



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation



HOPOE BOOKS

Awakening Young Minds

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation Form for Educators

Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELLs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions

(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
 - **Attached to Context**
 - **Higher Order Thinking**
- IVB. *Content Stem*
 - **Coverage and Specificity of Example Topics**
 - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
 - **Sensory Support**
 - **Graphic Support**
 - **Interactive Support**

Part 1: Information About Materials

Publication Title(s): Hoopoe Early Literacy Curriculum - Teaching-Stories: Learning that Lasts

Publisher: Hoopoe Books, a division of The Institute for the Study of Human Knowledge

Materials/ Program to be Reviewed: Hoopoe Early Literacy Curriculum story books, teacher activity guides and audio CDs of stories

Tools of Instruction included in this review: all seven titles in the curriculum with examples from text, bilingual audio CD and teacher activity guide for The Clever Boy and the Terrible, Dangerous Animal

Intended Teacher Audiences: teachers and caregivers in preschool and K-1 school settings

Intended Student Audiences: students in the preK to 1st grade age range

WIDA Framework(s) considered: Formative

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

WIDA English Language Proficiency Standards addressed: Social & Instructional, Language Arts, Mathematics, Science & Social Studies

WIDA language proficiency levels included: Levels 1-6 (Entering, Beginning, Developing, Expanding, Bridging, Reaching)

Most Recently Published Edition or Website: 2008

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

Hoopoe Early Literacy Curriculum - Teaching Stories: Learning that Lasts is a language-based approach to cognitive & social-emotional development. Central to this approach is a series of tales from a genre known in English as Teaching-Stories. The more students work with the stories the greater the developmental effect. Accordingly, each story has a companion Teacher's Activity Guide that models how work with the stories and the language of the stories can be integrated into the various center activities typically found in early childhood settings so as to promote this development. The activities modeled, while no means exhaustive, show how teachers and caregivers can provide a variety of supports to children at all levels of language development that will enable children not only to access the language of each story in ways appropriate to their level but then to progress in their language development through the shared experiences and interactions that the stories afford, the stories and the illustrations themselves often directly scaffolding in this process. Activities corresponding to all five WIDA standards are included in each of the Teacher's Activity Guides.

For this correlation, representative examples are drawn from The Clever Boy and the Terrible Dangerous Animal, by Idries Shah, one of the seven titles in the PreK-K curriculum and from its companion Teacher's Activity Guide and bilingual English/Spanish audio CD. An online version of this Teaching-Story can be viewed at <http://www.hoopoekids.com/readOnlineNew.htm>

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each illustrated Teaching-Story provides a framework for the development of linguistic knowledge in all the four domains of listening, speaking, reading and writing all the way from the nonverbal and gestural through ranges of complexity beyond what is proficient for children in the preschool-kindergarten grade cluster. The corresponding Teacher Activity Guide for each Teaching-Story facilitates this process further by providing models of how to utilize the linguistic potential specific to each story as well as elements common to all the stories in the series.

B. The structure of each Teaching-Story and its accompanying Teacher's Activity Guide address linguistic complexity in a variety of ways that cover the entire range of language proficiency levels within the PreK-K grade cluster.

C. Linguistic complexity is addressed in an integrative fashion throughout the Teaching-Stories series and throughout the Teacher Activity Guides' group, center and home/school connection activities which are designed to meet the standards set for quality early childhood programs.

Examples from the The Clever Boy and the Terrible, Dangerous Animal:

Text contains segments where villagers express fear using single word interjections, such as "Oooo" and "Ohhh". There are short commands such as "Be careful!" Questions and answers. Simple directions. Short embedded narratives "They sell some, and they eat some ... and they give some away." Cause and effect statements and so on.

Examples from the Teacher's Activity Guide:

Section I.B. - Discussion - A variety of questions corresponding to the various concepts and linguistic forms found in the story are posed - ranging from questions that can be answered with a single word (e.g., What was the terrible, dangerous animal?) to questions designed to elicit extended responses (Have you ever been afraid of something that you'd never seen before? How did you react?)

Section I.D. - Group Writing - children are presented a number of words from the story which they can either provide explanations of or for which they can draw images to show their meaning. More sustained discourse is modeled through a joint letter to Clever Boy's mother.

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Vocabulary is initially introduced and can be referred back to the context of the Teaching-Story from which it is drawn. Additional vocabulary when specific to a center activity is introduced within the context of a story-related task and its performance. Illustrations in the text also provide context, as does the first language support for native Spanish speakers through Spanish language versions of the texts and audio recordings.

B. Vocabulary development and usage is promoted through the stories and the various group, center and home/school connection activities found throughout the materials. These activities are designed to promote vocabulary development through a variety of modalities with a variety of supports that enable students at all levels to further improve their facility with vocabulary and its acquisition.

C. Included vocabulary activities promote the development of vocabulary and language more broadly to perform a variety of general, specific and technical tasks, including: naming, classification, description, explanation, prediction, sequencing, evaluation, and selection.

Examples from The Clever Boy and the Terrible Dangerous Animal:

As is typical of the series, the dramatic structure of the narrative facilitates acquisition of a variety of single words, such as "watermelon", "seeds", "field", "village", etc.; and a variety of expressions ranging from the single word to multiple word such as, "Look!", "Be careful!" and "Welcome to . . ." to the modeling of language to describe processes, such as the planting of seeds and the caring of plants.

Teacher's Activity Guide:

I.B.1 – Discussion – a variety of questions are designed to develop student understanding of words, their relationships in various sequences as well as their connotations; e.g., "How can you tell if something is really dangerous?" or "Why did the people think that the clever boy was brave?"

I.C.1. – Group Writing, A number of the words from the story, such as "clever", "dangerous" and "terrible" are selected for special discussion as to the meaning of each.

II.B. – Dramatic Play Center – terms for cultural items such as headwear (lungi, karakuli, etc.) found in the illustrations are given special attention in centers such as the Dramatic Play Center.

II.F.1. – Math/Science Activity 1 – terms related to types and characteristics (such as a class of objects like melons) are introduced

II.G.1. – Outdoors – activities of language experience such as planting and measuring plants (e.g., "weight", "circumference", etc.) or play centered on travel or community situations.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Activities to promote precision/discrimination in regards to phonemes, rhyme, syllabification, sequencing and fluency can be found in Sounds of Language group activities of each guide; rhyme and rhythm in Music group activities; puppet shows in Dramatic play center; practice with various text types and forms of print in Writing center activities; spoken and written word correspondence as well as turn-taking and response practice in Listening center; and sequencing and matching in the Match, Sort & Order Center; dialogic games and more dramatic play can be found in the Outdoors section as well.

B. A variety of sensory, graphic and interactive supports are provided to enable learners to demonstrate language control to the degree corresponding to their proficiency level – from an entering level where language mode is primarily oral and communication must often be effected by non-linguistic means, to a Reaching level where students are demonstrating a facility with both oral and literate discourse modes in a manner comparable to English-proficient peers.

C. The texts and audio recordings provide models and the group, center and home/school connection activities provide multiple opportunities to both develop and demonstrate increasing language control for students at all levels.

Examples:

Teacher's Activity Guide:

I.A. – Read Aloud – The texts are intended to be read aloud and to provide models for the students of how one's voice can be used to express a variety of feelings and intentions (including fear and amusement, advice and explanation).

I.B. – Discussion – Children are encouraged to practice speaking about and reflecting upon texts through words.

I.D. & II.D. – Group & Center Writing activities – provide opportunities for students to develop and demonstrate language control through writing.

I.E. – Sounds of Language – sounds that express emotion, compound words, and rhyming nonsense words are discussed.

I.F. – Music and Rhythm – songs about themes in the story, put to familiar tunes provide practice in such prosody features of English as rhythms, stress and intonation.

II.B. – Dramatic Play Center – children explore roles and actions from the story through costume and/or puppet play, providing opportunities to practice the language forms and social exchanges modeled in the story.

II.G. – Outdoors – children role play residents of and visitors to a community.

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

- A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
- B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Materials that address all five standards are present. First of all, the tales embody knowledge structures that are recurrent in human thought and action and provide language models for describing such related discourse structures as comparison-contrast, cause-effect, problem-solution, and process and sequence. More specifically, the activities found in each Teacher's Activity Guide provide opportunity for students and their teachers to explore these structures through the specific domains of science, math, social studies, various language and other arts as well as through social and instructional topics.

B. As the Teaching Stories are part of a method to foster social-emotional and cognitive development through language development, social and instructional language is systematically infused throughout activities specific to the development of language and concepts as found in the content areas.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal: models for both explaining a process (planting watermelons) and following the related procedure (villagers follow boy's advice under his guidance); the language of describing a problem and proposing a solution are modeled by the boy and the villagers in relation to the matter of how to deal with the "terrible, dangerous animal"; various examples of reasoning in relation to cause and effect - both faulty (killing something terrible and dangerous = killing as a solution to problems perceived to be dangerous or terrible) and sound (how a peaceful course of action came to benefit an entire community & explaining how a village acquired its name).

Examples from Teacher's Activity Guide

Social and Instructional – Following lyrics of songs (I.F.) and taking turns being visitors and residents to a community (II.G.)

Language of Language Arts – sounds of language center (I.E.), dramatic play center (II.B.)

Language of Mathematics – ordering & sequence activities (I.C.) and outdoor measurement activities (II.G.)

Language of Science – comparing and contrasting types of melons with Venn diagrams, making predictions about their contents and sorting seed types (II.F.)

Language of Social Studies – constructing the boy's village with blocks and then drawing a map (II.E.), discussion of cultural props for the dramatic play center (II.B.)

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All four domains are targeted through shared reading and writing, through song and drama, through listening and speaking activities of many kinds, as well as in all the content areas.

B. The materials are integrative and designed to be used by learners at all levels of proficiency in the development of both language and content knowledge. While designed to be inclusive of the needs of learners at all levels of proficiency, proficiency levels were not used as a framework for presentation of listening, speaking, reading and writing activities.

C. As language development and the development of knowledge structures through language are integral to working with Teaching-Stories, listening, speaking, reading and writing activities are incorporated throughout the materials.

Examples from the Teacher's Activity Guide:

Listening

read aloud of story (I.A.), music and rhythm activities (I.F.), sounds of language activities (I.E.), listening center activities (II.A.)

Speaking

questions before, during and after the reading of the story (I.B.), dramatic play center (II.B.), and outdoor center activities (II.G.)

Reading

read aloud (I.A.), listening center activities (II.A.), and group and center writing activities (I.D., II.D.) also include reading activities

Writing

group and center writing activities (I.D., II.D.), and the comparison-contrast activity in the science/math center (II.F.)

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Hoopoe Early Literacy Curriculum - Teaching-Stories: Learning that Lasts provides instruction in a variety of ways so as to meet the educational needs of students at different language proficiency levels. However, these levels themselves are not specifically differentiated within the materials. Rather, differentiation is designed to result from providing a variety of opportunities for students to interact with the language and structures of the tales and by the students taking from the materials what most suits their developmental needs and interests – both in terms of language and content. Accordingly, the materials were examined so as to determine what they contained in terms of language tasks suited to the needs and abilities of students at each of the respective language proficiency levels.

B. The Teaching-Stories and associated activities in the Teacher’s Activity Guides were selected from a larger corpus for their appropriateness for children in the preschool to early primary age span – both in terms of language and content demands.

C. Differentiation, while treated as a function of student capacity and choice, rather than as an array of differentiated tasks, is consistently present in the group, center and home/school activities.

Examples from text of The Clever Boy and the Terrible Dangerous Animal:

The tale provides prosody and illustrations that cue the general story line and its social-emotional content (Entering), opportunities to acquire a number of salient words and single word expressions (Beginning), several interchanges comprised of brief questions and short statements (Developing), models of exchanges in which at least one party utters 2-3 sentences (Expanding), and even brief monologues with connected utterances and a variety of logical constructions (Bridging).

Examples from the Teacher's Activity Guide:

Opportunities to respond to reading through a variety of means from the non-verbal to extended oral response (I.A-B.)

The Ordering, Group Writing, Sounds of Language, and Music & Rhythm group activities (I.C-F.) explore language in a variety of ways - sounds, words, songs, writing a letter (to a character), sequencing with elements from story, and others that would provide learning for students at all levels

The Listening, Dramatic Play, Art, Writing, Block, Math/Science and Outdoors center as well as the home/school activities (II.A-G., III.A-E.) contain tasks that address the language needs of students from the non-verbal to the highly verbal.

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IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The materials centered on a particular story are designed to function with it as a thematic unit that transpires over several weeks – an ongoing daily process that leads to greater facility with the language and the language framework provided by each story over time. The effect is further enhanced if more than one story and its accompany materials is utilized.

B. The interactive, visual and graphic supports found throughout the materials work in conjunction with the language of each Teaching-Story to advance language development over time.

C. The approach uses carefully crafted Teaching-Stories and practical group, center and home/school connection activities to systematically scaffold internalization of language and meaning structures provided by the materials.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:

The text provides visual and dialogic scaffolds for developing the language of both internal and interpersonal dialogue both in face to face and more distant interactions.

Examples from the Teacher's Activity Guide:

Read Aloud and Discussion sections (I.A-B.) provide guidance in converting the language of the story from an experience of what happened to what is happening - through such things as props (realia), the sharing of the illustrations and the use of one's voice to dramatize the tale. The questions are varied and of sufficient quantity to facilitate discussions of increasing complexity and developmental effect over the course of several readings.

Among the Writing Group Activities (I.D.) there is a series of activities around developing an understanding of the meaning of several words from the story that can be turned into a classroom book for students to read on their own.

In the Listening Center (II.A.) students can listen along to the story as much as they desire, while following along in a copy of the book so as to further develop their listening skills and or their facility with the written word.

In the Dramatic Play Center (II.B.) teachers are provided with ideas for props that cue characters (patterns for puppets are also included in the guides), costumes and other elements from the stories so as to facilitate dramatic enactment of the language of the story. In general, the activities serve to promote the extension and application of the language of the story with the story serving as the scaffold.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO Context

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The materials contain a wide variety of language functions, including, but not limited to: pair, match, sequence, describe, distinguish, identify, follow oral directions, compose, sort, repeat, experiment, recite, point out, simulate, classify, make up, draw, predict, relate, find, organize, and give reasons for.

B. All language functions occur within the context of activities related thematically to a particular Teaching-Story.

C. All language functions are presented within the framework of both a particular Teaching-Story and within the context of thematic activities connected to a particular story so as to scaffold students in the use of the language and knowledge structures inherent in this type of analogically structured discourse. At the same time, language functions have been selected so as to provide simultaneous development in the content areas as typically found and organized in early childhood settings.

Examples specific to the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

attend to and understand (I.A.), recall and retell (I.A.), draw picture in response to read aloud (I.A.), predict (I.B.1-2,5.), give reason for prediction (I.B.2.), share opinions (I.B.4-5), make analogies (I.B.5.), sequence events or cycle (I.C.) define (I.D.), offer suggestions (I.D.), adjust message to audience (I.D.), demonstrate awareness of concepts of print (I.D.), initiate and respond to discussion (I.D.), write group letter (I.D.), discriminate between sounds (I.E.), demonstrate (I.E.), sing a song (I.F.), draw favorite scene (II.C.), make up a story (II.D.), draw a map (II.E.), describe (II.F.), compare and contrast (II.F.), evaluate predictions (II.F.), recall (II.H.), discuss (III.B.)

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YES NO

Higher Order Thinking

- D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
- E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. In this curriculum the Teaching-Stories themselves are the primary means to engage students in higher order thinking. “Teaching-Stories contain, in the movement and thoughts of characters, in what happens to them, and in the challenges they face, information that informs and prepares us for similarly structured events in our own lives” (p. 1 of each Teacher’s Activity Guide). This sort of analogous discourse is designed to have a little something for everyone, according to their cognitive stage and linguistic level and then to develop further ranges of understanding, social-emotional learning and capacity for problem-solving with repeated exposure to and interaction with the stories.

E. The primary purpose of the Teaching-Stories: Learning that Lasts curriculum is to engage students systematically in higher order thinking so as to facilitate cognitive and social-emotional development through the language framework the Teaching-Stories provides.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:
Each tale invariably contains some element of surprise intended to disrupt lower level thinking and to engage higher order thinking. In this particular tale it is what the terrible, dangerous animal turns out to be.

Examples from the Teacher’s Activity Guide for The Clever Boy and the Terrible Dangerous Animal:
As the tale itself is the primary vehicle for the development of higher order thinking skills, the activities centered directly on the story, especially the questions designed to develop analogical thinking are of particular note (I.A-B.).
The group writing activity of composing a letter to Clever Boy’s mother (I.D.) and the creation of stories about other things the villagers might have been afraid of (II.D.) require both linguistic and conceptual synthesis of a higher order.
The spatial composition and mapping activity of the block center (II.E.) and in the Outdoor center (II.G.) develop similar skills in another cognitive domain.
The math/science center activities (II.F.) require students both to analyze melon seeds carefully as well as to do compare and contrast varieties of melons.

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IVB. Content Stem

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Hoopoe Teaching-Stories Early Literacy Curriculum provides a program designed to meet Head Start and National Performance and Assessment Standards and other National Education Standards for PreK – K content in language arts, mathematics, science, social studies, art, physical education and other content standards, including the kindergarten Common Core State Standards for English Language Arts. The standards drawn from and the specific standards addressed can be found in each section of the guides, or in the case of the Common Core State Standards in a separate correlation posted on the Hoopoe Books website. All the guides cover such preschool and kindergarten Social and Instructional and Language Arts topics as concepts of print, sounds and symbols, chants and songs, music and rhythm, dramatic play, prediction, key ideas and details, words in print, illustrated story books, and make-believe stories. Each guide also covers a number of specific mathematics, science or social studies topics that taken together cover a wide range that is typical of state and local standards.

B. The various sensory, graphic and interactive supports found throughout the materials are designed to scaffold language learners at all levels of proficiency in accessing the content topics addressed.

C. Example topics are presented so as to provide development of understanding of Teaching-Stories systematically and to engage students in meaningful access to content of Teaching-Stories through the type of structures typically found in early childhood programs.

Specific content topic examples from the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

Language Arts:

listening to and discussing a variety of texts, concepts of print, retell & dictate stories (I.A-B.)

Mathematics:

measurement (I.C. & II.G), patterns, sequencing (I.C.), spatial relations (II.E.), sorting and attributes (II.F.)

Science:

scientific inquiry, prediction, charting, comparing & contrasting melons (II.F), plant seeds (II.G.),

Social Studies:

understanding similarities and respecting differences among people (I.A.), communities and maps (II.E.), foods (I.C. & II.F.), visiting to and hosting visitors from other communities (II.G.).

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Is the grade level content systematically presented throughout the materials? |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. The illustrated Teaching-Stories texts and various group, center and home/school connection activities in this series are selected for their likelihood to suitability to the linguistic and developmental needs of children in the targeted grade span.

E. The group, center and home/school connection activities seek to make the content of the stories accessible to students and all levels of language proficiency as well as to make the various strands of a balanced preschool curriculum more accessible by means of the language and knowledge framework the Teaching-Stories provide.

F. Grade-level content is systematically presented through the Teaching-Stories, group, center and home/school connection activities.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:

Story is both linguistically and developmentally appropriate for children in the PreK-K grade cluster. Illustrations are colorful and convey both objects and actions.

Examples from the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

Story and activities centered on story are both aligned to content standards for the PreK-K grade cluster and designed to integrate well with the structures found in most quality early childhood education settings. The approach to both content and language used in the series is natural for both first- and second-language learners in the PreK-K range. There are whole group activities for read aloud, discussion, sequencing, writing, the sounds of language and music (I.A-F.). There are center activities to explore further listening, dramatic play, art, writing, blocks, math/science, and the outdoors (II.A-F.). There are also activities designed to develop home/school connections such as a parent night, parent/child reading and art activities, parent visitors/speakers, a "pajama party" and a family sing-along (III.A-E.).

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All the Teaching-Stories text are illustrated trade books. In addition, the Teacher’s Activity Guides include suggestions for the use of realia when reading the stories aloud. For the generation use of word and picture cards, paper bag and finger puppet materials, various tactile art projects, other forms of dramatic play – both indoors and outdoors, science experiments, songs and chants, audio recordings and more.

B. Sensory supports are selected for their capacity to support students in their understanding and use of the both the language and concepts of the Teaching-Stories and their appropriateness for use in early childhood educational settings.

C. Through the story and other group activities, through the various center activities and home/school connection activities, sensory supports are ever-present and systematically presented.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:
Story is illustrated in bright colors with elements that support understanding of the narrative. Siting of words such as "watermelon" or the emotional content of interjections such as "oooo", "ahhh" and "ohhh" also lend to their acquisition in both oral and written form.

The Teacher’s Activity Guide for The Clever Boy and the Terrible Dangerous Animal provides directions for the use of such sensory supports as the following:

the illustrated text (I.A-B.); real objects, feltboard characters or puppets (I.A.); making of a recipe, sequence cards and pictures of watermelon at various stages of growth (I.C.); illustrated word chart (I.D.); environmental sounds (I.E.), rhythm, songs and movement to music (I.F.); audio version of illustrated text (II.A.); multicultural dress-up clothes (II.B.); "terrible, dangerous animals" made from a variety of media, child-drawn illustrations, seed art, mobiles (II.C.); word and other illustrations related to story (II.D.); block construction of community and map drawing (II.E.); real melons with seeds (II.F.); planted seeds, use of various tools of measurement and creation of a imagined community (II.G.); family sing-along (III.E.)

Templates for paper bag and finger puppets as well as felt board objects included along with picture cards for sequencing story elements and stages of a watermelon's growth.

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YES NO **Graphic Support**

- D. Are graphic supports present and varied in the materials?
- E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
- F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Charts, graphic organizers (Venn diagrams), and graphs are present in the Teacher’s Activity Guides.

E. The graphic supports are designed to scaffold knowledge construction using information contained in the Teaching-Stories and everyday experiences of young children and to develop the capacity of children to communicate about such experiences regardless of their current language proficiency levels.

F. Venn diagrams, charts and graphs are typically presented in Math/Science group activities, with charts and Venn diagrams also typically found in either Whole Group Writing Activities or Writing Center activities.

Examples from the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

Venn diagrams are used in the Math/Science Center (II.F.) to compare and contrast various melons.

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YES NO **Interactive Support**

- G. Are interactive supports present and varied in the materials?
- H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
- I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

G. Interactive supports are found throughout the group, center and home/school connection activities detailed in the Teacher’s Activity Guides. There is, in addition, L1 support for Spanish-speakers through Spanish or bilingual Spanish/English bilingual texts and Spanish language audio recordings.

H. Interactive supports are present and serve to facilitate concept formation and linguistic development of students at all levels.

I. A variety of interactive supports are provided and appear consistently and systemically throughout this series of teacher activity guides (see below).

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:
For Spanish speakers both the text and the audio recordings available in bilingual formats. Also, story provides models for both the use of language in interactions and the use of interactions to develop both concepts and language - asking permission, seeking information, the volunteering of assistance, requesting guidance and the providing of information.

Examples from the Teacher's Activity Guide:
Whole-group sharing of a story with dialogical development of higher order thinking (I.A-B.); whole or small group sequencing and joint recipe making (I.C.); joint construction of/shared writing (I.D.); dramatic play, improvisation (II.B.); language experience dictation of writing (II.D.); small-group joint construction with blocks (II.E.); small-group and pair-work around plants and dramatic play (II.G.); shared reading and art work at home (III.B.); and parent/child home activities centered on story (III.D.)

Appendix

- I. Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.
- IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation
 - IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
 - IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context
- II. English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.
- IIA. Five WIDA ELP Standards:**
1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
- IIB. Domains:**
- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
 - **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
 - **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
 - **Writing** – engage in written communication in a variety of situations for a variety of audiences
- III. Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.
- IIIA. Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
 - IIIB. Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.