PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WiDA™

PRIME V2™

Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition
PRIME has been expanded to include
- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes
- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience
- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

Standards Framework Elements Included in the PRIME Inventory
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): **McGraw-Hill Maravillas © 2020**

Publisher: McGraw-Hill Education

Materials/Program to be Reviewed: Maravillas Teacher's Edition 2020, Maravillas Student Edition 2020

Tools of Instruction included in this review: McGraw-Hill Maravillas Teacher's Edition, Mini lesson Resources, Small Group and Guided Reading Resources

Intended Teacher Audiences: Teachers of SLD and SLLs, Grades K-5

Intended Student Audiences: Grades K–5 SLD and SLLs

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

WIDA Language Proficiency Levels included:
Most Recently Published Edition or Website: © 2020

In the space below explain the focus or intended use of the materials: McGraw-Hill Maravillas centers on literature in a variety of genres. Genre-based exploration
provides students with extra exposure to concepts in the fields of science and social studies. Instruction is arranged following a daily outline, guiding reading, speaking and listening, and writing about the selected text. Throughout, grammar, spelling, and handwriting are targeted and strengthened. Maravillas integrates foundational skill instruction and provides differentiated support for Spanish Language Learners of varied proficiency levels. Teachers can use the Data Dashboard to monitor proficiency and differentiate instruction for struggling readers, and gifted and talented students, and for Spanish Language Learners. Maravillas integrates social emotional learning to help students build the skills, knowledge, and attitudes necessary for success.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

> **1) Are the student assets and contributions considered in the materials?**   **Yes**   No

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

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

1) Students' assets and contributions are considered in the materials so that students connect to the personalized learning provided by Maravillas to their own background. Maravillas materials reflect educational technology and tools to support the bilingual and biliterate student through differentiated personalized instruction. Each lesson provides educators with guiding questions that promote students sharing with partners, their understanding and gathering input from their experience as seen in example found throughout program under the lesson tab "lectura diferenciada".

2) The program provides ideas for weekly lessons as noted in the areas of "small group – differentiated instruction" that provide educators with access to supporting students where they are. Each option is offering ideas based on their levels of approaching, on level or beyond level to ensure students contribute based on their ability to participate. The leveled options provide educators with the tools that support student participation based on where the student is in their learning journey. Each tab provides ideas that guide students to work on areas that advance them from their point of understanding to next steps while keeping the concept the same. This in connection with a variety of social emotional lessons/videos support students systematically throughout the lessons available. Maravillas also provides a list of books by levels in all grades.

LECTURA DIFERENCIADA

Nivel inicial Pida a los estudiantes que escuchen un resumen de la selección antes de leer. Use las pautas de Releer durante el trabajo con grupos pequeños.

A nivel y **Nivel avanzado** Pida a los estudiantes que trabajen en parejas o de forma individual para completar las instrucciones de Releer de las páginas 176 y 177 de **Mi libro de lectura y escritura**.

LECCIONES SEMANALES · MODIFICAR

PLAN · DESTREZAS CLAVE

DÍA: 1 2 3 4 5 HOY

Whole Group

Small Group - DIFFERENTIATED INSTRUCTION

▼ APPROACHING LEVEL

LEVELED READER
Lectura complementaria: "Los números" | Paired Read: "Los números"

Phonics
Repasar las palabras con *gue, gui* y diéresis | Review Words With *gue, gui* And Dieresis
INTERVENCIÓN

▼ ON LEVEL

LEVELED READER
Lectura complementaria: "¿Cómo huyó el ratoncito?" | Paired Read: "¿Cómo huyó el ratoncito?"

▼ BEYOND LEVEL

LEVELED READER
Lectura complementaria: "Adivinanzas" | Paired Read: "Adivinanzas"

Recursos

Encuéntralo ∨ · Mis favoritos

Libros por nivel

Libros por nivel (90)

Todas las categorías

Akita y Carlo · Aventuras en el lago · Ayudar a las ballenas · Ayudar a las ballenas

Ayudar a las ballenas · Año Nuevo en septiembre · Compartamos el viaje · Comunidades urbanas

Page 1 of 12

2. Academic Language

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

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

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

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

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

1) The materials address language features at the discourse dimension in a consistent manner. The discourse dimension is considered in the adaptive curriculum: the reading instruction, literature selections. This discourse dimension is reflected in a variety of options where students are given unit comprehension support with guiding questions and choice of response. Each unit has a variety of lessons to practice and enhance the skill of comprehension.

ARCHIVOS PARA IMPRIMIR SEMANALES

- 🖨 Cuaderno de práctica: Unidad 2, Se... ⚙
- Lecturas diferenciadas de géneros lit... ⚙
- 🖨 Lecturas breves Grado 3, unidad 2, s... ⚙
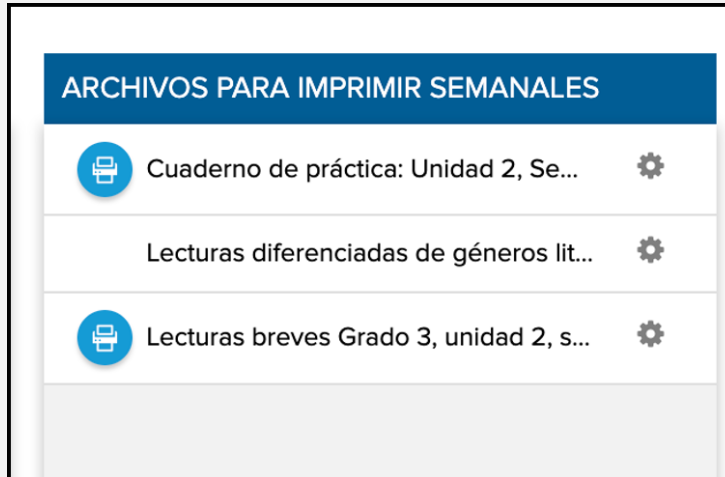
Introduce the Concept — Personalizar — A|A|A

Coméntalo | Talk About It
READING/WRITING COMPANION

RECURSOS DE LA LECCIÓN

EN PRESENTACIÓN

- Presentación de la semana:
- Video del concepto
- Organizador gráfico número
- ¿Quié... (O)

PREGUNTA ESENCIAL | ESSENTIAL QUESTION

ESPAÑOL

¿Cómo contribuyen las personas de diferentes culturas a una comunidad?

Muestre los **Objetivos de aprendizaje del estudiante** en línea para este estudio de género. Lea el concepto clave: las comunidades. Diga que leerán textos narrativos de no ficción acerca de las comunidades. Explique que harán y responderán preguntas sobre las comunidades y usarán palabras que indican secuencia para hablar del tema.

Lea la pregunta esencial en la página viii de **Mi libro de lectura y escritura**. Señale la ilustración y comente las ideas principales y los detalles de la fotografía. Concéntrese en cómo los niños comparten su cultura con la comunidad.

NORMAS | STANDARDS

OBJETIVOS | OBJECTIVES

ACADEMIC LANGUAGE

- *comunidad, contribuir, cultura*
- *Cognado: community, contribute, culture*

APOYO VOCABULARIO

bailando *(dancing)* moviendo el cuerpo o los pies al ritmo de la música

comunidad *(community)* grupo de personas que viven en una misma zona

contribución *(contribution)* algo que se da o se comparte con los demás

cultura *(culture)* el arte, las creencias y las tradiciones de un grupo de personas

MIS NOTAS

No tiene notas. Utilice el menú "Personalizar" para agregar una nota.

2) In Maravillas, students explore a variety of speech and written lessons that support language development at the discourse level. For example, in each weekly lesson, found in right tab of teacher edition, student have a variety of activities for them to complete in lessons. Though not explicitly noted, teachers have access to leveled lessons as seen on the right tab with academic language key words and support in understanding the essential question. The activities that students engage in are systematically embedded within their lessons where they have focus on genre, organization, and specific vocabulary to enhance their discourse.

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)   In introducing academic grammatical structures, Maravillas highlights understanding of sentence structure and engages in discourse, all new concepts have this introduction. When educators explore "Beyond the level" tools are provided to address the structures needed for students to engage in the language features needed. Though not explicitly noted, each lesson provides a variety of options for educators to use based on student entry point of approaching, on level or beyond level.

The following screen shots highlight students work in a variety of levels with a focus

Small Group
DIFFERENTIATED INSTRUCTION

▼ **APPROACHING LEVEL**

Level Up
LEVELED READER
La Declaración de Derechos

▼ **ON LEVEL**

Level Up
LEVELED READER
La Declaración de Derechos

▼ **BEYOND LEVEL**

Level Up
LEVELED READER
Lectura independiente |
Independent Reading

ESPAÑOL

Identifique con los estudiantes un enfoque de lectura según el libro que hayan elegido. Los estudiantes que hayan elegido el mismo libro deben trabajar en grupos para identificar la estructura del texto.

Tomar notas Asigne un organizador gráfico a los estudiantes para que tomen notas mientras leen. Refuerce el enfoque de comprensión de la unidad eligiendo el organizador gráfico más adecuado para el libro.

EJEMPLOS

Ficción	Texto informativo
Tema	Estructura del texto: problema y solución
Organizador gráfico 102	Organizador gráfico 142

Hacer y responder preguntas Recuerde a los estudiantes que hagan preguntas a medida que leen. Deben escribirlas en notas adhesivas y ponerlas cerca del texto. Luego, pídales que en grupos presenten las preguntas que han escrito. Deben trabajar juntos para buscar evidencias del texto que sustenten sus respuestas. Pídales que escriban las respuestas a sus preguntas.

EJEMPLOS

Ficción	Texto informativo
¿Cuál es el tema del relato?	Identifiquen detalles clave del texto y la manera como se relacionan. Utilicen los detalles para inferir la idea principal.

Rincón literario Sugiera que los estudiantes hagan un rincón literario para que comenten los hechos interesantes y las partes favoritas de los libros que lean.

2) The language features at the sentence dimension are appropriate for the Maravillas Español proficiency levels of K-5th grade. There are a variety of levels with guidance on language forms, conventions and sequence of learning based on the theme or topic. The lessons identify the needs of students and provides guidance on how to introduce sentence structures based on student ability. This guidance allows for increase support based on complexity of language forms. Each unit demonstrates a sequence as seen under teacher resources where students have a graphic organizer to gather their thoughts, moves to an evaluation tool to support genre type, then provide a model on features required for a specific genre.

My Students   Teacher Resources   Student Resources   All Workshops

➕ Unidad 1

➖ Unidad 2

Unidad 2, Poema narrativo (Organizador gráfico)

Unidad 2, Ensayo expositivo (Organizador gráfico)

Unidad 2, Ensayo expositivo (Pautas de evaluación y textos comentados)

Unidad 2, Poema narrativo (Pautas de evaluación y textos comentados)

Unidad 2, Ensayo expositivo (Pautas de evaluación en blanco)

Unidad 2, Poema narrativo (Pautas de evaluación en blanco)

Unidad 2, Poema narrativo (Modelos del estudiante)

Unidad 2, Ensayo expositivo (Modelos del estudiante)

Modelo revisado • Poema narrativo

La carrera que corrí
Peter P.

Estaba inspirado en un sueño de pies   *rebotando*
frentes ~~sudadas~~ y ganadores
cruzando la línea de llegada, me desperté
¡con ganas de correr una carrera!

Encontré la más perfecta y anvisiosa carrera. Ocupaba
tres millas de longitud en las calles. ~~Iba~~
a través de la pista de la escuela y hacia las colinas.
~~Terminaba~~ *terminando* en un salto en ~~el~~ lago.   *nuestro frío y seductor*

Pensé ~~que ir~~ *Si voy* despacio será un desastre.
No quería que esta fuera una triste ~~ocasión para mí~~? *canción*
Entrené y me hice lo más rápido. Mis tenis
amaban repiqetiar contra el asfalto.

3)

Each unit has a gradual and systematic way to support understanding and use of language functions and features as seen on these examples sequenced from begging to end. As they engage in understanding they are first as to recall and in complete sentences with sentence starters, then they are asked to work with a partner to recall using a graphic organize, a model response guides the next steps with sentences needed for them to create their own with a partner and lastly, they are asked to write their own sentences. This allows for students to engage in a variety of language features by abilities.

Releer Nombre _____

¿Cómo te ayuda la selección de palabras de la autora a entender dónde están ambientados los cuentos?

Coméntalo Vuelve a leer las páginas 10 a 16. Conversa con un compañero sobre el ambiente de los cuentos.

Evidencia en el texto Dibuja el ambiente de los cuentos. Alrededor del paisaje, escribe las palabras que te ayudan a saber cómo es el ambiente. Recuerda que debes usar evidencia del texto en tu dibujo.

Acuérdate
Completa estas oraciones para hablar sobre la selección de palabras.
Las palabras que elige la autora...
Esto me indica...

Lo que cuentan los incas • Reproducible 1   Grado 5 • Unidad 2 **5**
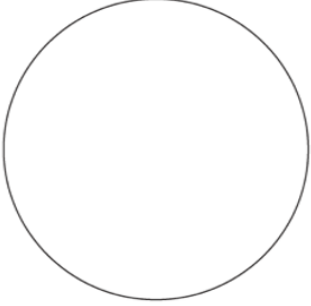
Releer Nombre _____

¿Cómo te ayuda la autora a entender las costumbres del pueblo inca?

Coméntalo Vuelve a leer la página 38. Comenta con un compañero cuáles son algunos de los alimentos típicos de los incas.

Evidencia en el texto Divide el círculo por la mitad. De un lado, haz un dibujo relacionado con alguna costumbre del pueblo inca. Del otro lado, escribe una breve descripción. Recuerda que debes usar evidencia del texto.

Escribe Para ayudarme a entender algunas de las costumbres de los incas, la autora
describe las tradiciones y dice cómo son y qué hacen los personajes.

6 Grado 5 • Unidad 2   *Lo que cuentan los incas • Reproducible 2*

Releer Nombre _____

¿? ¿Qué lección quiere transmitir la autora sobre el plan de Wallallo?

Coméntalo Usa tus notas y vuelve a leer las páginas 50 y 51. Conversa con un compañero sobre el plan de Wallallo.

Evidencia en el texto Haz un señalador. De un lado, escribe los pasos del plan de Wallallo. Del otro lado, explica cuál era el objetivo de cada paso. Recuerda que debes usar evidencia del texto.

1- Wallallo le obsequia cinco muchachas a su hermano.

2- Wallallo le obsequia un guacamayo a su hermano.

3- Wallallo se mete dentro de un grano de quinua.

1- El objetivo era que las muchachas fueran sus espías.

2- El guacamayo debía llevarle los mensajes de las muchachas.

3- El objetivo era que Yanamka se comiera el grano y así Wallallo entraría en su cuerpo.

Escribe La lección que quiere transmitir la autora es que es importante tener un plan y seguirlo paso a paso para llegar al objetivo.

Lo que cuentan los incas • Reproducible 3   Grado 5 • Unidad 2 7

Integrar Nombre _____

¿? ¿Cómo te ayudan la autora de *Lo que cuentan los incas* y los autores de otros cuentos a entender que los planes nos ayudan a cumplir una tarea?

Coméntalo Piensa en los personajes de los cuentos que leíste. Comenta con un compañero cómo siguen un plan para cumplir una tarea.

Evidencia en el texto Imagina que eres Wallallo o algún otro personaje de los cuentos que leíste. Escribe una entrada de diario en la que detalles los pasos del plan que ideaste y cómo lo llevarás a cabo. Explica la importancia de tener un plan a la hora de cumplir una tarea. Usa evidencia del texto.

8 Grado 5 • Unidad 2   *Lo que cuentan los incas* • Reproducible 4

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?   **Yes**   No

2) Are words, expressions, and phrases represented in context?   **Yes**   No

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?   **Yes**   No

4) Is the general, specific, and technical[2] language systematically presented throughout the materials?   **Yes**   No

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

1) Students are introduced to the word dimension systematically throughout all lessons. Each unit has specific reference to key words and a variety of ways to understand words within the unit. Found in right tab of teacher edition, word activities can be found that provide a variety of ways to introduce, understand and use words that help make the lessons meaningful.

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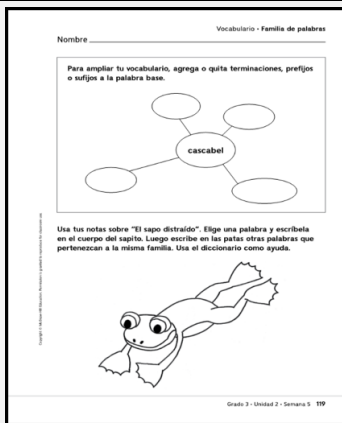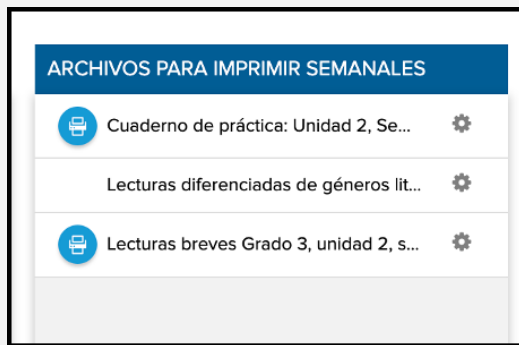
[2]General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

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

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

2) Words, expressions, and phrases are addressed in context. Each weekly theme provides both written and oral activities for students to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. Differentiated instruction activities in each lesson provides scaffolded instruction and support for students of varied proficiency levels. Students are given opportunities to explore words and phrases in a variety of contexts, including their use in the text at hand. Focus words are in bold in reading selections. The online prompt provides verbal support as they make connections to new words in context. See the following examples:
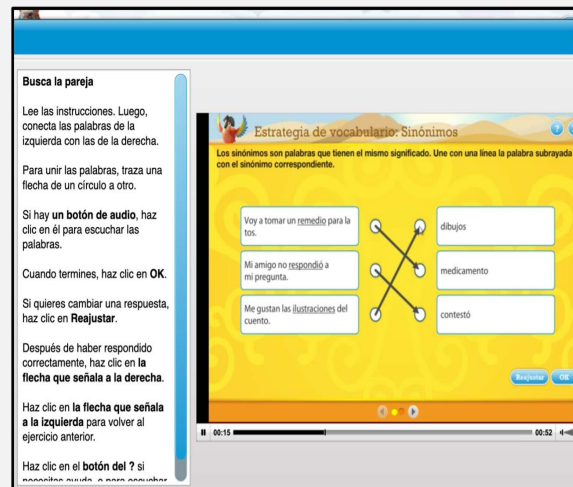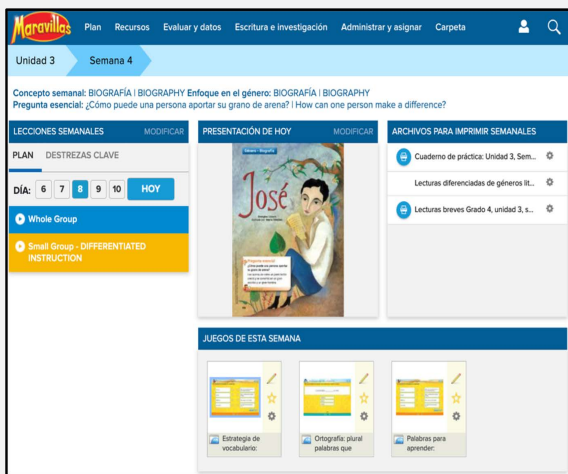
3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each lesson provides activities that focus on elements of vocabulary and word study and is differentiated to reach learners of varied skill levels. Maravillas systematically provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities. See the following example:
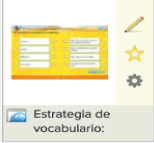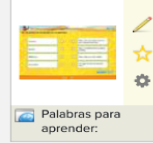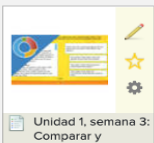
4) The general, specific, and technical language is systematically presented throughout the materials. As stated above, each lesson provides activities that focus on elements of vocabulary and word study and are differentiated to reach learners entry skill level. Week 1 of each lesson features the Words in Context activity. The program also includes the regular Oral Language, Word Work, Language Development, and High-Frequency Words components. The program provides a variety of activities that engage student at the word level throughout their units

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

1) **Do the materials differentiate between the language proficiency levels?**   Yes   **No**

2) **Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?**   **Yes**   No

3) **Is differentiation of language systematically addressed throughout the materials?**   **Yes**   No

Justification: Provide examples from materials as evidence to support each "yes"

response for this section. Provide descriptions, not just page numbers.

1) The Maravillas materials are targeted to support the bilingual and biliterate student but do not provide a specific alignment to the Spanish Language Development proficiency levels. The program provides authentic Spanish language and literacy instruction for students in kindergarten through 5th grade students. Though there are clear levels they are not based on the WIDA performance definitions levels 1-6.

2) The differentiation of language proficiency is developmentally and linguistically appropriate for student Kindergarten to 5th grade in the Maravillas program. The individualized and adaptive curriculum provides meta-linguistic, meta-cognitive and meta-cultural support structures to ensure that each student is provided a trajectory of data-informed lessons and activities to grow as a bilingual and biliterate learner. The following lesson is an example of consistent attention to support students as teachers provide directed vocabulary extension lesson:

3) The differentiation of language is systematically addressed through the Maravillas program. The adaptive curriculum provides purposeful instruction that identifies the language and literacy needs of the student and adjust to systematically identify student's abilities. The explicit and direct instruction provides strategic cross-curricular connected lessons and activities to both increases student engagement and understanding. The teacher support extension materials present ideas to differentiate across all four language domains: reading, writing, speaking, and listening. Some examples of language differentiation support found throughout the program include cross-curricular examples, a variety of language models, engaging visuals and auditory video sequences, peer-to-peer modeling, graphic organizational tools, visuals with captions, modeled writing, repetition, and opportunities for additional in-class supported work.
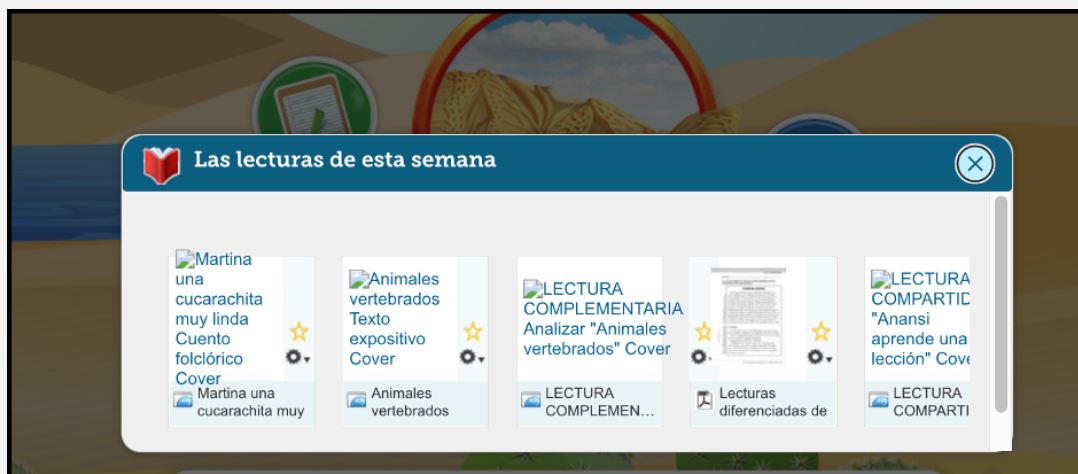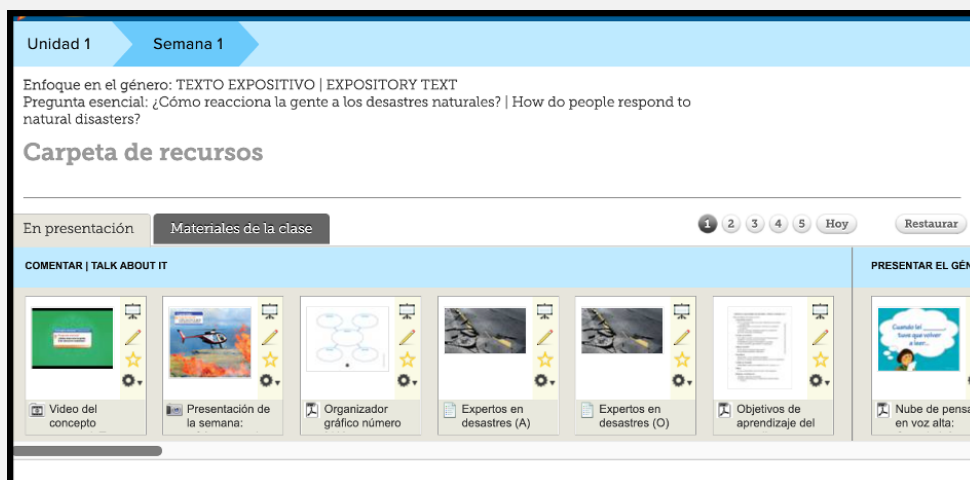
B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?**   **Yes**   No

2) **Are the targeted language domains presented within the context of language proficiency levels?**   **Yes**   No

3) **Are the targeted language domains systematically integrated throughout the materials?**   **Yes**   No

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

1) The language domains of listening, speaking, reading and writing are targeted throughout the Maravillas materials. Throughout each individualized student supported lesson there are opportunities to engage in activities across all four language domains. The following screen shots highlight student's language domain experiences in Maravillas para hacer, palabras para aprender, lectura, escritura, and juegos. This allows students to engage in a variety of domains. Within the units there are plenty of opportunities to choose speaking and listening while units have reading and writing units/lessons. This is distinguished by their reading materials with a speaker icon to allow students the option to listen to the story. Within each student lesson there are a variety of options to support all language domains.
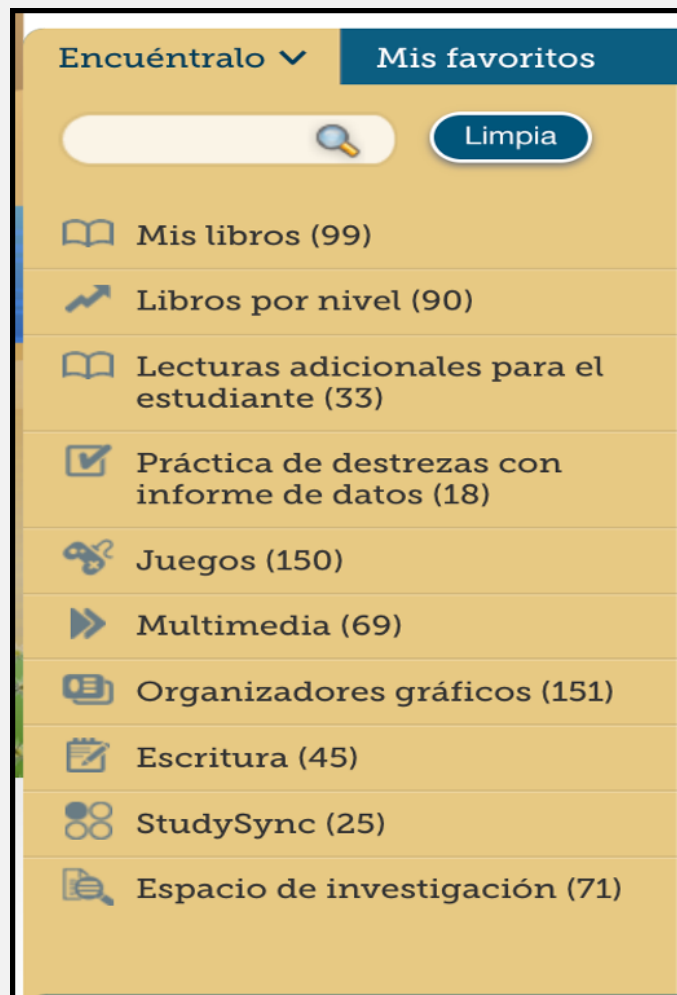
2) McGraw-Hill Maravillas differentiates instruction in the four domains based on language proficiency levels with scaffolding methods to provide differentiated instruction for Spanish Language Learners at the Beginning/Intermediate and Advanced/Advanced High proficiency levels, and instruction for Gifted and Talented. Students at varied levels (Approaching Level, On Level, Beyond Level) receive support in reading, writing, speaking, and listening as related to the leveled selections. They also receive focused Tier 2 instruction in vocabulary, fluency, and reading comprehension.

3) Language domains are systematically integrated throughout the materials. Each lesson pathway has the following components: anchor text, reading and writing with small group and individual, grammar practice, spelling that includes a speaking and listening option, expanded vocabulary and focus on grammar, fluency and phonics. . Each individualized student pathway and adaptive experience includes direct and explicit instruction, remediated support, and practice for mastery.

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

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

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

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

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

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

1) The materials connect to the Spanish Language Development and Spanish Language Arts Standards in addition to the Common Core State Academic Standards. Maravillas provides Common Core State grade-level standard alignment with each of the on-line lesson and activities in addition to the teacher-directed supplementary offerings.

2) Standards aligned content is presented systematically throughout the program. Maravillas comprehensive language and literacy Spanish curriculum that has been correlated to the following set of standards: The literacy program addresses the following early Spanish language and literacy skills through comprehensive exposure across all four language domains: alphabetic principle, phonics, phonological awareness, language and vocabulary development concepts, reading comprehension, and cross-curricular exposure to Mathematics, Science, and Social Studies concepts. The program is focused on kindergarten through 5th grade core language and literacy concepts and skills. Language is built in the context of learning developmentally appropriate skills. Each grade has the same skills and supports systematically throughout the program.
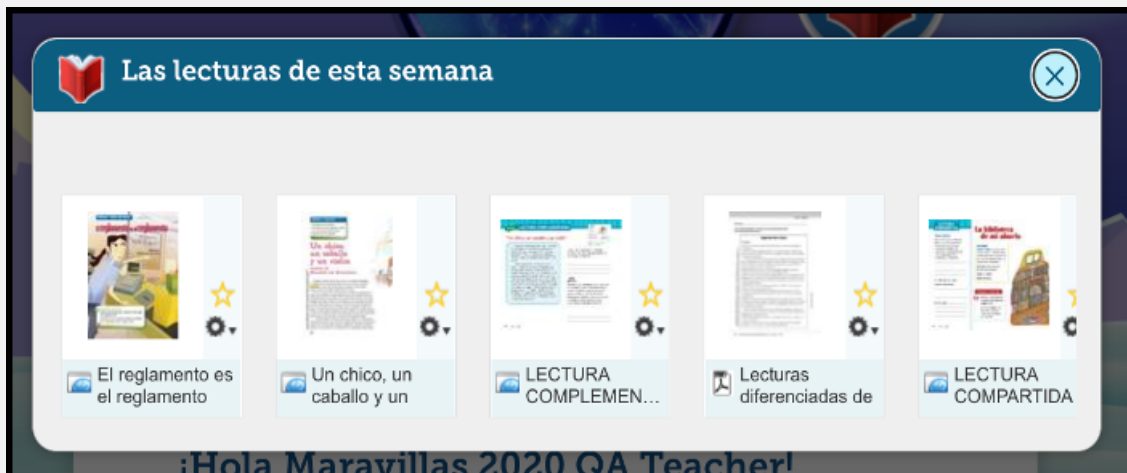
3) Social and instructional language, the language of Language arts, Mathematics, Science and Social Studies are represented in online and offline resources. language and literacy development include three essential processes: the social and linguistic construct and the cognitive age-appropriate uses a diverse array of genres reflective of the diversity in the Spanish speaking world. students are exposed to a wide range of authentic and culturally relevant texts that have not been translated or a transliterated version of an English text. Additionally, provides fiction and information books and passages that support the basic knowledge for social settings
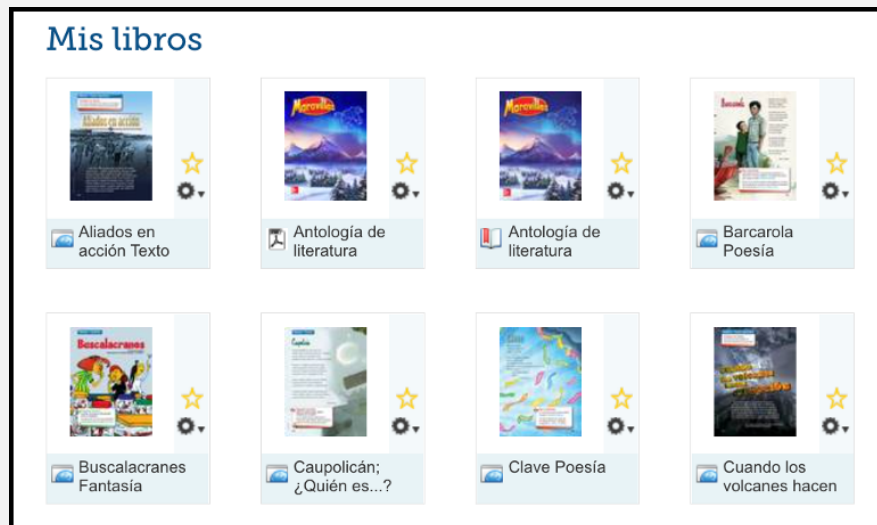
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

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

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

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

1) The materials present an opportunity for language learners to engage in various cognitive functions and higher order thinking and problem solving, regardless of their Spanish language level. In each program students have a space for "espacio de investigación" that promotes a variety of supports for students to discuss, present and create that allows students to view videos that promote a variety of communication and ideas. Students have multiple exposures to the new language and concept by applying meaning through a variety of contexts. Maravillas program provide students ways to engage with language development to serve various functions. In some of the activities and lessons, students are asked to follow multiple step directions, infer, compare/ contrast and predict, whereas some of the other activities are more open-ended encouraging students to describe, explain, explore and choose. It provides a sequence for the writing process as well as allow for a variety of genres explored within each story/unit.
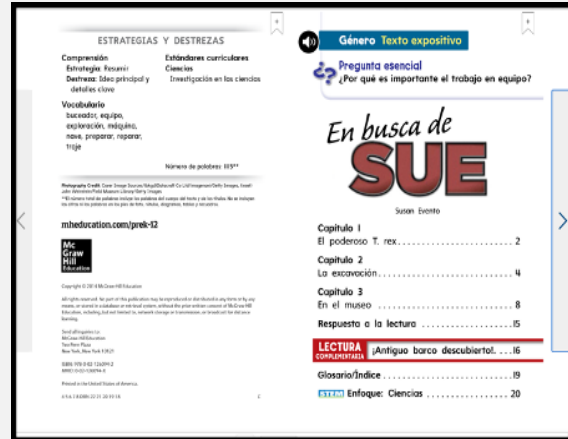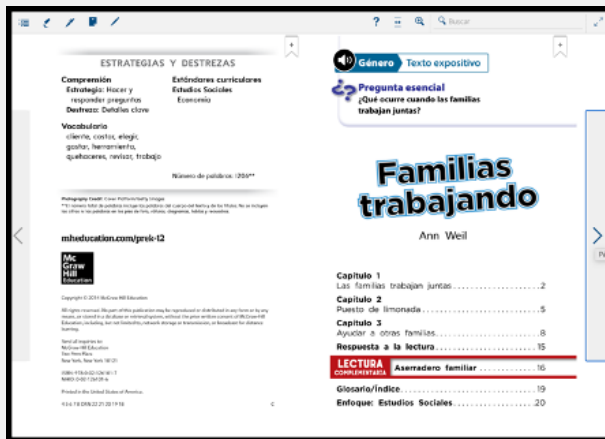
2) Higher order thinking activities are addressed systematically throughout the program. Higher order activities are included in each unit for language and literacy Kindergarten through 5th grade. Maravillas utilizes a variety of resources that are adaptive to provide age appropriate instruction with opportunities for both remediation and scaffolded support or acceleration within the program. Each of the options provides a variety of supports:

C. Supports for Various Levels of Language Proficiency

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

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

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

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

2) Maravillas provides scaffolding supports for students to progress from one proficiency level to the next. As students progress through the units, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. Besides all the resources mentioned above, the leveled Lectura de géneros literarios, the Leveled Reader Library, and the section Un paso más provide lessons for targeted support strategies.

3) Though the Maravillas program does not specifically label proficieny levels there are examples of systemic supports throughout the materials. Students are able to locate the support needed for the specific concept or skill.

D. Accessibility to Grade Level Content

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

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

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

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

1) The content covered in Maravillas is linguistically and developmentally appropriate for kindergarten through 5th grade. Designed specifically for Spanish Literacy and created by Spanish language and literacy educators, its focus is appropriate for Spanish skills. The lessons have embedded tools to ensure appropriate student levels are addressed and supported. As each student moves through the program, it provides ongoing skills, and creates supports based on student levels. Each leveled book provides a variety of information from vocabulary, genre and essential skill/question needed. These electronic stories are all leveled, each on presents the information needed for successful lessons.

2) The teacher edition allows for grouping and support for students at different levels. The literacy program supports grade level appropriate grade-level content accessible for the targeted levels of language proficiency. Instruction targets students at the Approaching, On-Level, and Beyond levels of proficiency. Teachers are able to use the Differentiated Instruction during the weekly lessons designated by each level. There is opportunity for vocabulary and comprehension focus.

3) As previously shown, grade-level content is present systematic in its presentation. Students analyze authentic, complex, and grade-appropriate texts from the program. The differentiated instructional system is continuous throughout each grade level, as concepts and materials become more challenging. Student portion of the program has a variety of options that have supports embedded within each option.

Student work option

Reading

Words to learn

Games

Writing

Maravillas

Mi carpeta | Colaborar | Recursos | De la escuela al hogar ☑ ABC

Busca 🔍

Las lecturas de esta semana ✕

Los volcanes
Texto expositivo

Al rescate Texto
expositivo

LECTURA
COMPLEMEN…

Lecturas
diferenciadas de

Género • Texto expositivo

Pregunta esencial
¿Cómo cambia la Tierra?
Lee cómo los volcanes
cambian la Tierra.

¡Conéctate!

Los volcanes

Sandra Markle

Un día normal del mes de abril, sucedió algo fuera de serie. Una masa de lava hirviendo explotó y brotó de un volcán en Islandia. Una vez en el aire, las pequeñas gotas se enfriaron rápidamente y se transformaron en cenizas. Luego, el volcán continuó en erupción. Pronto, el aire se llenó de cenizas.

Cerca de ese lugar, un granjero condujo a sus vacas hacia el amplio granero de la familia. Su esposa dijo: "Fue un momento terrible. Podía oír los rugidos del volcán, como truenos lejanos. A pesar de que era de día, se hizo de noche rápidamente. Luego, empezaron a caer copos del cielo, pero no eran copos de nieve blancos. Eran copos negros. Cuando me tocaban la piel, se sentían como arena".

La erupción de este volcán tuvo un gran impacto sobre la población local y en todo el mundo. Entonces, ¿por qué entró en erupción?

E. Strands of Model Performance Indicators

1) **Do materials include a range of language functions?**   **Yes**   No

2) **Are the language functions incorporated into a communicative goal or activity?**   **Yes**   No

3) **Do the language functions support the progression of language development?**   **Yes**   No

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

1) Maravillas program include a wide range of language functions that are aligned to the lessons in each electronic unit/book. Within each lesson there are activities and extensions that provide students with exposure to language functions such as: identify, locate, choose, sequence, compare, contrast, infer, distinguish, highlight, explain, describe, summarize, and create. Additionally language functions are a focused with target and extension components to support understanding of those functions.

2) In Maravillas lessons language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every unit of the program. As students progress through each reading selection, they analyze genre and apply foundational skills to talk and write about the concepts at hand. There are features that provide crucial instruction in phonics, fluency, and spelling and introduces students to a wide range of academic and high-frequency words. Students practice language skills in communicative activities, such as the Write About Vocabulary exercises, throughout the Language Arts features.

3) The language functions support the progression of language development. Each unit and weekly lesson in the program begins by introducing the objectives and target skills. Students then learn to apply new vocabulary and language skills for a variety of functions, aided by scaffolding. From the initial unit launch and throughout the lesson activities, students gain strength in applying foundational skills to language functions, systematically helping them to advance through the program and from one level of proficiency to the next.

Spread 1 (pages 2–3)

LECTURA COMPARTIDA

TOMA NOTAS
Observa el título y las ilustraciones. Escribe una predicción acerca de lo que ocurrirá en el cuento.

A medida que leas, toma nota de:

Palabras interesantes

Detalles clave

¡Feliz Año Nuevo!

Pregunta esencial

¿Cuáles son las diferencias entre los niños del mundo?
Lee sobre una niña que celebra Año Nuevo en Estados Unidos y en China.

Yo celebré el Año Nuevo dos veces en un año. ¿Te preguntas cómo? Lo celebré en Estados Unidos y después en China.

El 31 de diciembre, nuestra ciudad organizó un festejo para recibir el Año Nuevo. El festejo comenzó con un desfile. Una banda tocó música, y yo me hice pintar la cara como un león. Luego observé a un hombre que esculpía figuras de animales en hielo. ¡Estábamos rodeados de diversión!

Justo antes de la medianoche, todos fuimos al parque. La multitud hizo la cuenta regresiva de los últimos segundos del año viejo. Luego llegó mi parte favorita, lo que más me gusta. ¡Pum! ¡pum! ¡pum! Los fuegos artificiales explotaron como una lluvia de luces que se desparramaban por el cielo.

FICCIÓN REALISTA

BUSCAR EVIDENCIAS

Leer
Párrafo 1
Punto de vista
Encierra en un cuadrado el pronombre que indica que el cuento está en primera persona.

Párrafo 2
Visualizar
Escribe dos detalles que expliquen por qué la niña dice "¡Estábamos rodeados de diversión!".

Releer
Técnica del autor
¿Cómo te ayuda el autor a entender cómo suenan los fuegos artificiales?

Spread 2 (pages 4–5)

LECTURA COMPARTIDA

BUSCAR EVIDENCIAS

Leer
Párrafo 1
Símiles
Encierra en un círculo las palabras que usa la niña para describir los aviones que atraviesan el océano.

Párrafo 2
Comparar y contrastar
¿Qué dos cosas de la víspera de Año Nuevo en Estados Unidos también suceden en China?

Releer
Técnica del autor
¿Por qué incluye el autor una descripción de la cena familiar en la víspera de Año Nuevo?

Después, mi familia tomó un avión a China. Los aviones son enormes y viajan por el cielo atravesando el océano como ballenas entre nubes. Celebramos el Año Nuevo con mi abuela. Este festejo es diferente al de Estados Unidos. Dura quince días, no solamente una noche. Cuando llegamos, mi abuela me sorprendió con ropa roja nueva. Dijo que traía buena suerte.

En la víspera de Año Nuevo, fuimos a la casa de mi abuela. Aprendí muchas costumbres chinas interesantes. Por ejemplo, es común hacer una cena familiar que incluye deliciosos dumplings. Luego salimos a ver el gran desfile. Al final, ¡un arcoiris de petardos explotó en el cielo!

Más tarde esa semana, vimos bailar al león chino. Yo nunca había visto algo así. Cada pareja de bailarines tenía un llamativo disfraz de león hecho de tela amarilla como el sol. ¡Los bailarines saltaban por el aire y hacían trucos increíbles!

El último día del Año Nuevo fuimos al Festival de la Linterna. La luna llena colgaba como un globo en el cielo oscuro. Todos hicieron linternas de papel que iluminaron la noche.

Las dos celebraciones fueron diferentes. Y al mismo tiempo eran iguales. ¡Ambas fueron emocionantes celebraciones familiares para recibir el Año Nuevo!

Resume
Piensa en los detalles más importantes de "Feliz Año Nuevo" y haz un resumen oral del modo en que se celebra el Año Nuevo la narradora.

FICCIÓN REALISTA

BUSCAR EVIDENCIAS

Leer
Párrafo 2
Visualizar
Encierra en un círculo palabras que te ayuden a visualizar la luna. ¿Qué iluminó la noche?

Párrafo 3
Comparar y contrastar
Subraya en qué se parecen las celebraciones.

Releer
Técnica del autor
¿Cómo muestra el autor el entusiasmo de la niña durante la danza del león chino?

Spread 3 (pages 6–7)

Releer | LECTURA COMPARTIDA

Vocabulario

Conversa con un compañero acerca de cada palabra. Luego, responde las preguntas.

común
La mancha es un juego común entre los niños.
¿Cuál es el juego más común en tu vecindario?

costumbre
Cenar en familia es una costumbre en Navidad.
¿Qué costumbres sigues en Año Nuevo?

favorito
Mi estación favorita es el otoño.
¿Cuál es tu estación favorita?

desfile
Nuestra banda marcha en desfiles.
¿Qué es lo que más te gusta de los desfiles?

disfraz
El actor de la obra llevaba un disfraz.
¿En qué ocasiones se puede llevar un disfraz?

preguntarse
Me pregunto cuándo dejará de llover.
¿Qué cosas te sueles preguntar?

rodeado
Mi casa está rodeada de árboles.
¿Cómo podrías llegar a un lugar rodeado de agua?

viajar
Viajamos en carro a la playa.
¿Cuál es tu medio de transporte preferido para viajar?

Tu lista de palabras Vuelve a leer el último párrafo de la página 5. Encierra en un círculo la palabra celebraciones. Escribe otras formas de la palabra en una red de palabras. Consulta un diccionario.

Símiles

En un símil se emplean las palabras como o cual para comparar dos cosas diferentes. Para comprender un símil, piensa en los aspectos que compara el autor.

BUSCAR EVIDENCIAS
Leo que "Los fuegos artificiales explotaron como una lluvia de luces...". Veo la palabra como, así que debe ser un símil. El autor compara los fuegos artificiales con una lluvia de luces.

Los fuegos artificiales explotaron como una lluvia de luces que se desparramaban por el cielo.

Tu turno Halla en el texto los símiles con estas palabras. Indica con qué compara el autor estas cosas.

tela, página 5

luna llena, página 5

FICCIÓN REALISTA

Spread 4 (pages 8–9)

Releer | LECTURA COMPARTIDA

Visualizar

Al visualizar, piensas en las palabras que emplea el autor o imaginas cosas del cuento. Esta estrategia te permitirá comprender mejor las descripciones, es decir, los detalles de cada suceso.

BUSCAR EVIDENCIAS
Al leer las últimas dos oraciones de la página 4, piensa en las palabras del autor y visualiza el suceso que se está narrando.

Página 4
Luego salimos a ver el gran desfile. Al final, ¡un arcoíris de petardos explotó en el cielo!

Al leer "Al final, ¡un arcoíris de petardos explotó en el cielo!", puedo imaginar cómo fue el final del desfile. Veo en el cielo el arcoíris que se forma cuando estallan petardos de diferentes colores.

Tu turno Vuelve a leer el primer párrafo de la página 5. Comenta cómo es la danza del león chino. ¿Qué palabras te ayudan a visualizar a los bailarines? Vuelve a leer para hallar la respuesta.

Acuérdate
Presta atención a las palabras que indican acciones y a las palabras que sirven para describir detalles sensoriales, como la apariencia de algo o la forma en que suena.

Punto de vista

"¡Feliz Año Nuevo!" es un cuento de ficción realista. Tiene personajes, ambientes y sucesos inventados pero que podrían ser reales. Los cuentos de ficción realista pueden estar escritos en primera persona o en tercera persona.

BUSCAR EVIDENCIAS
Sé que "¡Feliz Año Nuevo!" es un texto de ficción realista porque los sucesos del cuento pueden ocurrir en la vida real. Quien narra el cuento es alguien que podría existir en la vida real.

Página 2

Punto de vista
Este texto de ficción realista está escrito en primera persona. Un personaje narra el cuento con palabras como yo, me, fuimos y aprendí.

Tu turno ¿Por qué escribe el autor en primera persona? ¿Cómo ayuda esto a comprender al personaje principal?

De lectores a escritores
Al leer otros textos de ficción realista, haz preguntas acerca de los personajes. ¿Se comportan o hablan como personas que conoces? ¿Cómo se sienten? ¿Qué detalles muestran que son como las personas reales?

FICCIÓN REALISTA