

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 Training 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

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 Math

Publisher: Istation

Materials/Program to be Reviewed: Blended learning program and assessment system

Tools of Instruction included in this review: Istation online lesson plans, interventions, and resources. Istation interactive math lessons K-8

Intended Teacher Audiences: Teachers of Math Instruction, Teachers of ELD and ELLs support services

Intended Student Audiences: Grades K-8 Math Instruction

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

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

□ WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Standard 1: Social and Instructional Language and Standard 3: Language of Mathematics

WIDA Language Proficiency Levels included: The materials do not specifically reference WIDA Language Proficiency Levels

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

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

Istation Math supports students to develop their conceptual mathematical understandings along with growing procedurally fluent mathematicians. The Istation interactive programming provide teachers with lessons in which students can express what they already know about a mathematical procedure or concept and challenge themselves with real world application. In each module, students share and build background knowledge, analyze new concepts, model and practice newly acquired skills through on-going dialogue to answer questions about what they are learning and how to apply the new learning a variety of contexts. The differentiated teacher support resources ensure students are exposed to multiple problem-solving processes. Students are motivated to begin to have mathematical conversations using newly acquired mathematical language. Istation Math resources helps students develop fundamental listening, speaking, reading, writing and thinking skills using the language of mathematics. Istation Math provides educators the tools to maximize student achievement through use of differentiation and assessments. The program enables all students to master mathematical skills and meet goals with the support of strong differentiated instruction, focused mathematical vocabulary and language development, and data-driven instructional and assessment tools.

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	Yes	No
	materials?		
2)	Are the student assets and contributions systematically	Yes	No
	considered throughout the materials?		

 Students' assets and contributions are considered in the materials. Each unit provides opportunities for students to build background knowledge and connect the new mathematical concepts to both cross-curricular contexts. Istation Math provides a library of animated lessons that teachers can choose for small groups or the entire class. The interactive lessons are whiteboard technology ready and can be used to enhance lesson plans.

<u> তিক্রেটিয়েনিয়ে</u> add – to find the total by combining two or more sets

sum – the answer or amount that results from adding two or more numbers

Introduction

We solve problems and make decisions every day. Whether we encounter these problems in our math class or outside of school, we need good strategies to solve them.

For example, planning a party can be a lot of work! We need to send invitations, buy food and supplies, decorate our space, plan games and activities, set tables, and buy party favors. This means we need to keep track of a lot of information and decide how much money to spend. What are some things I could do to help me plan? Elicit student responses and guide students if needed. (Make lists of people to invite and things to buy; research the cost of food and supplies; plan the space by drawing a picture.)

Students are asked to connect personal experiences and background connections to new learning in the following learning sequence: teacher directed instruction, shared practice, independent student practice, check for understanding, options for differentiation, whole group wrap up, and home-school connections through homework. Each module of study includes embedded mindset tasks that emphasize the effort in learning through productive struggle. Student curiosity is sparked by independent learning tasks with opportunities for collaboration in which students work with peers to solve complex problems.

CufdedandInd	apandantReates
Guided Practice	
For the following a problem-solving Draw a Picture (po organize our info	ctivity, students will work in pairs. We have briefly examined two different strategies: Work Backward (point to <i>Work Backward</i> card on Anchor Chart) and pint to <i>Draw a Picture</i> card on Anchor Chart). Both of these strategies help us rmation before we solve a problem.
l'm going to give strategy card and and decide which Matching Sheet.	you and your partner two math problems along with a Work Backwards a Draw a Picture strategy card. Together you will read the word problems strategy works best for each problem. Place the cards on the Strategy Quantic Level SNO Non-transferable license of \$91202.097800

2) Student assets and contributions are systematically considered throughout the materials. As mentioned above, each lesson in Istation Math provides opportunities for students to build background knowledge and make connections between new mathematical concepts and skills taught and their own life experiences.

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

1) The instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about mathematical concepts and cross-curricular STEM concepts. Each lesson includes the following components: spark your learning, motivate, preserver, and cultivate conversations to help build students' abilities to co-construct responses and justify their thinking by explaining their problem-solving processes. In the feature highlighted below teachers are provided resources to help support mathematical conversations with a Strategy Matching Sheet.

	Word Problem	Strategy Symbol
A	Eduardo invited three friends over for a card game. He gave each friend five cards, and he kept four cards for himself. How many cards did they use to play the game?	
В	A train started its trip in Pennsylvania with all passengers on board. In Virginia, seventeen people got off the train. When the train made its last stop, there were one hundred twenty-eight people on it. How many people were on the train in Pennsylvania?	

See the following example. Students work with a turn-talk partner to identify the signal mathematic language to solve each word problem on the word problem cards.

A Jackie is swimming in a competition on Wednesday. She needs to swim some laps in the first round, a few laps in the second round, and some more laps in the third round. How many laps will Jackie swim during the competition?	B Robbie needs a certain amount of money to buy a new cell phone. So far, he has earned some of the money. How much money does Robbie still need to make to afford the cell phone?
C Jesse practices the guitar for a few minutes on Mondays, a few minutes on Wednesdays, and a few more minutes on Fridays. How many minutes does Jesse practice in one week?	D Mark is donating all his old shirts to charity. If he had several shirts in his closet, how many shirts will Mark have after he donates?

Additionally, each teacher-directed lesson features both a listening/ speaking or reading/writing activity. Teacher-directed lessons highlight specific resources to differentiate both the mathematical skills required of the new learning alongside the new vocabulary and language development. In these differentiated activities students practice both receptive and productive language tasks alongside collaborative problem-solving.

	Teacher-Directed Lesson
lœ	330mObjective
The	students will correctly add using information shown on a bar graph.
Pro	egbelwonNbnaellhRestelupare
• 0 • 7	Given a word description, accurately performing addition to solve the problem Adding correctly and getting an accurate answer Representing and interpreting data in a picture graph with up to three categories
M	aterfalsandResources
• 1 • 1 • 1 • 1	Teacher Resource 1: Insect Graph for Model Teacher Resource 2: Insect Graph for Guided Practice (one per student) Teacher Resource 3: Graph for Independent Practice (one per student) Teacher Resource 4: Steps for Adding pencils Teacher Note: If printing is not available, whiteboards and markers may be substituted for teacher and student materials.
Ad	Althonel Accommodations
• • • /	If working one-on-one with a student, participate in the student discussion times. If needed, students may practice reading the graph and answering straightforward questions. Allow students to temporarily cover irrelevant information on the graph if needed. Allow students to use any addition strategy they are comfortable with. You may read the questions during Independent Practice. This lesson can be repeated multiple times using different values to address individual student needs.
V	িক্রটিমন্ট্রিয়
add	dend – the numbers that are combined or added together
sun	${f n}$ – the answer when addends are combined

2) The language features at the discourse dimension are addressed systematically throughout the Istation Math materials, providing students opportunities to both master the mathematical skill presented alongside the associated mathematical vocabulary and language. Istation Math lessons were designed to incorporate the following four guiding principles to support mathematical language use and development at the discourse level: 1) support math concept making, 2) optimize output, 3) cultivate conversation, and 4) maximize linguistic and cognitive meta-awareness. To ensure understanding of mathematical questions at the discourse level students read each problem with a specific focus each time to address challenging vocabulary and identify specific mathematical terminology. See the following guided practice example highlighting the analysis and use of bar graphs.

Cuided and Independent Practice

Guided Practice

Give each student a copy of Teacher Resource 2. There is more information that we can get from the same graph. So we'll use the steps and work together to answer another question about it. Point to the question. How many insects have wings? Hmmm. This question is a little different. It doesn't tell us exactly which groups to add, so we'll have to use our knowledge of insects to figure out which groups have wings. Allow students to pick out the two types of insects that have wings. (Although ants can sometimes have wings, the ones pictured do not.) Great! We know that bees and butterflies have wings, so in order to find out how many insects total have wings, we'll have to add those two groups.

Provide the chart from Teacher Resource 4 for students to reference. Step one: we'll count the bars representing bees and write that number in the addition sentence. Let's count them together now. How many bees are represented in this graph? (*Five.*) That's it! Let's write five as the first addend in our addition sentence. Check to make sure that all students have done that before moving on.

Step two: we'll count the bars representing the other group with wings, the butterflies, and write that number in the addition sentence. Let's count the butterflies. Touch and count each butterfly. How many butterflies are represented in this graph? (*Two.*) Exactly. Let's write two as the second addend in our addition sentence. Check to make sure that all students have done that before moving on.

Step three: we'll solve the addition sentence and record the sum. How could we figure out the sum of five bees plus two butterflies? (We can use the bars in the graph to figure out the total amount.) That's right. Let's count all of the bees and butterflies together to find out what five plus two is. Touch and count each bar. If necessary, remind students that there is a whole group of insects that doesn't need to be counted: the ants. What is the total number of bees and butterflies? (Seven.) Great! Five plus two equals seven, so let's fill seven in as the answer for the addition sentence and as the answer to the question.

You did a great job adding to answer the question about this graph. I think you're ready to answer some questions about another bar graph on your own.

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 **Yes** No all of the identified proficiency levels?
- 2) Are the language features at the sentence dimension appropriate for the **Yes** No identified proficiency levels?
- 3) Are the language features at the sentence dimension addressed **Yes** No systematically throughout the materials?
- Istation Math addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. Activities offer language instruction to support and ensure access for all learners, regardless of proficiency levels. The following elements included in the Istation Math program illustrate how the language of math is addressed at the sentence dimension through data-driven, individualized instruction.

Formative Assessments

- Automatic screeners and progress monitoring
- On-demand assessments
- Precise measurements
- Seamless placement

Adaptive Curriculum

- Purposeful instruction
- Layered scaffolding
- Interactive lessons
- Explicit and direct instruction

Personalized Data Profiles

- Accurate results
- Recommendations for individual and small-group instruction
- · Prescriptive support for intervention
- · Intervention history

Teacher Resources

- · Automatic priority alerts
- Online lesson libraries
- Interactive tools
- · Lesson plans, interventions, and grouping
- mechanisms
- Reteaching tools

School-to-Home Connection

- Interactive lessons
- Ipractice
- Assignments
- · Parent Portal

Istation Math lesson design emphasizes the importance of the *why* behind the *how* to help students build an understanding of mathematical concepts and the corresponding language before working through procedural applications. Each unit of study provides connecting concepts lessons to maximize students' ability to apply mathematical understanding and communicate at a sentence level their understanding as applied to a new situation. The frequent formative assessments spotlight student gaps in knowledge and misconceptions of the corresponding math vocabulary and language needed to communicate understanding.

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		arte		
		40	1	6
31	The			

ISIP Early Math Pre-K – 2nd Grade Early learners are assessed in approximately 30 minutes with engaging computer- adaptive assessments that feature shopping in a grocery store called Mario's Market. Assessment delivery is presented in a developmentally appropriate format with respect to students' reading skills, fine/gross motor skills, and hand-eye coordination.	ISIP Early Math assesses proficiency in the following domains: • Number Sense • Computations and Algebraic Thinking • Geometry • Measurement • Data Analysis • Probability
ISIP Math	ISIP Math assesses proficiency in the
3rd – 8th Grade	following domains:
Students are assessed in approximately	• Numbers Sense
30 minutes with an engaging computer	• Computations and Algebraic

Stu 30 adaptive assessment that introduces students to the world of Secret Equation Man. Students demonstrate their mathematical knowledge and provide critical insights and actionable data.

- s Sense ations and Algebraic
- Thinking
- · Geometry Measurement
- · Data Analysis
- Probability

The following program images help students develop language at the sentence dimension in a consistent manner.



2) The language features at the sentence dimension are appropriate for identified proficiency levels. Activities offer differentiated language instruction to support and ensure access for all language learners acquiring the mathematical language associated with the new learning. Throughout Istation Math students engage in a variety of sentence-reading and sentence-building exercises. Students are provided sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences.

The following program images help students develop language at the sentence dimension in a consistent manner supporting the properties of multiplication. Students work with the following mathematical concepts: the commutative and distributive properties using visual models.



The language features at the sentence dimension are addressed systematically throughout Istation Math. Activities offer differentiated language and concept instruction to ensure access for all language learners. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises that leverage the language of the mathematical classroom, gaining and building upon knowledge in each successive lesson and grade level.

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

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

- 4) Is the general, specific, and technical² language systematically presented **Yes** No throughout the materials?
- 1) Istation Math addresses language at the word/phrase dimension in a consistent manner for all proficiency levels. The program provides both written and oral activities for language learners to learn, practice, and integrate new mathematical skills at the word/phrase dimension. Differentiated instruction activities in each lesson provide scaffolded instruction and support for students to acquire the language of the mathematical classroom. These opportunities arise throughout the lesson with contextualized vocabulary practice. See the following example focused on the movement of a decimal point with multiplication and division using the powers of ten.



¹General 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.

See an example in which students visually explore the geometric concept of twodimensional figures and the volume of three-dimensional figures. Students make strategic connections between the related formulas to solve for area and volume, contextualizing this essential vocabulary.



2) Words, expressions, and phrases are addressed in context. As highlighted above, each lesson provides both written and oral language development activities for language learners to learn, practice, and integrate new mathematical vocabulary skills at the word/phrase dimension. Differentiated instruction activities embedded in each lesson provide scaffolded instruction and support for students of varied proficiency levels. Students are provided opportunities to explore mathematical words and phrases in a variety of new contexts, including stories that explore these concepts beyond the lesson.

The following geometry examples highlight students exposure to the vocabulary of coordinate graphing.



3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each lesson provides activities that focus on elements of mathematical vocabulary and word study are differentiated to support learners of various skill levels. Activities address grade-level mathematical standards. Istation Math provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities. See the following Grade 3, data analysis lesson focused on two-step problems using bar graphing.

Teacher Directed Lesson
LassonObjacitya
Students will solve two-step problems using information in bar graphs.
epbelwonNbnaellhReftaupererA
 Solving one-step problems using information in bar graphs Solving two-step problems using addition and subtraction Creating picture graphs and bar graphs from data in a table Drawing conclusions based on data in bar and picture graphs
Materialsand Resources
 Teacher Resource 1: Grade Levels Data Table Teacher Resource 2: Grade Levels Bar Graphs (precut) Teacher Resource 4: Forest Animals Data Table Teacher Resource 5: Forest Animals Data Table Teacher Resource 1: Guided Practice Question Cards (precut, one copy per student) Student Resource 2: Independent Practice (one card per student or pair of students) colored pencils, crayons, or markers of various colors pencils
AdditionalAccommodations
 If working one-on-one with a student, participate in the student discussion times. Label the missing numbers on the y-axis of the Forest Animals Bar Graph to help with counting. Reduce the number of categories on the Forest Animals Data Table and Bar Graph to simplify the data. Use a ruler, index card, or sheet of paper to help students read across the bar graph to the numbers on the y-axis. This lesson can be repeated multiple times using different values to address individual student needs.
Voœbulary
bar graph – a graph that shows amounts using rectangular bars
data – information collected
<u>x-axis</u> – the horizontal axis on a bar graph
<u>y-axis</u> – the vertical axis on a bar graph

4) The general, specific, and technical language is systematically presented through the materials. As stated above, each Istation Math lesson provides activities that focus on the mathematical language and terminology needed to communicate mastery of understanding. Each lesson sequence systematically provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities. See the following scope and sequence.



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	Νο

- 1) Istation Math materials do not differentiate between language proficiency levels. Teacher guide resources highlight strategic scaffolded support for language learners at each grade level.
- 2) Istation Math materials do not differentiate between language proficiency levels. Istation Math does not provide scaffolded supports. Each teacher directed lesson sequence provides educators resources to support remediated individualized instruction including first language support with at-home resources for continued parent support.

(4) Differentiation Options

Ensure growth for each and every student by providing them resources based on their needs.

- Small Groups Pull students to the teacher table, and use the Teacher Tabletop Flipchart mini-lesson or other small-group options in the Teacher's Edition.
- Independent Work Assign students the On Your Own for independent practice to reinforce lesson content.
- Math Centers Set up collaborative centers with the leveled resources outlined in the Teacher's Edition.
- 3) Differentiation of language is not systematically addressed throughout the Istation Math program. The materials provide both written and oral language structures for language learners to learn, practice, and integrate new mathematical language skills.

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,	Yes	No
	and writing) targeted in the materials?		
2)	Are the targeted language domains presented within the	Yes	No
	context of language proficiency levels?		
3)	Are the targeted language domains systematically	Yes	No
	integrated throughout the materials?		

1) The language domains (listening, speaking, reading, and writing) are targeted in the Istation Math materials. Istation Math materials ensure that embedded support structures provide students with the conceptual background for the skill along with the mathematical language need to access mathematics. Throughout each daily lesson sequence students are provided exposure to explicit mathematic general and technical vocabulary and encouraged to make meaning of new concepts through oracy; guided discussion practice and daily writing expectations. Please find an example of teacher directed lesson plan indicating opportunities for students to listen, read, speak, and write using targeted math terminology.

CutdedandIndependentPractice

Guided Practice

Give each student a copy of Teacher Resource 2. There is more information that we can get from the same graph. So we'll use the steps and work together to answer another question about it. Point to the question. How many insects have wings? Hmmm. This question is a little different. It doesn't tell us exactly which groups to add, so we'll have to use our knowledge of insects to figure out which groups have wings. Allow students to pick out the two types of insects that have wings. (Although ants can sometimes have wings, the ones pictured do not.) Great! We know that bees and butterflies have wings, so in order to find out how many insects total have wings, we'll have to add those two groups.

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We solve problems and make decisions every day. Whether we encounter these problems in our math class or outside of school, we need good strategies to solve them.

For example, planning a party can be a lot of work! We need to send invitations, buy food and supplies, decorate our space, plan games and activities, set tables, and buy party favors. This means we need to keep track of a lot of information and decide how much money to spend. What are some things I could do to help me plan? Elicit student responses and guide students if needed. (Make lists of people to invite and things to buy; research the cost of food and supplies; plan the space by drawing a picture.)

- Istation Math does not differentiate instruction in the four domains within the context of the WIDA English Language Proficiency levels. The program provides differentiated mathematics and language instruction to support the language acquisition required to be successful in the mathematics classroom.
- 3) The targeted language domains are systematically integrated throughout the *Into Math and Into AGA K-12* program. In each lesson sequence the following routines for language development are incorporated to promote opportunities for students to listen, speak, read, and write about mathematical situations.

Introduction

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You did a great job adding to answer the question about this graph. I think you're ready to answer some questions about another bar graph on your own.

Voæ	bulany
bar gra	ph – a graph that shows amounts using rectangular bars
data –	information collected
<u>x-axis</u> -	- the horizontal axis on a bar graph
<u>y-axis</u> -	- the vertical axis on a bar graph



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

 Istation Math program materials do not connect the language development standards to Common Core State Standards (CCSS). Target standards are found in each module, lesson, key learning overview and listed in the teacher resource portal. The targeted grade-level CCSS standard is also addressed in the planning pacing guides.

Example of Grade 1 CCSS Alignment:

Grade 1			
Operatior	ns and Algebraic Thinking		
tepresen	it and solve problems involving addition and su	btraction.	
1.0A.1			
Use addition comparing, the problem	on and subtraction within 20 to solve word problems involving , with unknowns in all positions, e.g., by using objects, drawin n.	situations of gs, and equa	adding to, taking from, putting together, taking apart, and ations with a symbol for the unknown number to represent
MP 1, 2, 3	3, 4, 5, 6, 7, 8		
Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine Missing Addend	U16	Beginning-Middle-End
U19	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-20)	U18	Decomposing House
U19	Computations and Algebraic Thinking – Part Part Whole Using Ovals	U19	Decomposing House with Pictures
U19	Computations and Algebraic Thinking – Part Part Whole Using Ten Frames	U22	Beading the Difference
U20	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-20)	U24	Mystery in the Middle
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Horizontal Equations	U24	Start, Change, Result (within 20)
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Vertical Equations		
U22	Computations and Algebraic Thinking – Whole Part Part "Chicago Pizza Blues" (within 20)		

- 2) The academic content standards are systematically represented throughout the materials. As state above, CCSS are represented throughout Istation Math materials. Target standards are found in each unit lesson and are listed in the Teacher's lesson planning resources as well as the digital planning tool. Istation Math is aligned to the Common Core State Standards framework.
- 3) The social and instructional language standards are not explicitly present in the Istation Math materials.

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?		
21	Are opportunities for opposing in higher order	Vac	No

- 2) Are opportunities for engaging in higher order **Yes** No thinking systematically addressed in the materials?
- Istation Math materials provide opportunities for students to engage in higher-order thinking, regardless of language proficiency level. The digital teacher resources and the lesson plans provide educators ways to engage students in exercises employing a variety of higher-order thinking skills including, summarizing, comparing/contrasting, analyzing, summarizing, making inferences etc. The Grade 1 example tool for planning for differentiation instruction highlighted below provides ways to incorporate both small-group options, math center options, and extension activities.

Istation MATH	Unit 33 Data Analysis – Creating Picture Graphs	
<u>^</u>	Teacher Directed Lessor	1
Students v	টাব্রিয়াঁয়ন্ত vill create scaled picture graphs.	<u>Voæिराहित्</u> रप्र data – information collected data table – a display of
Prerequ	fitestflkandKnowledge	information in a table with rows and columns
Solving Skip co	for sums and differences of two one-digit numbers unting by twos, fives, and tens	<u>graph</u> – a representation of data and values
Identify Unders difference	ving parts of a picture graph tanding that a graph shows amounts of data in at categories	alignment) going side to side
Unders data in	tanding that a picture graph uses pictures to represent different categories	explains the symbols
Identify and gree Interpresent Creating	ving the amount in each category, as well as the least eatest amounts eting scaled picture graphs g a picture graph with a 1:1 correspondence	uses pictures or symbols to show data values, also known as a pictograph
Materia	lsandResources	<u>scale</u> – the ratio of the number of images to the numbers they represent
 Teache Teache 	r Resource 1: Favorite Sport Graph r Resource 2: Sports Cards & Scoring Stars (precut)	<u>value</u> – how much a digit, or item, is worth
Teache Studer small p manipu	 Teacher Resource 3: Favorite Sport Data Tables (1 copy; folded) Student Resource 1: Drinks at the Picnic (1 copy per student) small plastic cup or bowl manipulatives (20 total; counters, tiles, cubes, etc.) 	<u>vertical</u> – (orientation for alignment) going top to bottom; up and down

Additional Accommodations

- · If working one-on-one with a student, participate in student discussion times.
- If students struggle with creating picture graphs using the scaled key, have students skip count and write the numbers as they draw each image.

2) Opportunities for engaging in higher order thinking are systematically addressed in the Istation Math program materials. As illustrated above, the Bloom's taxonomy verbs are embedded in the instructional language throughout each learning module and daily lesson. The on-line *eplanning* resource tool alongside the Teacher's edition unit planner identifies the key Common Core State Standard addressed alongside the key mathematical language required to communicate process and procedures to problem solve.

C. Supports for Various Levels of Language Proficiency 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? 3) Are scaffolding supports presented systematically throughout the materials?

- Istation Math program materials provides mathematical scaffolded supports to assist students with mastery of concepts with tiered intervention supports. Istation Math does not provide specific language development support structures for each individual English Language Proficiency level.
- 2) Istation Math program materials provides mathematical scaffolded supports to assist students with mastery of concepts with tiered intervention supports. Istation math program materials do not provide specific language development support structures for students to progress from one English Language Proficiency Level to the next.
- 3) The scaffolding supports are not presented systematically throughout Istation Math program resources.

D. Accessibility to Grade Level Content

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

 Linguistically and developmentally appropriate grade-level content is present in Istation Math program materials. Students work through CCSS-aligned modules with exposure to the language of mathematics across all four language domains.



Additional Accommodations

- · If working one-on-one with a student, participate in student discussion times.
- If students struggle with creating picture graphs using the scaled key, have students skip count
 and write the numbers as they draw each image.

Independent Practice

Pass out Student Resource 1. Follow along as I read this to you. Hamilton Elementary had a picnic. Tony made a table with information about which drinks students brought to the picnic. Point to the data table. Use Tony's data from the table below to create the picture graph. Point to the key. Before you begin working on your own, let's look at the key. For this picture graph, instead of sketching the drinks, you'll draw a droplet to represent the drinks. Solicit questions before releasing them to work independently.

Evaluation/Feedback

As students are working, listen and watch to ensure they correctly apply the information from the data table and key to create the picture graph. Most mistakes will occur when a student doesn't apply the information from the key when creating the graph, but instead creates it using 1:1 correspondence.

Closure

The bar has been raised for creating picture graphs! I hope you can see that picture graphs are a great way of organizing data.



- 2) Grade-level content is not accessible for the targeted language proficiency. As stated previously, instructional language in the Istation Math materials do not specifically address English language proficiency levels.
- 3) As previously highlighted, grade-level content is present in Istation Math program materials and is systematic in its presentation. The highlighted mathematical language teacher directed resources ensure all students have access to grade-appropriate mathematical content while simultaneously mastering the Mathematical language. Each new mathematical language learning is contextualized with multiple opportunities for students to access and utilize the new target key vocabulary.

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 of	Yes	No
	language development?		

- 1) Istation Math materials do not include a range of language functions.
- 2) Istation Math does not incorporate language functions into the communicative goal or activity.
- 3) The language functions do not specifically support the progression of language development.