



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**



## Cover page needed by WCEPS editor



### Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at [store@wceps.org](mailto: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): Despegando hacia la lectura: Un enfoque de lectura compartida

Publisher: Okapi

Materials/Program to be Reviewed: 18 shared books, 18 matching students versions, Reading pens, 18 lesson plans, vocabulary starters, Despegando hacia la lectura Program Overview

Tools of Instruction included in this review: 18 shared books, 18 matching student versions, reading pen, 18 lesson plans, vocabulary starters,

Intended Teacher Audiences: Teachers of Pre-K, Transitional Kindergarten, Kindergarten, and 1st Grade

Intended Student Audiences: Appropriate for Pre-K, Transitional Kindergarten, Kindergarten, and 1st Grade students

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

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

\*Please note: This correlation covers the K-12 WIDA ELD Standards Framework PRIME V2 process, *not* Pre-K or WIDA Early ELD Standards.

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

WIDA Language Proficiency Levels included: This program is designed for students learning literacy skills and for language learners yet no explicit alignment to the WIDA Language Proficiency Levels exist in the materials.

Most Recently Published Edition or Website: <http://despegando-hacia-la-lectura.com/despegando-shared-reading/>

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

Despegando hacia la lectura: Un enfoque de lectura compartida - Using a Shared Reading Approach will support young students as they develop the attitudes, understandings, skills, and strategies they need to become successful readers.

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

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

1. Students assets and contributions are considered in the materials so that students connect to the texts in each set. Each lesson contains these sections to structure the learning: Introducing the book, First reading of the book, Second reading of the book, Talking about the book, Returning to the book, Vocabulary support, Independent practice. These sections of each lesson plan provide opportunities for activating to prior knowledge, sharing student experiences and connecting those assets to literacy instruction. For example, in the lesson plan for the book, *El pequeño Mariano*, the Introducing the book section states the following:

*¿Que piensas que puedan hacer juntos el pequeño Mariano y el oso?*

Teachers are encouraged to ask students about what they think will happen with the “pequeño Mariano” and the bear, eliciting students’ ideas to connect to the content. In the first reading, the teacher demonstrates appropriate expression while reading and in the Second reading of the text, students are encouraged to fill in rhyming words as they learn the pattern. The question in the Talking about the book section asks students to share their thinking of the story, as follows:

*¿Por que creen que el pequeño Mariano trato de escapar cuando vio al oso?*

The Returning to the Book section provides opportunities for students’ assets and contributions be integrated. In this example, the teacher is encouraged to have students take increasing responsibility for reading the text themselves and subsequent activities based on students’ strengths and needs.

2. Students assets and contributions are considered systematically throughout the program. The structure is consistent across reading levels within the entire program. Each set of readers contain a structured lessons with the following sections that contain recommended

activities for teachers to help connect the text to students' experiences, as described in question 1 above:

- Introducing the book
- First reading of the book
- Talking about the book
- Second reading of the book
- Returning to the book
  - Phonemic awareness
  - Phonics
  - Extending oral language
  - Fluency
  - Print concepts
  - Writing -modeled
- Vocabulary support
- Independent practice



## 2. Academic Language

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

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

- 1) **Do the materials address language features at the discourse dimension in a consistent manner for all** **Yes** **No**

## identified proficiency levels?

- 2) **Are the language features at the discourse dimension addressed systematically throughout the materials?** **Yes** **No**

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

1) The materials address language function features at the discourse dimension in a consistent manner. The discourse dimension is considered in the 18 shared books, across lesson plans for each leveled reader and in the supporting ELL vocabulary books. For example, in the Lesson Plans and texts students have an opportunity to engage in discourse in the *Talking about the book and Extending Oral Language* sections of the lesson plan. The support of the reading pen helps students at the discourse dimension in the independent practice section. Please see examples from stories *¡Que alboroto!* below:

### Talking about the book

Invite the students to respond to the book and talk about their thinking. Provide time to talk about the book.

Ask: *¿Que hizo el monstruo verde para hacer un alboroto? ¿Que hizo el monstruo azul?*

### Extending Oral Language

Turn to pages 10 and 11. Say: *Aqui dice Mama Monstruo esta roja de ira. ¿Esta contenta Mamá Monstruo?* Draw out that *roja de ira* means *enojada*. Ask: *¿Como sabemos al ver este dibujo que Mamá Monstruo esta enojada?*

### Independent practice

Select students to listen and read along to *¡Que alboroto!* independently. Provide students with a small book and a reading pen. Encourage students to listen and read along from start to finish and then revisit their favorite pages.

2) Within the 18 shared books, 18 lesson plans, and in the supporting vocabulary books the language features at the discourse dimension are addressed systematically throughout the materials. There are varying levels of linguistic complexity including opportunities for varying quantity and variety of oral and written text in communication appropriate for early readers across all 18 shared books, 18 lesson plans, and in the supporting ELL vocabulary books. Please see examples from stories *La gran aventura de Ramona* and *Lugares a los que voy* below:

### Talking about the book

Invite the students to respond to the book and talk about their thinking. Provide time to talk about the book.

Ask: *¿Por que creen que Ramona queria salir de su jaula? ¿Que peligros encontró Ramona?*

### Extending Oral Language

Say: *Vamos a leer ahora todos juntos el refrán.*

*Huye, corre de aquí para allá.  
Huye, corre a gran velocidad.*

Ask: *¿Que le estamos pidiendo a Ramona que haga?* Draw out that the message is to encourage Ramona to run as fast as she can. Talk about the meaning of the words in the refrain. Say: *Huye significa irse de un lugar donde hay peligro y cuando hay peligro, normalmente corremos para escapar de él, ¿verdad?* Invite students to show how they might *huir* and *correr*.

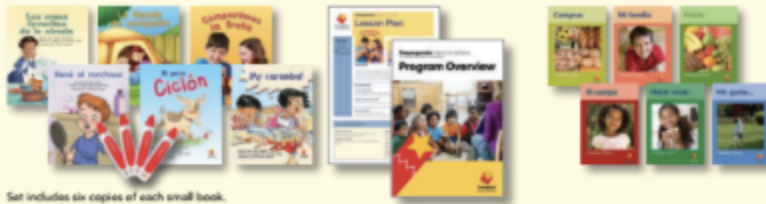
Vocabulary support

Encourage students to name and talk about places they might go. Support students by talking about the things you might see at each place in the book. For example, say: *Hay animales en las granjas. En algunas granjas hay vacas y caballos. ¿Que otros animales podríamos encontrar en una granja?* Use the *Despegando hacia la lectura* vocabulary Starter **Lugares a los que voy** to discuss different places. Show and talk about the labeled photographs.

Independent practice

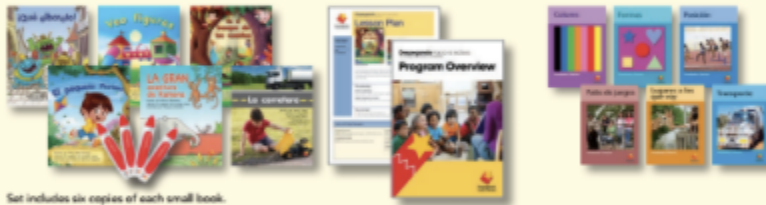
Select students to listen and read along to *La gran aventura de Ramona* independently. Provide students with a small book and a reading pen. Encourage students to listen and read along from start to finish and then revisit their favorite pages.

Small Books • Reading Pens • Teacher Support • Vocabulary Starters



Set includes six copies of each small book.

Small Books • Reading Pens • Teacher Support • Vocabulary Starters



Set includes six copies of each small book.

Small Books • Reading Pens • Teacher Support • Vocabulary Starters



Set includes six copies of each small book.



## B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- |   |     |    |
|---|-----|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | Yes | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?             | Yes | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials?             | Yes | No |

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

1. The materials address the language features at the sentence dimension for all of the identified proficiency levels. The sentence dimension is considered in the 18 titles and across lesson plans for each book and corresponding vocabulary support. For example, in the lesson for *Las cosas favoritas de la abuela*, the fiction text itself reflects sentence level features that fits the readers needs at this reading level. Examples include types and a variety of grammatical constructions, fluency of expression, mechanics of sentence types, matching language forms to purposes and perspectives. The other fiction texts at other levels do the same. Within the lesson plan opportunities for engaging with the sentence dimension exist in the following:

### Introducing the book

Point to each word as you say it to demonstrate one-to-one correspondence between the written and spoken word. Point out the name of the author and the illustrator. Say: *El autor escribió las palabras y el ilustrador hizo los dibujos. Este libro habla sobre ir de compras. ¿Quein va de compras? ¿Que cosas les gusta compra?* Discuss students' responses.

2. Within the 18 titles and corresponding lesson plans the there are examples of language features at the sentence dimension that are appropriate for early readers. There are varying levels of language forms and conventions across the texts. Within the lesson plans there are systematic opportunities for students to use different language forms and conventions. For example, in the lesson for *Las cosas favoritas de la abuela*, the text reflect a sentence level dimension in that it fits the readers needs at this level by having a variety of types and a varieties of grammatical constructions, fluency of expressions, mechanics of sentence types, matching language forms to purposes and perspectives, including dialogue as follows:

p. 6:

--¿Que más?--

--dijo el abuelo--.

¿Llevamos peras, piña o papaya?

p. 7:

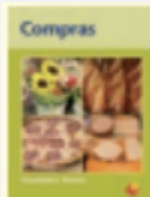
--No --le dije--.

Hay que llevar platanos y una porción pequeña de uvas.

3. Within the 18 titles and corresponding lesson plans the language features at the sentence dimension are addressed systematically throughout the materials. Within the lesson plans there are systematic opportunities for students to use language at the sentence level. For example, in the lesson for *Las cosas favoritas de la abuela*, opportunities for the sentence dimension exist in the following:

#### Vocabulary support

Encourage the students to name and talk about the foods in the book. For example, say: *Peperoni es un tipo de carne que a algunas personas les gusta en la pizza. ¡Pica un poco! Los pepinillos son verduras verdes.* Use the *Despegando hacia la lectura Vocabulary Starter Compras* to discuss other food. Show and talk about the labeled photographs.



### C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)

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

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4) **Is the general, specific, and technical<sup>2</sup> language systematically presented throughout the materials?**

Yes No

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

1. The materials address language features at the word/phrase level dimension in a consistent manner throughout the program. Each lesson plan contains a component of vocabulary support through its corresponding Vocabulary support book and recommended activities. For example, in the lesson for *El oso goloso*, the Vocabulary starter book **Hacer cosas** teaches the key vocabulary -beber, cavar, saltar, comer, nadar, dormir, correr- through several activities.

2. Words, expressions, and phrases are represented in context. In the **Hacer cosas** Vocabulary starter book, the following activities promote context-based learning at the word/phrase dimension:

Developing oral vocabulary

Getting started - to use words in context cooperatively

Word webs - to work in pairs to make connections between words

Word families - to build word lists

Mystery word - to guess words based on meaning

3. The general, specific, and technical language is appropriate for early readers.. The language presented is appropriate for the reading level identified in the program. For example, see the below activities below for *El oso goloso*:

Developing reading vocabulary

Getting started - to analyze word shape, number of letters, sounds

First letters - to mask key vocabulary words on starter and self-check

Word and picture match - to match words to pictures

Word groups - to sort word cards into semantic groups

4. The general, specific, and technical language is systematically presented throughout the

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

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

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

materials and in context. As stated above, the Vocabulary support book includes activities for using various tiers of vocabulary in literacy-based activities. For example, in *El oso goloso*:

Developing writing vocabulary

Writing sentences - to use words in writing complete sentences

Spelling - to analyze and apply beginning, middle and ending sounds to form words and play word recognition games

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

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

1. The program, as stated in the Program Overview below and on the website, provides effective support for early readers. Yet the materials do not differentiate between language proficiency levels.
2. As stated above, the materials do not differentiate between language proficiency levels.
3. The differentiation of language is systematically addressed throughout the materials although there are no identified levels of language proficiency in the program. Through this guided reading set of instructional materials, instructions for teachers are present that give ideas to differentiate when students are reading, writing, listening and speaking. Examples of language differentiation supports found throughout lesson plans at each level are graphic organizers, partners, group work, modeled writing, repetition, visuals, and captions. In *Mi perro Ciclon*, differentiation supports include peer support through grouping, discussion and games. It also includes the reading pen and pointers as a support, visuals in the materials

and text, sentence starters and vocabulary frames, and the use of annotating text by putting circles around key words and sounds.

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

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

1. The language domains of listening, speaking, reading and writing are targeted in the materials. Throughout each lesson, students have the opportunity to engage in activities across all of the language domains.

For example, in the text *La carretera*, these are some of the activities they engage in for each domain:



(English version)

### Listening and Reading:

- Independent practice: Select students to listen and read along to *La carretera*. Provide students with a small book and a reading pen. Encourage students to read the book from start to finish and then revisit their favorite pages.

### Speaking:

- Talking about the Book Section: Invite students to respond to the book and to talk about their thinking.

### Writing - Modeled

- Draw a picture of one of the vehicles from *Al carretera*. Say: *Hice un dibujo de una excavadora. Ahora voy a escribir una oracion con la palabra.*

Model writing the sentence: *Esta es ;a excavadora.* Talk aloud as you write. For example, say:

*Ahora necesito escribir la palabra excavadora. Es una palabra larga y puedo oír el sonido /e/ al principio, así que voy a empezar a escribir la palabra con la letra "e."*

Have the students choose a machine from the book to draw. They could use your modeled writing to support them as they write a sentence about their drawing.

2. The targeted language domains are present within the early emergent stages of reading but not within targeted language proficiency levels. The program, as previously stated in the Program Overview below and on the website, provides effective support for students acquiring language and literacy. Yet the materials do not differentiate between language proficiency levels.

3. Language domains are systematically integrated throughout the materials. Each lesson plan has the following in each section, the domains are integrated through targeted activities as discussed above--Introducing the book, First reading of the book, Second reading of the book, Returning to the book, vocabulary support, and Independent practice. Many sections integrate all domains while some solely focus on one domain. For example, Introducing the book consistently integrates speaking and listening, while Independent practice mainly focuses on reading and listening. Another example is the section Writing - Modeled where students have an opportunity to write with a guided approach.

#### **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) <b>Do the materials connect the language development standards to the state academic content standards?</b> | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|

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

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

**1)** The materials connect the language development standards to the common core state academic standards. Despegando hacia la lectura provides the Common Core State Standards with each text set and lesson including for Reading, Writing, Speaking and Listening, and Language. In addition, lessons within Lift Off to Literacy connect to at least one of the WIDA Language Development Standards (Social and Instructional Language, Language of Language Arts, Language of Social Studies, Language of Science). Many of the Despegando hacia la lectura learning opportunities address multiple Language Development Standards. For example in the set Living Things: the books and lesson plan, *¿Que animal vive aqui?* and *Animales en miniatura* the language of science and language arts are addressed, along with social and instructional language. In the text students have an opportunity to learn about different animals that live in a garden and about what these animals eat . The students are supported with garden animal vocabulary in the vocabulary starter, *Animales en miniatura*. The state academic standards that are addressed are; K.RI.5 *With prompting and support, describe the relationship between illustrations and the text in which they appear*, K.RF.1c *Understand that words are separated by spaces in print*, K.W.2 *Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name and what they are writing about and supply information about the topic*, K.SL.4 *Describe familiar people, places, things, and events and, with prompting and support, provide additional detail*, K.L.1d *Understand and use question words*.

<http://despegando-hacia-la-lectura.com/despegando-shared-reading/>



(English Version)

**2)** The academic content standards in Despegando hacia la lecture are systematically represented throughout the materials. Within each set of lesson plans and books there is a correlation chart to show each lesson is in alignment to the Common Core State Standards. This is done for all 18 lessons included in the program. Different standards are displayed depending on what the lesson covers.

## Links with State Standards

### Informational texts

**K.RI.5** With prompting and support, describe the relationship between illustrations and the text in which they appear.

### Foundational skills

**K.RF.1c** Understand that words are separated by spaces in print.

### Writing

**K.W.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

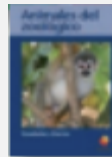
### Speaking and listening

**K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### Language

**K.L.1d** Understand and use question words.

**3)** Social and instructional language and one or more of the WIDA standards is present in *Despegando hacia la lectura*. The language of language arts, science, math and social studies are included within the three topic sets *Mi familia y yo*, *En el mundo*, and *Los seres vivos*. The set, *En el mundo*, the six stories include the language of social studies, math, and science while the lesson plans include opportunities for the language of language arts. The corresponding vocabulary support book, *Animales en miniatura*, the activities include the language of science while the lesson plans include opportunities for the language of language arts with social and instructional language.



Please see below for examples of the language of science, language arts, and social and instructional language from the story *¿Que animal vive aqui?*.

### Introducing the book

*Ask: ¿Qué animales podemos encontrar viviendo en un jardín? Make a list with a simple drawing of each animal next to its name. Show the front cover of the shared book. ¿Que animal vive aqui? Say: Este libro es un libro adivinanzas. Se llama ¿Qué animal vive aquí? Tenemos que encontrar a los animales que viven en el jardín. Say: Este libro es un libro informativo porque nos dice cosas que son verdaderas. No es un cuento ni una historia inventada.*



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

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

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

1. The materials present an opportunity for language learners to engage in various cognitive functions regardless of their language levels. In each lesson, students interact in structured activities using various cognitive functions, most clearly evident in the following structure used in the section Talking about the Book. See example below from *La tienda de campaña*.

- Inferential: *¿Que quiere decir reventar? ¿Por que se revento la tienda?*
- Synthesizing: *¿Creen que en verdad fue el gato solo el que la hizo reventar? ¿Les habría gustado dormir en esta tienda?*
- Critical: *¿Por qué or por que no?*

2. Opportunities for engaging in higher order thinking are addressed systematically throughout the materials. The sections of each lesson provide activities for students to read, write, listen and speak using various cognitive functions. For example in the texts used in this example, *La tienda de campana*, students use these cognitive functions: identify,, tell, react, recognize, imagine, and support answers with evidence from the text.

## C. Supports for Various Levels of Language Proficiency

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

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

1. These materials not explicitly differentiate between language proficiency levels. Yet the lesson plans provide scaffolding supports for students that may advance them within a language proficiency level. Examples of language differentiation supports found throughout lesson plans at each level are partners, group work, modeled writing, rhyme, rhythm repetition, visuals, reading pen, and vocabulary support.

## Develop early literacy skills through rhyme, rhythm, repetition and highly predictable texts!

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Your students will:

- enjoy reading together and revisiting familiar books again and again
- begin to recognize and read high-frequency words
- build knowledge of key vocabulary
- understand conventions of print.

2. Again, the materials do not explicitly differentiate between language proficiency levels yet the lesson plans provide scaffolding support that may progress students from one proficiency level to the next. In this lesson plan from the book, *iAy caramba!*, examples of the following supports are:

vocabulary starter, peer discussion, lists of keywords, shared reading of text, pictures, word webs word banks, word lists, sentence starter (*I like to .....*), text with visuals and pictures, guided questions, checking for comprehension questions (i.e. *Which activity would you like to do the most?*) with support from the photographs and text in the book, rereading and repeating language in the book, act out the story with classmates, and modeled writing



3. Scaffolding supports are presented systematically throughout the materials. Each stage's set of lesson plans contain the Introducing the book, First reading of the book, Second reading of the book, Talking about the book, Returning to the book, vocabulary support, and Independent practice sections with differentiated support ideas for students to advance in language and literacy.

### D. Accessibility to Grade Level Content

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

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

1) Despegando hacia la lectura is linguistically and developmentally appropriate grade-level content for grades PK - 1st grades in reading levels A-B. There are 18 titles, 18 vocabulary starters, and a reading pen included in this curriculum. Despegando hacia la lectura provides designated literacy instruction and language development to help students successfully access the core content in primary instruction. Despegando hacia la lectura is centered around non-fiction and fiction texts separated into three sets. The sets include Mi familia y yo, En el mundo, and Los seres vivos with lesson plans that include vocabulary building opportunities, Introducing the book, First reading of the book, Second reading of the book, Talking about the book, Returning to the book that focuses on



Phonemic awareness, Phonic S, Extending

oral language, Fluency, Print concepts and Modeled writing. Each lesson also includes vocabulary support, Independent practice and a blackline masters which supports early emergent readers with a writing activity. The subject matter that is presented in Despegando hacia la lectura is of high interest for grades PK, K5, and 1st grade early emergent readers.



2) Despegando hacia la lectura gives opportunities to readers to access grade-level content and also promote language development as they learn at the early emergent stage. A variety of supports are present in the curriculum to provide instruction to support all levels of language proficiency. Supports allow teacher flexibility in order to address different learning needs. There is a designated vocabulary support section that gives teachers ideas in how to scaffold instruction for their learners. Each lesson also includes an opportunity for students to listen to the book using the reading pen. Each lesson also is accompanied with a vocabulary starter book that support the core text. For example in the lesson plan for the text *En el bosque de los cuentos* there is a vocabulary starter book that uses position and directional words. Within this book there are opportunities to develop oral, reading, and writing vocabulary. Please see below for an example of an activity that is suggested to develop oral vocabulary.

### Rally Race

Have students work with a partner to set up a simple obstacle course for a toy car using small boxes, and books with blocks under one end for ramps. have students take turns to give instructions for how and where the car should go to complete the course. For example: *Por la rampa, lleva el carro hacia arriba, encima de la caja amarilla y alrededor de la caja verde.*



(English Version)

**3)** In Despegando hacia la lectura the grade level content is systematically presented throughout the materials. All 18 titles, vocabulary starters, 18 lesson plans and the use of reading pen follow the same structure. The program includes early emergent reading levels A-B.

Each lesson plan includes an overview that links the Common Core State Standards addressed in the lesson, vocabulary, Key concepts, an introducing the book, First reading of the book, Second reading of the book, Talking about the book, Returning to the book, vocabulary support, Independent practice and an opportunity to write with the support of the Activity card.

### E. Strands of Model Performance Indicators

- |  |            |    |
|--|------------|----|
| 1) <b>Do materials include a range of language functions?</b>                            | <b>Yes</b> | No |
| 2) <b>Are the language functions incorporated into a communicative goal or activity?</b> | <b>Yes</b> | No |
| 3) <b>Do the language functions support the progression of language development?</b>     | <b>Yes</b> | No |

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

- 1)** Despegando hacia la lectura includes a range of language functions. Within the 18 lesson plans students have an opportunity to:
- retell stories
  - distinguish shades of meaning
  - use temporal words and phrases
  - report on topics
  - compare and contrast
  - explain
  - ask and answer questions
  - sequence

- discuss

**Informational texts**

**K.RI.1** With prompting and support, ask and answer questions about key details in a text.

**Foundational skills**

**K.RF.1b** Recognize that spoken words are represented in written language by specific sequences of letters.

**Writing**

**K.W.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Speaking and listening**

**K.SL.1b** Continue a conversation through multiple exchanges.

**Language**

**K.L.5d** Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

**2)** In Despegando hacia la lectura there is an opportunity for language functions to be used in a communicative goal or activity in the writing and sharing and presenting of the lesson plan. See examples below:

Introducing the book - students are asked questions to build background knowledge

Talking about the book - students are invited to respond to the book and talk about their thinking

Extending oral language - students use the newly learned vocabulary to extend their thinking

Writing Modeled - students use the teacher's modeled writing to help support their own writing

Vocabulary support - student use new vocabulary to help build a list of other familiar vocabulary words

**3)** Language functions are presented throughout the lessons. Language functions are found within common core standards and are grade level appropriate for each of the reading levels.