnamita	El origen del fuego y su uso por los humanos
	adversity adversidad: situación problemática en la que alguien se encuentra La gran adversidad de los campistas fue no tener comida ni refugio.	opening abertura: agujero o fisura El balón rodó hacia el patio por la <mark>abertura</mark> de la cerca.
por Jessica Rosario-Valentin	Cognado: adversity	

Cycle 13: Unit 1 and Unit 2

Cycle 14: Unit 1 and Unit 2

Unit 1 La aventura de los galeotes ada de Don Quijote de la Mancha po

adaptada por George A. Méndez Platón, en busca de la justicia

Lady Trieu, guerrera vietnamita

Unit 1 Una obra maestra

El autor misterioso detrás de la aritmética

Lady Trieu, guerrera vietnamita

por Jessica Rosario-Valentín

Miguel de Cerv

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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)
- 63) 60 Vocabulario Ciclo 8 Lección 3 Destreza Reconocer y aprender palabras de uso frecuente Materiales
 - Una copia de las tarietas 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 silabas de manera separada. Vam 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, raue, hacen, trabaiar
- · 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
- Ahora vamos a practicar las palabras de uso frecuente: ambos, lejos, suerte, hio 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.
- lique a los estudiantes cómo jugar el juego. Instruccione luestre y exp

Ciclo 8

Vocabulario

Lección 3

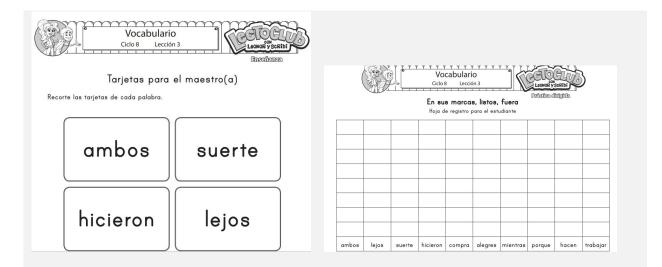
 Muestre a los estudiantes los cubos con las palabras de uso frecuente y pidales que lean cada una de las palabras. Repita la actividad una vez más. Cada estudiante tiene una hoja y un lápiz para registrar la carrera de las palabras. Por turnos, cada estudiante tira los dos cubos al mismo tiempo y el resto de la clase lee la palabra que quede boca arriba en cada uno de los cubos.

SA O(F

- El estudiante que tira los cubos escribe las dos palabras en la columna que corresponde a cada palabra en la hoja de registro.
- 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.



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*

		PAZ	obra teatral contraction biografia	PAZ 🖤	leyenda articulo Informativo de La seconda
Abertura * adversidad * C D E	articulo informative Dependentia para para para for la harana terretaria de la para para para la harana de la para terretaria de la para de la para de la para de la para de la para terretaria de la para de la para terretaria de la para de la para de la para de la para de la para de la para	D deplorable v E derrota v H	Philip Decay of United States and State	adyacente v ahuecar v	El crigen cla ma nette en entre trater - Senterals andre a francé hardis hardis - Senterals and a francé hardis - Senterals and a
F G H	Elineis del Nage 21. Rustres centos empleanos el supo en la staris ver desde veze los indexes del homanidad y colections del los que a banko del Antor rest ruttarato, cento elemperado e vezeranos 21000 del		2 Les na ces formiseres en Padro inducidamente introverse su prener auerce de sur d'actres activants de cescer a jugaries e procrismines descruitante el catalos, un regi de Alemas, y su madro execurida del artiguo legis aduct gravajo soci. Labos su limas distinguios Entido settar la una proclutigación la intercarraria en la política y servir a su pate a en un passato público. Entro cesta, como táloció, polítia avegunar servir a su pate a en un passato público. Entro cesta, como táloció, polítia avegunar servir a las talas inter del servir a un transmismi do catalo de viel en transmismo.		portizi, ti) outrate el adolado ti pia tal jata el considi en un mathsho gravanico y artogrife. Exucata reporte sua devos y caperson. Yaya (en vols fan rela do cae moza de tirre sentimento de corres, y hala devos que su parte desgliferenza.
T K	Actalise, remong preview reality in a density is the herers to lar, Perz, Netakalwane et Alogic so unata para merkenen la seguridad, protogrese de dossos da animase y permitri & socialization, es decir, inversa antosido et la bago para internazione. A canada	M	humana. Pero ai feet de Platon pronto fue inustradai. En el-404 a n. e., la guerra cel Platoponeco termino con la cerrota de Alenas por Esperte. Tras el fin de este conflicto. Patorin la testajo de un succeso que lo ded droutado Los victoricos recentarios renerraderam al colorem domenciato: de	-	2 —-Marchata cel hogar en «eta instante y no retornes nasta al pasar de cuatro tunas —d/jo un dia su pada vertéatado y ado orión. Al pasar las cuato tunas, Yayael regresio, paro triçar los ques su los aúno molecimientos su cutado. J'o el entones cuando vaja, encolantizado, noz que su rejo se marchara de la adea para sisenço.
	se correcti el talogo y algunos usos, lo ma di tal en en materiare en ercando. di suba: outabe en rega vido concutorian los contratabes para micar y immarrer el finan:	• •	Altrice con una cigrangia, un gebierro en el que objector supremo es compartido par un grupo pequeño espectarians. La colgrar que se matéria los la vicunia de Esperte sobre Alemas se episodo los Trenta Tranco, referindos el obuso de poder que ellos generizarios. Desenvoltande con las acciones do las Trantas. Paten escribito "Ma invacinativa". La sua ello accompanyamenta e indatal, conducidaded a la		 Al possi los años, Yaya se arropitó de su desisón y comercia é bascar as es hispon todas les añoses adyacentes. Luego de años se bioso eño.

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 iA 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. ~ ~ 1 ~ ~ ~ ~ ~ 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. ~ ~ ~ ~ ~ ~ ~ ~ Auescionis in tistening 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. ~ 1 ~ ~ 1 1 1 1 ~ 1 ~

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9
Interactive Spanish Read	ing Curri	culum	<u> </u>				<u> </u>		
Listening Take ISIP Español assessment, Listenin	. initially and		also the second test		ma lika anianda		ant and		
Follow Directions: Listen and follow directions of peer tutors and narrator.	g inicially and	√	√	in animateu ga	√	√	sabes: ✓	~	~
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	~	v	~	~	~	×	~	~	
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.	~	~	~	~	1	~	~	1	
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.	~		~			~			

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	Curricu	lum									
Listening												
Take ISIP Español assessment,	Listening init	ially and eve	ry four week	s thereafter	in animated	game-like ep	isodes of ¡A v	er cuánto sa	bes!			
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.	~	~	~	~	~	~	1	~				~
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 istening activities.	~	~	~	~	~	~	~	~	1	*	~	¥

Grades 3rd-4	th														
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 I	Reading	Curricul	um												
Take ISIP Español assessment, L	istening initi	olly and ever	u four weeks :	thereafter in	colmated par	ne,/ike eniso	les of 14 ver	cuánto sobes	r						
Follow Directions: Listen and follow directions of peer tutors and narrator.	4	~	~	4	*	~	~	~	*	*	~	~	~	*	~
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.	~	~	1	*	*	*	4	~	*	4	1				
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-5t	th																	
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 1
Interactive Spanish I	Reading	Curricul	um															
Take ISIP Español assessment, L	istening initi	ally and ever	y four weeks i	thereofter in-	animated san	re-like episod	les of 1A ver a	udnto sabesi										
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.	1	~	1	~	1	~	~	~	1	1	~							
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
Use and understand parts of speech in reading, writing, and speaking.									~	1	~		~	~	1	1	1	1
Listen, comment, and ask relevant questions.													~	~	*	~	*	~
Identifying main and supporting ideas in a speaker's message.									~	~	~	~	~	~		~		
Interpret a speaker's verbal and norverbal 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

Comprensión auditiva Nvel 3	Comprensión auditiva Nevel 2 Leccond SSAAOL					
ESPAÑOL	Destreza					
Destreza	Hacer preguntas					
Escuchar con atención al maestro(a)	Materiales					
Materiales —	 Una copia de los dibujos del cuento para el maestro(a) 					
Una copia de los dibuios del cuento para el maestro(a)	 Una copia del dibujo Los buenos oyentes para el maestro(a) 					
	 Una hoja para que el estudiante dibuje su parte favorita del cuento 					
 Una copia del dibujo Los buenos oyentes 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					
Enseñanza	 Hoy van a escuchar un cuento. Quiero recordarles que deben escuchar atentamente cuando les estoy leyendo. Muestre el dicujo de Los bunos syentes. ¿Se acuerdan de Los buenos oyentes? Quiero que me demuestren que son buenos oyentes como los niños del dicujo. 					
 En la escuela nuestro trabajo es escuchar con atención al maestro. Debemos escuchar para recordar lo que dice. Así aprendemos mejor. 	 Los buenos oyentes y lectores piensan en lo que escuchan o leen en un cuento. También hacen preguntas y buscan respuestas mientras leen. 					
 Levantamos la mano solamente cuando tenemos una pregunta. No debemos interrumpir al maestro. Cuando el maestro nos lee un cuento, debemos esperar hasta que termine de leer. 	Les voy a leer un cuento que se llama Clara y Zara en la escuela.					
 Muestre el dibujo Los buenos oyentes a los estudiantes. Este dibujo muestra cómo los niños escuchan a su maestra. ¿Cómo están sentados? ¿A quién miran? ¿Quién está hablando? ¿Dónde tienen las manos? Acepte respuestas y afirme. 	Clana y Zana ven la escuela. Clana y Zana en la escuela Clana y Zana ven a la escuela. Clana va con su mansi en el coche. Zana camina con su mamá normas viven muv cerca de la escuela. Cana v Zana se diverten en clasa. Clana v Zana hacen nalabras					
 jSil Están bien sentados. Todos están mirando a la maestra. Solamente la maestra está hablando. Un niño levantó la mano. ¿Por qué levantó la mano? Acepte respuestas y afirme. 	con letras. Les encants aprender. Despuér van al almuerzo. Clara come pollo y papitas en la cafeteía. Zara come fruta, queso y galletas que le envió su mamá en la lonchera. Después van al recreo y las dos niñas juegan en el columpio. Al rato ya es hora de volver a casa, ¡Hasta mahanal					

Reading: causo y efecto, inferencia, resumen



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.

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:

CSS	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 ¿Dônde viven? Los gérmenes Vamos al dentista 	1-8 9 9 9 9 9	ISIP Expañol Destreaa auditivas: Ficción – Contestar preguntas Destreaa auditivas: Recordar detalles Destreaa auditivas: Ficción – Contestar preguntas Comprensión de lectura: Noción – Dersonajes Comprensión de lectura: Picción – 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 Wilson 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 laegar a conclusiones Comprensión de lectura: Ficción – Leer y llegar a conclusiones Comprensión de lectura: Ficción – Leer y llegar a conclusiones Comprensión de lectura: Picción – dea principal
	Craft and Structure			
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
erature:	Integration of Knowledge and Ideas			
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 • Wilson y Wilfredo	3 5 5 8	ISIP Español Comprensión de lectura: No ficción – Idea principal
erature	Range of Reading and Level of Text Co			
10	Actively engage in group reading activities with purpose and understanding.	All letter books Manchitas y Memo Los gatitos ¿Dónde viven? Los gérmenes	1-8 9 9 9 9	

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
1	Ask and answer questions about key details in a text.	All letter books Books: Manchitta y Memo Los gatitos J.Dinde viven? ¡Como se forman las montañas? ¡Quén nos sigue? Las arañas El bosque amazónico en peligro	9 9 9 10 10 10	ISIE Expended Compressition de lecture 7. Focción – Leer y contestar progentas Compressition de lecture 7. Pocción – Leor y hose predacciones Compressition de lecture 7. Pocción – Jada principad Compressition de lecture 7. Pocción – Jada principad Compressition de lecture 7. Pocción – Jadonaffreor detallas <u>Cyclet Asared</u> • Cycles 9.10: Mains idea Detalla – Comprensition de lecture 7. Idea principad
2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Books: • Man June 7 Moneo • Johnd viewen? • Johnd viewen? • Johnd viewen? • John of stream in a montaina? • John on stream in a montaina? • John on stream in a montaina? • La araina: • El bosque amazónico en peligro	9 9 9 10 10 10 11	ISIP Expeñel Detreza auditras: Ficción – Volver a contar: El cumpleaños de Detreza auditras: Ficción – Volver a contar: El cumpleaños de Detreza auditras: Ficción – Volver a contar: Fity Fito, Lalo y la Detreza auditras: Ficción – Volver a contar: Un raspado para Ramón, Lalo y la impara Detreza auditras: Ficción – Recordar detalles Compressito de loctura: No facción – Idea principal Contenestion de loctura: No facción – Ideatificar detalles Contenestina de loctura: No facción – Contenestina de loctura: 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 Expañol - Comprosition de lectura: No ficetón – Idea principal - Comprosition de lectura: Foctoin – Parconajae - Comprosition de lectura: No foctoin – Ideatificar detalles <u>Cycle 6-920</u> - Mánn idea Detallo – Comprositión de lectura: Idea principae

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	ISIE Expandel Compression de alectare: Facción – Leor y haces predicciones Compressión de lectare: No facción – Idea principal Compressión de lectare: Facción – Perenandes Compressión de lectare: No facción – Identificar detailes Cicle based • Cycles 94-0: Main idea Detaila – Comprensión de lactare: Idea principa
2	Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson or moral.			ISIP Español • Detrena auditra: Fleckin-volver a contar: El cumpleaños de Oscar Detrena auditra: Fleckin-volver a contar: Elf y Flo; Lalo y la lecha Detrena auditra: Fleckin-volver a contar: Un razpado para Ramón; Lalo ja lámpara <u>Colcebased</u> • Cycles 9-10: Mán idea/Detailo – Comprention de lectura: Idea principal
3	Describe how characters in a story respond to major events and challenges.	Books: • Un dia de nieve • Tormenta de nieve • ¿Quién nos sigue? • El reçaio del desterso • Los monos auliadores parte 2	10 10 10 11	ISIP Español - Compressión de lectura: Ficción – Personajes Cycle Bo: Claracter Analysis – Comprensión de lectura: Anàlisis de personajes
teratur	e: 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 dia de nieve • El regalo del desierio • Los monos auliadores parte 2 • Parts of speech (Story Machine)	9 10 11 11	I <u>SIP Español</u> • Comprovisión de lectura: Ficción – Secunncia • Comprovisión de lectura: Ficción – Resumir <u>Cycle-based</u> • Cycle II: Sequencing – Comprensión de lectura: Orden de sucesos

CCSS	Skill	Online Activities	Cycle	Teacher Directed Lessons
1	Ask and narver questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• All books	9-12	ISPE Expandel Compression de lectura: Fección - Leer y hacer informetas Compressión de lectura: Reción - Secuencia Compressión de lectura: No fección - Idea principal Compressión de lectura: No fección - Perconges Compressión de lectura: Ficción - Perconges Compressión de lectura: Ficción - Ratumir Cycle-based Cycle J U: Máni telea Detalía - Comprensión de lectura: Idea principal Cycle 12: Máni telea Detalía com Máni telea Detalía II - Compressión de lectura: Reorrieda y detalía
2	Recoult stories, including fables and folkiales from diverse cultures, and determine the central message, lesson or moral and explain how it is conveyed through key details in the text.			ISPE Equidal IDENTED additivas: Flecisin – Volver a contar: El cumplonitos de Osco Destructas anaditivas: Flecisin – Volver a contar: El cumplonitos de Osco Destructas analitivas: Flecisin – Volver a contar: Pfy y Fito, Lalo y la Destructas analitivas: Flecisin – Volver a contar: Un raspado para Ramón, Lalo y la lampara Cycle-based Cycle-b
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 dia de nieve • Tormenta de nieve • Quién nos sigue? • El regalo del deslerto • Los monos aulladores parte 2	10 10 10 11 11	ISIP Expañol • Comprensión de lectura: Fisción – Personajes (scleb acturates Analysis – Comprensión de lectura: Anàlisis de personajes

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:

	ę	Transmission		Responsibility		Canta	Сантир
El ayudante del salón	9		Ŷ	÷			2
Lola no quiere ir a la escuela	9					Ń	
Rojo va a la escuela	9					1	
Un dia de nieve	10			A.		~	v
¿Quién nos sigue?	10					÷	
El caldo milagroso	10					Ŵ	Ý
Serenatas con amor	10					÷	v
No lo olvidaré!	10			v		×.	N.
Cartas a un soldado	10			10 A1		4	1
jMochilas Esperanzal	10			v		Ŵ	Ý
El bosque amazónico en peligro	11			v		N	v
Mascotas	-11			v		N	
Los monos aulladores: Parte 1 y 2	11			N.			
Alma Flor Ada	11		Ŷ	10 33			v
Elisa la mentirosa	11	v	N	v		Ŵ	
La bruja Filomena	-11			s	4	Ŵ	
Luio el travieso	11		N	v	Ń		

	ę			Repossibly		Centre	Chemityp
El ayudante del salón	9		÷	*			4
Lola no quiere ir a la escuela	9					Ń	
Rojo va a la escuela	9					×	
Un dia de nieve	10			4		Ń	v
¿Quién nos sigue?	10					Ŵ	
El caldo milagroso	10					Ŵ	Y
Serenalas con amor	10					÷	1
jNo lo olvidaré!	10			d.		N.	2
Cartas a un soldado	10					4	- 3
Mochilas Esperanzal	10			4		4	v
El bosque amazónico en peligro	11			ų		Ń	4
Mascotas	210			×.		۲	
Los monos aulladores: Parte 1 y 2	11			. 1			
Alma Flor Ada	11		÷				Ŷ
Elisa la mentirosa	11	4	v	v		Ŵ	
La bruja Filomena	11				4	÷	
Luio el travieso	11		J.	J.	1		

	3	Transactions		Vindeeder		r a	Colomitis
Sonia Sotomayor	11	÷	v	*	÷	÷	ų.
En busca del dinesaurle	12			÷	4		v
Las estaciones en el campo	12		Ń	4			
La mejor feria científica	12			4	1		
Una misión increíble	12			4	4		

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

- 1) Do materials present an opportunity for language Yes No learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level?
- 2) Are opportunities for engaging in higher order Yes No thinking systematically addressed in the materials?

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 forYesNostudents to advance within a proficiency level?

- 2) Do the materials provide scaffolding supports for Yes No students to progress from one proficiency level to the next?
- 3) Are scaffolding supports presented systematically Yes No throughout the materials?

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:



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:

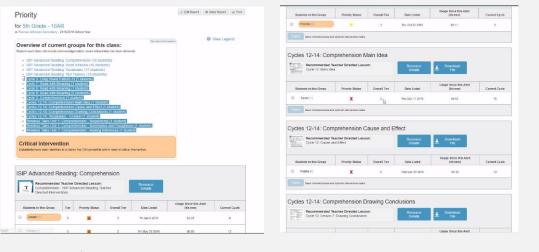


The teacher resource portal provides educators with the following resources: fully scripted teacherdirected lessons, the teacher station to make adjustments to their student personalized pathway, printables, interactive tools to bring a resource or activity into a whole group instructional component, 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.

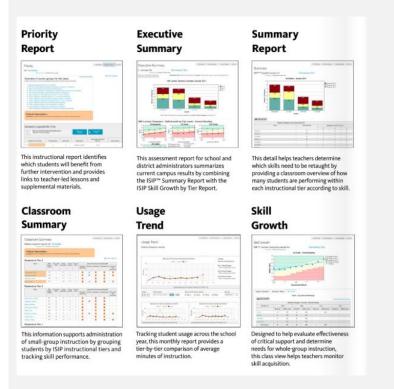
Screen shots from the priority report:



Screen shots from the biliteracy report

at Idaho 1 - Testing campus Product: Istation Reading Ist ISIP status and weekly activity	Show Multiple Products 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			
	complete ISIP Lectura Temprana	Su Mo Tu We Th Fr Sa			
	complete ISIP Math	Su Mo Tu We Th Fr Sa			
■ Nguyen, Student3	incomplete ISIP Early Reading	Su Mo Tu We Th Fr Sa			
	incomplete ISIP Lectura Temprana	Su Mo Tu We Th Fr Sa			
	complete ISIP Math	Su Mo Tu We Th Fr Sa 4 minutes			
E Nguyen, Student5	complete ISIP Advanced Reading	Su Mo Tu We Th Fr Sa			
	complete ISIP Lectura Avanzada	Su Mo Tu We Th Fr Sa O 0 minutes			
	complete ISIP Math	Su Mo Tu We Th Fr Sa			

Screen shots from the data dashboard



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 Yes No communicative goal or activity?
3) Do the language functions support the progression Yes No of language development?

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

1)

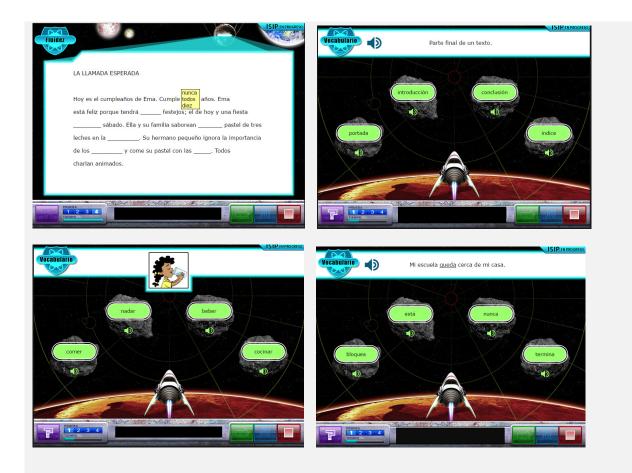
Istation Español programs include a wide range of language functions. Within each of the automatic screeners, on-line lessons and activities, and additional extension activities include some of the following high-leverage language functions: *identify, locate, choose, sequence, compare, contrast, infer, 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 teacherdirected 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:



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.