Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION
Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at 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**

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Wonders for English Learners
Publisher: McGraw-Hill Education

Materials/Program to be reviewed: ELD Program for Grades K-1

Tools of Instruction included in this review: Teacher’s Edition and Student Book

Intended Teacher Audiences: Teachers of ELL students, Grades K-1
Intended Student Audiences: ELL students in Grades K-1

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

WIDA Language Proficiency Levels included: Levels 1-5

Most Recently Published Edition or Website: 2017

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

Wonders for English Learners (K-6) works seamlessly with the core Wonders classroom to teach English to students of all proficiency levels. The program builds oral language proficiency, vocabulary, background knowledge and academic content knowledge while reinforcing foundational reading skills and ensuring access to grade-level contents for English learners.
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. The materials call for students in Grades K-1 to share their prior knowledge about a topic that will be discussed as they read, listen to or discuss a reading selection. For example, in the Grade 1 Teacher’s Edition, students are asked to access their prior knowledge as they listen and respond to a story that is read aloud to them in the Listening Comprehension lesson for Unit 4 Week 1 Day 1 (page 386). This lesson asks students to name the other animals that they see on a visual that is being shown to them. In the Grades K-1 My Language Book Student Book, the Weekly Concept page features a picture that children can talk and answer questions about, as well as offer opinions (Grade K, p. 10 and Grade 1 p. 18.)

2. The materials systematically consider students’ assets and contributions. Each unit of
the Grades K-1 Teacher’s Editions starts with discussion of ‘The Big Idea’, which is the central theme that will be explored weekly in that unit. Every week contains daily lessons that provide speaking opportunities for students to share information they may have in an effort to build background about the topic being discussed. In Grades K-1, every week of the Teacher’s Editions has a sub-section on Day 1 titled ‘Talk About It’ (under Oral Language) that offers differentiated levels of questions, as well as sentence frames to help students share their reactions, thoughts and opinions. The rest of the daily lessons throughout the week also call for students to access prior knowledge, in places such as the Interactive Read-Aloud lesson (Grade K, Units 1-10, Day 4; Grade 1, Units 1-3 on Days 2 and 4 and Units 4-6 on Day 1) where students are prompted to share information. In the Grades K-1 My Language Book Student Book, two weekly pages in particular ask for children to share background experiences and opinions in the ‘Collaborate’ section at the bottom of the page. This includes the ‘Weekly Concept’ page, as well as the Words and Categories page. (Grade 1 pp 26-27; Grade K pp 18-19)

Grade 1 Teacher’s Edition Listening Comprehension lesson for Unit 4 Week 1 Day1 (page 386):

**Discuss** Look at the elephants’ stumpy noses. Point to the baby elephant. This must be the Elephant Child. He must be asking the other animals questions. What are the names of the other animals you see on this page?

BEGINNING I see a ____.

INTERMEDIATE I see a ____ and a ____.

ADVANCED I see ____ and ____ . They are ____.

386 UNIT 4 WEEK 1

Grade 1 My Language Book Student Book, the Weekly Concept page p. 18:
**Weekly Concept:** Our Pets
Guide children to name and describe the animals they see. Ask: Where are the girl and her mom? What are they looking at? Have children talk about their favorite pet, and tell why they like it. Then have them add the animal to the pet store.

**Unit I • Week 3 • Weekly Concept**

**Weekly Concept**
Get up and Go! Guide children to talk about the picture. Ask them to use words and gestures to describe how each type of animal moves. Have children add to the picture by drawing another baby animal, then describe that animal’s movement.

**Unit I • Week 2 • Weekly Concept**

**Talk About It**
*Look at the teacher. What is the teacher doing? (reading a book)* Is the teacher reading the book to himself or out loud? How can you tell? (the girl looks like she is listening to a story)

**BEGINNING**
Guide children to say the teacher is reading a book.

The teacher is reading a ___.

**INTERMEDIATE**
Guide children to say the teacher is reading a story to the girl.

The teacher is reading a ___ to the girl.

**ADVANCED**
Guide children to say what the teacher is doing.

The teacher is ___.
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. *Wonders for English Learners* addresses language features at the discourse dimension for all proficiency levels in a consistent manner. In the Grades K-1 Teacher’s Editions, leveled questions and prompts are folded into almost every daily lesson of any given week in order to provide scaffolded support for students of all proficiencies, either for speaking or writing. Prompts are labeled ‘Beginning’, ‘Intermediate’, or ‘Advanced’. Longer sentence frames requiring one-word answers are provided for the Beginning level, while shorter ones that require more vocabulary are given to Advanced level students. [For example, Grade K Teacher’s Edition: pp 234-235; Day 3, p. 247; G1 Teacher’s Edition, Use language section on p 79.) The same method is applied for the differentiated writing support on Day 3. Beginning level students receive a set of pronoun index cards to help them complete their sentence frames, while higher levels have to create their own sentences using the cards. (See Grade 1, p 193, Grade K, p 252]. Additionally, students from varying levels of proficiency are often paired together to help each other read selections chorally. (Grade K TE, Unit 5 Week 3, Day 3, page 370 – Collaborative Read; Grade 1 TE Unit 1 Week 4, page 90 – Collaborative Read.)

2. The language features at the discourse dimension are addressed systematically throughout all of the units in Grades K and 1. Each weekly lesson in the Grades K-1 Teachers’ Edition addresses all of the four domains at each of the proficiency levels. Days 1-4 begin with an Oral Language segment that addresses and support the weekly theme (the ‘Essential Question’). Listening Comprehension lessons on Days 1, 2, and 4 (only on Days 1 and 2 after Unit 4 of Grade 1) review selection vocabulary and provide differentiated sentence frames and questions to help students understand and discuss the selection. Vocabulary featured in the selection is pre-taught and reviewed on Days 2 and 4 with leveled sentence frames that allow children to practice using the vocabulary in context. Word Work lessons on Days 2 and 3 review Foundational Skills including phonics, phonemic awareness, high-frequency words (& Structural Analysis at Grade 1) so that students can read a decodable selection afterwards. (This is the same selection that the Core program uses.) Writing is addressed on Days 2, 3 & 4 (the second Language support spread on these days), with support to address the writing prompt from the Core program. Day 5 is devoted to monitoring students’ progress in the oral and written production realm.
Examples from Unit 1 Week 1 of the Teacher’s Edition are indicative of the structure throughout the series and are indicated below:

- **‘Talk About It’** (GK p 1, G1, p 2): discuss Unit theme using visuals and leveled sentence frames
- **‘Language Warm-up’** pp. 6, 10, 16 (GK & G1): daily exercises addressing the weekly theme, including poems, songs, drawing pictures, discussing visuals
- **‘My Language Book’** support (G1 pp. 6, 9, 12, 14, 16, 18, 25, 26; GK pp. 6, 9, 12, 16, 18, 19, 25, 26): daily differentiated instruction and support for the student book component
- **‘Link Language to Pictures’** pp 8, 32 (GK & G1): picture walk through a selection with opportunities to share their background knowledge
- **‘Interactive Read’** pp 9, 33 (GK & G1): routines and prompts to help students interact with selection text
- **‘Close Reading’** p. 11 (GK & G1): provides differentiated instruction to allow students to discuss the selection
- **‘Grammar’** p. 14 (GK & G1): differentiated support for weekly skill
- **‘Interactive Writing’** pp 14, 19, 25 (G1 & GK) support for responding to the Core writing prompt; includes a reference to the Student book, which provides a graphic organizer
- **‘Level Up’** p. 125: chart provides teachers with guidelines for considerations on when to possibly moving their students to the next proficiency level. (pp 125)

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**Language Warm-Up**

Review the words and motions to “The More We Get Together.” Then sing the song “How D’Ya Do” to the tune of “Row, Row, Row Your Boat.”

**How D’Ya Do**

How, how, how d’ya do (wave with right hand)
How, my friend, are you? (wave with left hand)
I am feeling very fine (shake right hand)
And hope that you are too. (shake left hand)

After singing the songs, ask children to talk about the ways friends get along. Encourage them to explain. (I get along with friends when I ____. This helps us get along because ____.) Also ask how Bear, Goose, and Fox in What About Bear? got along. Children should base their answers on what they recall from the text.
My Language Book
Have children turn to page 4. Guide them through the activity using the suggestions at the bottom of the page. (Children should circle Bear and Goose. They should draw a jump rope.) Differentiate the instruction as needed using the following suggestions.

**BEGINNING**  Provide a frame to describe how the character got along with his or her other friends: ___ played ____ with ____ . Also provide children with frames to use when discussing their pictures. I drew a ____ . The characters ____ together.

**INTERMEDIATE** Provide children with frames to use when discussing their pictures with partners: I drew a ____ . At the end, the friends ____ because ____ .

**ADVANCED** Guide children to compare and contrast the characters in the story as they discuss the pictures and their own drawings. Remind them to use both to say how characters are alike and but to point out differences.

**COLLABORATIVE** For the Collaborative activity, have small groups of children compare their pictures, talking about why each character is now able to get along.
Link Language to Pictures
Do a picture walk through the book, focusing on language. Model using theme-related words and language frames the children have been working with. Use the prompts and sentence frames below:

PAGES 4–5
Look how happy Bear and Goose are to play. They have lots of things to play with. I see Fox’s tail, too. Do you think he will play with them?

PAGES 6–7
Bear and Goose are playing with puppets. (Gesture as if you are using puppets) How do you know from the picture? Who is watching them?
BEGINNING I can see Bear ____ . I can see Goose ____ . I can see ____ watching.
INTERMEDIATE I can see Bear and Goose ____ . That tells me they are ____ . ____ wants to have fun, too.
ADVANCED I know Bear and Goose are ____ because ____ . I think ____ wants to ____ , too.

Close Reading ACT
As you read the text, stop frequently to help children access complex text as you gauge and support comprehension, draw attention to the week’s vocabulary and the author’s use of rich language, and encourage good reading behaviors that result in text-dependent responses to the story. Also, guide children to look at the illustrations to find Key Details that tell more about the story.

PAGES 4–7
I think Bear and Goose are friends. How can you tell they are having fun together? I think they might be laughing. What do you think? (Viewing Closely)
BEGINNING They look like they feel ____ .
INTERMEDIATE I can tell they are having fun because ____ .
ADVANCED I see ____ , so I know ____ .
Grammar

Naming Words (Nouns) As children discuss and write about *What About Bear?*, listen for their use of nouns. Remind them that these words name a person or animal, place, or thing.

Have children look at the cover of *What About Bear?* Read the title, and ask children to raise their hand when you say a naming word. Point to the word *Bear*. Then turn to pages 28-29 in the story. As you read the first sentence, tell children to stand when they hear a naming word and sit when the words are not naming words. After children identify *Bear* and *friend*, read each word in isolation and have them repeat.

Write and read: *The fox likes to play games.*

Have children turn to a partner and take turns repeating the sentence. Then have them identify the naming word that is an animal and the naming word that is a thing. Monitor their responses. If they have difficulty identifying the naming word and its type, say: *The animal that likes to play games is the fox.* Ask: *Who is the animal that likes to play games?* (fox) *The thing the fox likes to play is games.* Ask: *What does the fox like to play?* (games)

BEGINNING Help children write the nouns that name the three animals in *What About Bear?*

INTERMEDIATE Help children create a two-column chart with the headings *Animal* and *Thing*. Then help them fill in the chart with the nouns from the story.

ADVANCED Have children look back at their writing for the day and rewrite one sentence about
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 language features at the sentence dimension for all proficiency levels. In Grades K-1 Teachers’ Edition, differentiated sentence frames are provided throughout all of the lessons to help students of all proficiencies make statements, ask
questions or offer opinions during oral or written exercises. The lengths of the frames vary depending on the proficiency level. For example, a Level Up chart is provided as a resource for the teacher at the end of every week to help evaluate students based on their progress. Sample sentence frames are provided for help with evaluation of students. (G1, p 153)

2. Language features at the sentence dimension are appropriate for the identified proficiency levels. In Grades K-1, students learn to use connecting words and phrases according to their level: Beginning are expected to use short, one-word examples (such as ‘then’), while higher levels are guided to use more complex phrases (‘a long time ago’, ‘after that’, ‘suddenly’ on G1 p 339.) Additionally, sentence frames provided for Beginning level consist of simple grammatical constructions, while the Intermediate/Advanced versions feature more complex constructions. Also, there is a weekly feature in the Day 4/Language Support entitled ‘Expressing an Opinion’ which helps students from all three proficiencies offer their opinions using key vocabulary that has been discussed throughout the week. Furthermore, a weekly feature titled ‘Engaging in Dialogue’ helps students gain practice conducting conversations. Teacher modeling, sentence strips and partner work allows students to observe and participate in this speaking activity. Support for Writing on the Day 4 Independent Writing section of the Language Support lesson (How Language Works, Grade 1, p. 151, as an example, encourages students to provide writing feedback to each other.) Lastly, the weekly grammar skill from the core program is supported, reviewed, and practiced on Days 2, 3, and 4 in the Grade 1 Teacher’s Edition (pp. 14, 19, 25; Days 2, 3, and 4 in Grade K Teacher’s Edition, pp. 15, 19, 25). The Grades K and 1 My Language Book Student Books also contain a grammar lesson, which allows students access to grade-level content (see p. 8 in both grades).

3. The language features at the sentence dimension are systematically addressed throughout the materials.

Below are some examples of features pulled from Week 1 of Unit 1 Teachers’ Edition and which represent the structure found in each unit of the program:

- Grades K-1 Teachers’ Edition: ‘Expressing an Opinion’ p. 21: sentence frames provided to help students perform an oral exercise
- Grades K-1 Teachers’ Edition: ‘How Language Works’ p. 49: Writing activity expectations are differentiated for each level
- Grades K-1 Teachers’ Edition: ‘Interactive Writing’ p. 14: support for the Core
How Language Works

Intermediate Noun Phrases Have children find places in their writing where they can expand noun phrases, such as by adding an adjective.

**BEGINNING** Have partners select one noun phrase. Ask: *What word can you use to describe it? I will use the word ___ to describe ___.*

**INTERMEDIATE** Have children read their writing to a partner. Have them suggest phrases to add details to. *I would add the word ___ to describe ___.*

**ADVANCED** Have partners independently select phrases to add details to and read them to each other.

From Grade 1 My Language Book:

**B** Complete the sentence.

| work and play. |

Grammar

**Practice Sentences** Remind children that a sentence is a group of words that expresses a whole idea. Say: *A sentence begins with a capital letter and ends with some type of ending mark. Write: we can help on the board, making sure to set we with a lower case w. Have pairs discuss what is wrong with the sentence and what can be done to fix it.*

**BEGINNING** Write the following partial sentences on the board. Have children tell whether each set of words is a sentence or not. Erase the incomplete sentences. Then have volunteers make the first letter in each sentence a capital.

- ran likes school.  the man ran.
- the fan.
- max has a cat.  jack has a cat.

**INTERMEDIATE** Write the following on the board. Have volunteers identify and erase the incomplete sentences. Have children copy the remaining sentences on paper and make the necessary corrections.

- the man ran
- the fan
- max has a cat
- dan likes school
- jack not

**ADVANCED** Have children practice writing complete sentences. Remind them that each sentence tells a whole idea and to start each sentence with a capital letter. Provide frames if needed.

- ___ likes ___.
- ___ has a ___.
- ___ does too.
Expressing an Opinion
Display and read the words related to this week’s theme.

<table>
<thead>
<tr>
<th>draw</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>subject</td>
</tr>
<tr>
<td>learn</td>
<td>talk</td>
</tr>
<tr>
<td>pencil</td>
<td>tools</td>
</tr>
<tr>
<td>play</td>
<td>write</td>
</tr>
</tbody>
</table>

Explain that you would like children to use some of these words to answer a question that calls for their opinions: *Do you think your school day should be longer?*

According to children’s abilities, provide them with the format in which you would like their response to be given. Allow children time to create a response and practice it in small groups before having each child present his or her opinion to the class. Remind children that the frame *I agree with ____ because ____*. is one good way to respond to others’ opinions.

**BEGINNING**  I think our school day ____ because ____.

**INTERMEDIATE**  I think/don’t think ____ because ____.

**ADVANCED**  I think/don’t think ____ because ____.
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

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 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 dimension in a consistent manner for all proficiency levels. Every week in the Grades K-1 Teacher’s Edition feature several types of Vocabulary word for English learners of all proficiencies including text selection vocabulary, oral language vocabulary and academic vocabulary. Visual support is also provided for one type of vocabulary in the Grades K-1 My Language Book Student Book (Grades K & 1 – Words and Categories lesson, Oral Vocabulary lesson.) Teachers can use the ‘Define/Example/Ask’ routine to teach the more complex oral vocabulary words and then utilize the differentiated sentence frames provided to help students use the newly learned vocabulary in context. (Days 2 and 4, Language Support lessons in both Grade 1 and Grade K)

2. Words, expressions, and phrases are represented in context. The words depicted in the ‘Words and Categories’ lesson in the GK-1 My Language Book Student Book are related to themes pulled from that week’s reading selection (they do not, however, appear in the reading selection itself nor are they a select set of words, but rather a basis for oral language development.) Similarly, the ‘Oral Vocabulary’ lesson in the Student Book is related to the Weekly theme; (however, they do not appear in the Core program or any of the reading selections – they are meant as support for English learner’s general oral language development.) In the GK-1 Teacher’s Edition there are two lessons devoted to Core Oral Vocabulary words (these are NOT the same set of words referred to in the Student Book, mentioned above.) These Oral Vocabulary words are pre-taught and practiced with students, as they are then featured in a Read-Aloud selection. High-Frequency words are also taught weekly to students. These words are first practiced

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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.
through the Read/Spell/Write routine on Day 2 and then reviewed and discussed in the
Shared Read text selection where they also featured. Another opportunity to words
related to the weekly theme appears in the ‘Expressing an Opinion’ segment in the
Language Support lesson on Day 4 of the GK-1 Teacher’s Edition. Students are given an
oral prompt and an opportunity to use the newly learned theme words. (see Grade 1 TE –
p. 21; Grade K TE p. 20)
3. The general, specific and technical language is appropriate for the targeted proficiency
levels. Vocabulary ranges from high-frequency words (general), to more specific and
technical language that is related to a text selection’s subject matter. For example, a
Grade 1 Nonfiction text selection about a deaf child includes vocabulary such as ‘signing,
rugby, trophy, chess, deaf and cook.’ (G1 Teacher’s Edition, p 673; see Grade K TE p.
553 for example of vocabulary used during a theme-related lesson._ Academic language
is also used throughout the series, particularly when discussing Comprehension skills.
The Grade 1 My Language Book Student Book p. 39 helps students complete a writing
assignment using sequence words first and next.
4. The general, specific, and technical language is systematically presented throughout the
Wonders for ELD program. The following examples from Week 1 of Unit 1 in the
Grades K and Teacher’s Edition, as well as the Grades K-1 My Language Book Student
Book are indicative of the structure found throughout the program:

- Grades K and 1 Teacher’s Editions: ‘Words and Categories’ p. 9: offers
differentiated support for the corresponding page in the Student Edition
- Grades K and 1 Teacher’s Editions: ‘Oral Vocabulary Words’ p. 10: vocabulary is
taught, practiced and used in differentiated sentence frames
- Grades K and 1 Teacher’s Editions: ‘High-Frequency Words’ p. 13: high-
frequency words are read, spelled and then written
- Grades K and 1 Teacher’s Editions: ‘My Language Book’ p. 16: offers support for
the Oral Vocabulary lesson in the Student Book
- Grades K and 1 Teacher’s Editions: ‘High-Frequency Words’ p. 17: vocabulary is
modeled in sample sentences before students come up with their own sentences
- Grades K and 1 Teacher’s Editions: ‘Oral Vocabulary Words’ p. 20: vocabulary is
taught, practiced and used in differentiated sentence frames
- Grades K and 1 Teacher’s Editions: ‘Expressing an Opinion’ p. 21: more
vocabulary related to the weekly theme is discussed and reviewed
Oral Vocabulary Words

Review the two theme-related Oral Vocabulary words to talk about the Essential Question. Use the Visual Vocabulary Cards.

friend

**Define:** A friend is someone you like to spend time with.

**Example:** You can have fun with a friend playing with toys.

**Ask:** What do you like to do with a friend?

**BEGINNING** I like to ___ with my friend. We like to play with ___.

**INTERMEDIATE** The best toy for playing with my friend is ___. We use this toy to ___.

**ADVANCED** I like to ___ because ___.

problem (Spanish cognate: problema)

**Define:** A problem is something that is hard to figure out.

**Example:** Forgetting to bring your lunch to school is a problem.

**Ask:** How could you fix the problem of a missing lunch?

**Collaborative** Have children turn and talk to a partner about ways to fix a problem with friends. (If I have a problem with my friends, I can ___. I also might be able to fix a problem with my friends if I ___.)
Introduce Key Vocabulary: 
*deaf, signing, rugby, trophy, cook, chess*

Display pages 304–305 of the *Literature Anthology* selection, *Meet Rosina.* Say: *This is Rosina. She is like any of you except she is deaf, which means she cannot hear* (put a hand up to your ear). *People who cannot hear often have trouble saying words, so they make special moves with their hands to tell people what they want to say.* *This is called signing.* *A wave (Wave hello)* is *one way of telling someone what you want to say using your hands.* Display the *Photo Card for football.* *Continue: Rosina plays a game called rugby, which is like football.* When Rosina’s team won against all the other teams, they got a trophy. It is a big prize usually made of shiny gold metal that is shaped like a big cup (mime a large cup with your hands). Display the *Photo Card for cook.* *Rosina and her family make meals together.* *Everyone helps with chopping, mixing, and cooking the food.* (Mime each action as you mention it.) Display the *Photo Card for game.* *Rosina and her father play chess together.* It is a fun game where players move pieces across a board according to special rules.

Collaborative: Have children work in pairs to talk about how Rosina and her family are like any other family and what makes them different. Have them choose one thing from each category, divide a piece of paper in half, and draw a picture on each side. Have them add a caption. Have pairs share their drawings with the class.
Expressing an Opinion

Display and read the words related to this week’s theme.

<table>
<thead>
<tr>
<th>travel</th>
<th>car</th>
</tr>
</thead>
<tbody>
<tr>
<td>transportation</td>
<td>bus</td>
</tr>
<tr>
<td>traffic</td>
<td>road</td>
</tr>
<tr>
<td>vehicles</td>
<td>train</td>
</tr>
<tr>
<td>journey</td>
<td>railroad tracks</td>
</tr>
<tr>
<td>ship</td>
<td>truck</td>
</tr>
<tr>
<td>boat</td>
<td>tunnel</td>
</tr>
<tr>
<td>dock</td>
<td>here</td>
</tr>
<tr>
<td>water</td>
<td>there</td>
</tr>
<tr>
<td>plane</td>
<td>job</td>
</tr>
<tr>
<td>air</td>
<td>moving</td>
</tr>
</tbody>
</table>

Explain that you would like children to use some of these words to answer a question that calls for their opinion: Suppose you are going on a journey. Which vehicle would you rather use to travel: plane, car, ship, or train? Why?

According to children’s abilities, provide them with the format in which you would like their response to be given. Allow children time to create a response and practice it in small groups before having each child present his or her opinion to the class. Remind children that the frame, I agree with ___ because ___ is one good way to respond to others’ opinions.

BEGINNING I think ___ travel is best. I like ___ because ___.

INTERMEDIATE I would like to travel by ___ because ___.

ADVANCED I would like to travel by ___ because ___, ___, and ____.

Engaging in Dialogue

Create sentence strips to match the levels of your children, as suggested below.

Display the oral vocabulary that children have been focusing on this week. Read the list for children.

Ways to Travel

| car | train | plane | ship | bus | bike | walking |

Where to Travel

| road | air | water | railroad | tracks | tunnel | here | there |

Reasons to Travel

| job | journey | school | home | visit | play | fun |

Explain that children will use these words to have a conversation with a partner. Model a conversation by asking the questions below and having volunteers respond.

- I want to go to my friend’s house to play. How should I get there?
- My mom and I are going into the city today. What would be the quickest way to get there?
- Each vehicle has a different purpose. Which should I use if I have to get from here to there in the shortest time? Which should I use if time is not important?

Then have children ask you some questions.

Assign children to partners and provide them with the appropriate sentence strips, to be used as prompts for their conversations. Read each sentence strip and provide support as necessary.

BEGINNING Do you like [way to travel] or [way to travel] best? Can you get to school faster by [way to travel] or [way to travel]?

I like to travel by ___. I can get to school faster by ___.

INTERMEDIATE How does your dad or mom get to work? How do you get to school? Does it take a long or short time to get there?

My [dad/mom] gets to work by ___. I get to school by ___. It takes a ___ time to get there.

ADVANCED If you could travel any way, what would it be? Why? Where would you go? Why?

I would travel by ___ because ___. I would go ___ because ___.
Draw the steps of Fran’s swimming motions.

<table>
<thead>
<tr>
<th>First</th>
<th>Next</th>
</tr>
</thead>
</table>

First, Fran

Next, she

**Writing** Review pages 98 and 99 of *Move and Grin!* Then, introduce the writing prompt: Use *first/next/then/last* to describe the steps needed to make Fran’s motions. Guide children as they draw pictures of the first steps and complete the sentences.

Have partners read their sentences to each other. Then have them discuss what happens *then* and *last*, using text evidence to support their answers. See Teacher’s Edition p. 110 for scaffolded support with this page.
Words and Categories

My Language Book

School Events  Take a look at the pictures on this page. Point to each picture as it is discussed. Guide children to talk about the activities shown in each picture.

Point to the picture of the girls having lunch and ask:  
What do you like to have for lunch at school?

BEGINNING  I like to eat ____.
INTERMEDIATE  My favorite school lunch is ____.
ADVANCED  For lunch I ____.

Now point to the picture of the students using the magnifying glass and ask: What is happening in this picture?

BEGINNING  The children are looking close up at a ____.
INTERMEDIATE  The children are looking at ____.
ADVANCED  The children ____.

Repeat with final picture. Then have children draw a school event they are looking forward to this year in the empty box.

Charades  Invite children to write the name of a favorite class activity on a slip of paper. Collect the slips of paper and place them in a pile. Have children choose a slip of paper and then act out the activity. Have other children guess what they are doing.

High-Frequency Words

Display the High-Frequency Word Card for does. Read the word and have children repeat. Spell the word together. Have children write the word in the air, as you name each letter. Repeat with remaining words.
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 Teacher’s Editions for Grades K and 1 differentiates between the language proficiency levels. Every daily lesson identifies a language proficiency level (Beginning, Intermediate or Advanced) and supplies the appropriate instruction, including sentence starters that help students respond to questions, make statements or offer opinions. This strategy also allows teachers to offer the same content to all students with the necessary amount of support. Finally, the Level Up chart at the end of each unit (Grades K and 1, p 125) helps teachers evaluate the current level of the students and decide they may eligible to move up to the next level.

2. The differentiation of language proficiency is developmentally and linguistically appropriate for each of the designated language levels. The Grades K and 1 Teacher’s Editions includes scaffolding methods such as sentence frames, choral reading, pair reading, modeling conversations and graphic organizers to support and distinguish between each levels’ needs. Additionally, a weekly Diagnose and Prescribe Chart is included that helps teachers assess children’s responses and work for that week (p. 27). Lastly, all students use the same My Language Book Student Book in Grades K and 1; the instruction for each and every one of these pages is differentiated in the corresponding lesson in the Teacher’s Edition.

3. The differentiation of language is systematically addressed throughout the
Wonders for ELD program. For example, in Unit 1, Week 1, Day 3 of the Grade 1 Teacher’s Edition, the Practice Writing lesson (Language Support, p. 19) helps students respond to a Writing Prompt by providing sentence frames with less language support as the level increases. Similarly, oral language frames are provided on page 20 to help students respond to a question. Students can use a Word Bank to discuss the Weekly Theme (‘Expressing an Opinion’, p. 21) as well as sentence strips to practice having conversations with partners (‘Engaging in Dialogue’, p. 21). During the Writing presentation lesson on page p. 25, differentiation ranges from asking Beginning level students to point to their drawing as they read their writing, while Intermediate students can read their work and illustrate it using facial expressions. Advanced students are asked to discuss other words they might have used in their writing. Lastly, the Diagnose and Prescribe chart at the end of every week (p. 27) provides suggestions on how to address each level’s performance, as well as suggestions for how to provide support.
Independent Writing

Plan

**Review the Prompt**  Display and review the Your Turn Prompt: *How do Jack's feelings about school change?* Have children turn and talk with a friend to review Jack's feelings. Revisit the text if needed.

**Introduce the New Prompt**  Say: *We know that Jack's feelings changed in that story. Who are the other characters in this text? (Max and Nan)*  Tell children that today they will analyze Nan's feelings and answer the prompt, *How do Nan's feelings change in this story?* Have children revisit the text, this time paying attention to Nan.

**Personal Pronouns**  Write the following two sentences on the board:

What does Nan do?
Nan helps Jack.

Explain that the author could have used the word *she* instead of using Nan's name again in the second sentence. Demonstrate replacing the word *Nan* with the word *she*. Read the two sentences aloud. Ask: *Do you know who she is? (yes, Nan)*  How do you know the author is talking about Nan? *(Her name is in the first sentence.)* Remind children that the prompt asks about Nan and that they can use the word *Nan* or *she* when they write about her.

**Use a Graphic Organizer**  Create a page similar to the one in the My Language Book. In the top row of the 2 x 2 chart, write the words *At First* and *Later.* Have children complete the graphic organizer independently.

Practice Writing

Have children write about their graphic organizer. Provide the following frames and encourage children to use the personal pronoun *she.*

**BEGINNING**  First, Nan feels ___.
Then she feels ___.

**INTERMEDIATE**  Remind children that they can use the personal pronoun *she* to refer to Nan.
First Nan feels ___.
Then ___.

**ADVANCED**  Invite children to look at the illustrations in the book and think of other words to describe how Nan is feeling on all pages of the book.
First ___.
Then ___.

**Share Writing**  Children can share their writing with a partner. The partner can pretend to be Nan and use facial expressions and body language to exhibit the feelings as they are being read.

Grammar

**Practice Sentences**  Create a two-column chart. Label one side *sentence* and the other side *not a sentence.* Say sentences and phrases one at a time. Have children determine if it is sentence or not. Write the sentence or phrase in the correct spot.

- can read
- I like school.
- Pat can.
Set Purpose

Say: Today you will be using the words you have been learning all week to have conversations with one another. You will also read a new text and talk about it in small groups. Then, you will revise the writing assignment that you have been working on.

Oral Language

ESSENTIAL QUESTION
Use the Visual Vocabulary Cards to review the final three Oral Vocabulary words for the week as you discuss the Essential Question.

What do you do at your school?
Ask children to volunteer answers to this question using the language and frames they’ve been learning.

Oral Vocabulary Words

common (Spanish cognate común)
Define: Common means normal or ordinary.
Example: Cars are a common sight on city streets.
Ask: Which is common: a dog wearing shoes or a dog wearing a collar?
BEGINNING A dog wearing ___ is common.
INTERMEDIATE A dog ___ ___ is common.
ADVANCED It is common to see ___.

object (Spanish cognate objeto)
Define: An object is a thing or an item.
Example: There are many objects in my backpack, such as a book and a pencil.
Ask: What objects are in your backpack?
BEGINNING I have ___ in my backpack.
INTERMEDIATE I have ___ and ___ in my backpack.
ADVANCED I have ___.
recognize (Spanish cognate reconocer)
Define: If you recognize something, you remember it because you have seen it before.
Example: When Tim put on his mask, his friends could not recognize him.
Ask: How would you recognize a cat you know?
BEGINNING I would recognize a cat I know by its ___.
INTERMEDIATE I would recognize a cat by ___.
ADVANCED I would recognize ___.

Have children talk to a partner about what objects seem to be common in many classrooms in the school. Then, discuss their ideas as a class and offer an explanation for the presence of the objects named, such as bookshelves, computers, or bean-bag chairs.
Expressing an Opinion
Display and read the words related to this week’s theme.

<table>
<thead>
<tr>
<th>draw</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>subject</td>
</tr>
<tr>
<td>learn</td>
<td>talk</td>
</tr>
<tr>
<td>pencil</td>
<td>tools</td>
</tr>
<tr>
<td>play</td>
<td>write</td>
</tr>
</tbody>
</table>

Explain that you would like children to use some of these words to answer a question that calls for their opinions: *Do you think your school day should be longer?*

According to children’s abilities, provide them with the format in which you would like their response to be given. Allow children time to create a response and practice it in small groups before having each child present his or her opinion to the class. Remind children that the frame I agree with ____ because ____ is one good way to respond to others’ opinions.

**BEGINNING**  I think our school day ____ because ____.

**INTERMEDIATE**  I think/don’t think ____ because ____.

**ADVANCED**  I think/don’t think ____ because ____.

Engaging in Dialogue
Create sentence strips to match the levels of your children, as suggested below.

Display the oral vocabulary that children have been focusing on this week. Read the list for children.

**School Events**
- lunch
- plays
- experiments
- math
- field trips
- science
- assemblies

**School Tools**
- glue
- stick
- pen
- pencil
- marker
- paint
- paintbrush
- crayons
- scissors

Explain that children will use these words to have a conversation with a partner. Model a conversation by asking the questions below and having volunteers respond.

- I like school plays so I enjoyed seeing pictures of children participating in school plays. What play would you like to do and what part would you like?
- I liked that Nan helped Jack out by bringing him the stool. What else could she have done to help him out?
- I laughed when I saw the principal had to kiss a pig because the children read a certain number of books. What silly thing would you like to see our principal do?

Then have children ask you some questions.

Assign children partners and provide them with the appropriate sentence strips, to be used as prompts for their conversations.

**BEGINNING**  I liked learning about school tools. Which tool do you like to use?
I like to use ____. Why were tools so interesting to you?

**INTERMEDIATE**  I liked learning about the subjects we do in school. Which subject do you like to do at school?

**ADVANCED**  School is fun. I like our school because ____. What is something you like about our school?
Independent Writing

Revise

Review Writing  Review the writing prompt from Day 3 with children. Have children review the sentences they wrote about how Nan’s feelings changed. Remind them to check for a capital at the beginning of each sentence and a period at the end of each sentence.

How Language Works

Connecting Ideas  Remind children that they can take two sentences and combine them into one sentence using connecting words. Demonstrate changing the period at the end of the first sentence to a comma, then writing the word and, then changing the first letter of the second sentence to a lowercase letter. Provide a frame if needed.

First, Nan feels ____, and then she feels ____.

Present

Share Writing  Provide time for children to share their finished work.

BEGINNING  Have children read aloud their writing. Invite them to point to the illustration of Nan as they read each sentence.

INTERMEDIATE  Have children read aloud their writing. Encourage them to express Nan’s feelings with facial expressions.

ADVANCED  Have children share their writing with a partner. Ask them to discuss other words they could have used to describe Nan’s feelings.
# Diagnose and Prescribe Chart

Use the following chart to guide you in assessing children’s responses and work.

<table>
<thead>
<tr>
<th>PROFICIENCY LEVEL EXPECTATIONS</th>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expect frequent errors in pronunciation in oral responses, and grammar errors in written responses that sometimes impede meaning.</td>
<td>In oral responses, expect some examples of extended discourse, especially in response to follow-up questions, with fairly frequent pronunciation errors. In written responses, expect frequent errors in grammar that are not significant enough to impede meaning.</td>
<td>In oral responses, expect complete sentences, with only minor pronunciation errors. Also expect children to come up with follow-up questions as part of their dialogue with you. In written responses, expect some minor grammar errors that do not impede meaning.</td>
</tr>
</tbody>
</table>

**ORAL PRODUCTION:** Talk About the Essential Question

<table>
<thead>
<tr>
<th>IF... children are unable to respond with phrases or short sentences, THEN...</th>
<th>IF... children are uncomfortable initially responding with frames, THEN...</th>
<th>IF... children do not ask follow-up questions on their own, THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide frames to help them respond: I have ___ at my school. At school, I like to ___. I use my ___ to ___. This school year I can’t wait to ___.</td>
<td>provide these frames to get them started: At school I ___ and ___. I like ___ at my school because ___. This school year I’m looking forward to ___.</td>
<td>model keeping the dialogue going by asking appropriate questions.</td>
</tr>
</tbody>
</table>

**WRITTEN PRODUCTION:** Write About the Big Book

<table>
<thead>
<tr>
<th>IF... children struggle to label their drawings, THEN...</th>
<th>IF... children provide single-word captions only, THEN...</th>
<th>IF... children fail to write complete sentences, THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>review with them the list of theme words from Day 4.</td>
<td>guide them to write short sentences.</td>
<td>model how to correct one of their sentences and guide them to write more.</td>
</tr>
</tbody>
</table>
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. All four of the language domains are targeted in the Wonders for ELD program. Days 1-4 of the Grades K and 1 Teacher’s Editions start with a Language Support lesson that addresses the listening and speaking domains. Students discuss the weekly theme using a song or poem, review vocabulary, and perform various whole group activities such as working on a shared drawing. Students also listen and respond to a Read-Aloud selection during a Listening Comprehension lesson. Reading is addressed during the Literature Big Book lesson (Grade 1 Days 1 and 2 on pp 8 11 respectively; Grade K Days 1 and 2, p 8 and 11 respectively), and the Shared Read lesson (Grade 1 Days 2 and 3; Grade K Days 2 and 3). Writing is addressed on Days 2-4, with support for the Writing prompts. The Grades K and 1 My Language Book Student Books also target the four domains through various activities. Each week consists of 8 pages that feature visuals, sentence starters, drawing spaces, poems and a graphic organizer. These activities allow students to listen, speak, read and write about text selections, vocabulary or the weekly grammar skill. (See pp. 2-9)

2. Language proficiency levels are addressed within each of the language domains in the Grades K and 1 Teacher’s Editions. There is differentiated support for almost every listening, speaking, reading and writing activity; the levels are explicitly labeled ‘Beginning’, ‘Intermediate’ and ‘Advanced’.
3. Listening, speaking, reading and writing are targeted systematically throughout the program materials.

- The following example of a weekly lesson pattern from Unit 1 of the Grade 1 Teacher’s Edition is a representation of the structure found in the rest of the book: on Week 1, Day, pp. 6-7: ‘Language Support’ – students listen and speak about the weekly theme. Then in ‘Listening Comprehension’ (pp. 8-9), they listen to and speak about a story selection. On Day 2, p. 10, ‘Language Support’ students listen to and practice speaking using new vocabulary words. The ‘Listening Comprehension’ lesson for that day, pp. 11-12 has students listening to, reading and speaking about a story selection. Then, the ‘Shared Read’ lesson on p. 13 has students listening and speaking about foundational skills, before reading a decodable text selection. The last lesson on Day 2, ‘Language Support’, p. 14 has students preparing to write about the decodable story they just read. The lessons on Day 3, pp. 16-18 (‘Language Support, Shared Read’) again has students listening, speaking, reading and writing about a story. Day 4, pp. 20-25 (‘Language Support, Listening Comprehension, Read the Differentiated Texts’) also has students again listening, speaking, reading and writing about a story.

- The following breakdown of a weekly lesson in Unit 1 in both of the Grades K and 1 My Language Book Student Books represents the structure in the rest of the book: students can listen and speak about the weekly theme during the ‘Weekly Concept’ exercise (Grades K 1, p. 2); students listen, speak, and write about oral vocabulary concepts during the ‘Words and Categories’ and ‘Oral Vocabulary’ lessons (pp. 3 and 5 respectively for Grades 1 and K); the ‘Respond to the Text’ lesson on p. 4 (both grades) has students listening, speaking and writing about a story. Students in both grades listen and speak about (and write in Grade 1) about a text selection on p. 6 (‘Respond to the Text’ at Grade 1 and ‘Retell’ at Grade K). Both grades have students listening, speaking about writing about a text selection in the ‘Writing’ lesson on p. 7. During the ‘Grammar’ lesson, students, listen, read and write about the grammar skill on p. 8 (both grades). Lastly, both grades have students reading, listening and speaking in the ‘Fluency’ lesson on p. 9.
DAY 1

Language Support

Language Objectives:
- Identifying and drawing attention to language elements
- Identifying and drawing attention to language features

Context Objectives:
- Understanding and using language features
- Identifying and using language elements

Set Purpose

The goal of the day is for students to engage in activities that reinforce language skills. This includes identifying language features and elements.

Oral Language

Essential Question:
What do you do at school?

Read about the Essential Question:
Read about the Essential Question: What do you do at school?

Language Warm-Up

When we talk to school, we are talking about the things we do at school. This can include identifying language features and elements.

My Language Book

Weekly Concept: Minibook

Name: [Name]

First Name: [First Name]

Middle Name: [Middle Name]

Last Name: [Last Name]

Date: [Date]

School: [School]

Grade: [Grade]

Unit: [Unit]

Page: [Page]

Unit Title: [Unit Title]

Section Title: [Section Title]

Lesson Title: [Lesson Title]

Cumulative Skills:
- [Skill 1]
- [Skill 2]
- [Skill 3]

Cumulative Concepts:
- [Concept 1]
- [Concept 2]
- [Concept 3]

Cumulative Text Features:
- [Feature 1]
- [Feature 2]
- [Feature 3]

Cumulative Language Elements:
- [Element 1]
- [Element 2]
- [Element 3]

Cumulative Language Features:
- [Feature 1]
- [Feature 2]
- [Feature 3]

Cumulative Language Skills:
- [Skill 1]
- [Skill 2]
- [Skill 3]
Listening Comprehension

Language Objectives
• Ask and answer questions after actively listening to a read-aloud.
• Collaborate to converse about the Big Book.

Content Objective
• Understand activities and events that occur in a school.

Materials
• Go Digital
• My Language Book, page 4
• Literature Big Book: This School Year Will Be the Best

Read Literature Big Book

Print Awareness
Remind children that words in a text are read from left to right, top to bottom. Review that the words might appear anywhere on the page, but they still should be read this way. Display pages 12 and 13 of the Big Book to demonstrate. Point to the text on each page. Say: See how the text is on the bottom of this page and the top of this page. I know I need to start reading here on this page. The words on page 12 need to be read before the words on page 13. Point to the first word on page 12 and then read aloud as you track the print to reinforce this concept.

Close Reading
As you read the text, stop frequently to help children access complex text as you gauge and support comprehension, draw attention to the week’s vocabulary and to the author’s use of rich language, and encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below:

PAGES 4-5
On page 4, the teacher asks, “What do you hope will happen this year?” The next sentence says that each child shared a wish. On the next page, the first girl shares her wish. How do you think the rest of the book will be set up? (Understanding Text Structure)

PAGES 8-9
Do you think it is a good idea to bring a snake to school for show and tell? Why or why not? (Offering Opinions)

BEGINNING I think it is/is not a good idea to ___. I think this because it could be ____.

INTERMEDIATE It would/would not be ___ because ___.

ADVANCED This could be ___ because ___ and ___.

PAGE 16
Invite children to look closely at the illustration. Which animal is the class pet? (Spanish cognate: clase) How can you tell? Are there clues in the picture that help them make this conclusion? (Reading Viewing Closely)

BEGINNING The class pet is a ___.

INTERMEDIATE The class pet is a ___. I can tell this because in the picture there is a ___.

ADVANCED I know the class pet is a ___ because ___.

COLLABORATIVE Have partners share ideas about a pet for their class. Have each child tell why they would like this animal as a pet in the classroom. Provide sentence frames as needed.

PAGE 18
How many snow days does this child wish for? Reread the page closely to find out. (Reading/Viewing Closely)
Shared Read

Language Objectives
- Develop language to use when talking about school.
- Identify and practice the short a sound.
- Identify and read High-Frequency Words: does, not, school, what.

Content Objective
- Understand activities that occur in a school.

Materials
- Go Digital
- Reading/ Writing Workshop: Shared Read “Jack Can” pp. 14–23
- Sound Spelling Card, short a
- High-Frequency Cards: does, not, school, what

Word Work

Phonemic Awareness
Model isolating phonemes. What is the middle sound in the word bag? Have children listen and identify the middle phoneme in each of the following words as you say them aloud: rat, man, lap, pack. (/a/)

Phonics
Display and name the Apple Sound Spelling Card. Have children repeat the word apple and ask them what sound they hear at the beginning of the word. Then have children practice connecting the letter a to the sound /a/ by writing it five times.

Language Transfer
Be aware that in Spanish, Korean, Vietnamese, and Cantonese, there is no direct sound transfer for /a/.

High-Frequency Words
Display the High-Frequency Word Card for does. Read the word and have children repeat. Spell the word together. Have children write the word in the air, as you name each letter. Repeat with remaining words.

Structural Analysis
Remind children that sometimes we add -s to an action word when it follows a naming word. For example: I jump. He jumps. Have children complete: I swim. The dog ___ . I read. My mom ___ .

Read “Jack Can”
Have children follow along as you read the text aloud. Use the suggestions below to explain vocabulary and to help children apply Word Work skills. Encourage children to chime in with the high frequency words.

PAGES 16–17
Have children isolate each of the phonemes in the word can. Ask what letter makes the /a/ sound in can. (a) Finally, read the first sentence on page 17 and have children read the second sentence chorally.

PAGES 18–19
Have children find and point to each letter a on this page. Review the short a sound. Have children echo read each sentence as you re-read the pages.

PAGES 20–21
Have children identify the high-frequency words who and does on page 21. Then have them use each Word in a sentence.

PAGES 22–23
Ask children to point to the word helps. Ask: What letter is found at the end of this word? (s). Write I help and Nan helps on the board. Discuss why the letter s is needed at the end of the page.

Respond to the Text
Place children in small groups. Have children talk about how others help them learn and do things in school. Provide a frame to help children share what they discuss with the Whole Class: At school ___ helps me ___.
Respond to the Text: What About Bear? Review the book, then ask children to name the characters. Ask: Which animals played together first? Circle their pictures. What problem did the animals have? Then ask children to draw the three animals playing together.

4 Unit 1 - Week 1 - Respond to the Text: Big Book

Invite partners to work together to retell the story. Then have them share their favorite ways to play using this sentence frame: I like to ___ with my friends. See Teacher's Edition p. 12 for scaffolded support with this page.
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 the language development standards to the state academic content standards for both Grades K and 1. The six units at Grade 1 and ten units at Grade K cover grade-level content related to science, social studies, or language arts/literature concepts. The Grade 1 Unit topics include themes like: Getting to Know Us, Our Community, Changes Over Time, Animals Everywhere, Figure It Out, and Together We Can! For example, Changes Over Time deals with science concepts such as measuring time, plants and their growth, and food resources (where food comes from). This unit also deals with the social studies concept of how life was different long ago compared to now, as well as the literature concept of folktales. Another unit at Grade 1, Together We Can! deals with social studies topics like holidays, traditions, and people in our communities. The science topic of weather is also discussed in this unit. At Grade K, themes include: Take a New Step, Let’s Explore, Going Places, Around the Neighborhood, Wonders of Nature, Weather for all Seasons, The Animal
Kingdom, From Here to There, How Things Change, and Thinking Outside the Box. The unit Going Places grapples with social studies topics about rules in our community, places in our neighborhood and the sounds that we hear around us. The Animal Kingdom deals with science concepts surrounding animals’ likenesses and differences as well as their environments. The social studies concept of caring for a pet is also covered in this unit. The text selections for all of these units offer content connections that are accessible to students.

2. The academic content standards are systematically represented throughout the materials. Each unit in the Grades K and 1 Teacher’s Editions (as well as the corresponding My Language Book Student Books) commences with a unit opener that discusses ‘The Big Idea’, a statement or question related to the unit topic (p. 1 in the Teacher’s Edition, for example, and p. in the Student Books). Students discuss a visual related to this statement, using leveled sentence starters. Weekly lessons expand on the unit theme with the appropriate grade-level content.

3. The Wonders for English Learners program is organized into units that relate to the study of social and instructional language, as well as the study of language arts. The weekly lessons that support the unit topics vary in content related to science, social studies or language arts. Daily lessons guide students to listen, speak, read and write about a given topic. Differentiated support allows students of all proficiencies to access content, use their prior knowledge and develop academic language. Pages 2-3 of the Grade K and 1 Teacher’s Editions (pp. xii-1 at Grade 1) exemplify how the unit theme is supported weekly and through which domain.
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?

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

1. The materials in the Wonders for English Learners program present opportunities for English learners to engage in various cognitive functions at all proficiency
levels. Every weekly lesson in a unit includes Listening Comprehension exercises that are related to a text selection. In the ‘Link Language to Pictures’ section of the Day 1 lesson (pp. 8-9 of the Grade K and 1 Teacher’s Editions), students listen and respond to questions that elicit prior knowledge, as well as comprehension of the images they see in the text selection (the ‘Literature Big Book’ – Grades K through Unit 3 of Grade 1). Differentiated sentence frames are provided throughout the lesson to enable each student to participate. The Listening Comprehension lesson on Day 2 (p. 11) takes students through a close read of the text, having them read and respond to a variety of comprehension questions about character, plot, and setting, cause and effect, compare and contrast, or main idea and details. The lesson also calls for students to retell the selection using their own words. In the ‘Respond to the Text’ section of the lesson, students complete the corresponding lesson about the text selection in their My Language Book Student Books (p. 4 in both Grades K and 1; note that this activity requires students to draw their answers at Unit 1, but the rigor is increased in the later units – see p. 246 in Grade K or p. 207 of Grade 1). For example, on page 12 of the Teacher’s Edition for Grade K, Beginning level students are asked to describe a character’s actions using the sentence frame provided. Intermediate level students respond to the same question, using a sentence frame with slightly less support. Advanced level students are asked to compare and contrast the characters in the story using specific vocabulary (‘both’, ‘but’). Lastly, both the Shared Read lesson on Day 3 (pp. 17-18) and the Interactive Read-Aloud lesson on Day 4 (pp. 22-23 in both grades) offers higher-order comprehension questions related to the weekly decodable text selection as well as a more complex text selection. The type of comprehension question is indicated at the end of each paragraph (‘Understanding Cohesion, Reading/Viewing Closely, etc’) so that teachers are aware of what concepts are being covered.

2. Opportunities for engaging in higher order thinking are systematically addressed in the materials. Comprehension questions comprise every Listening Comprehension lesson from the start to the end of the program. The rigor is increased as the school year progresses. The comprehension questions in Grade 1 Unit 1 Week My Language Book p. 6 progress from straightforward plot questions to more complex questions as shown on p. 191. Similarly, for the Grade K Student Book, questions range from straightforward plot questions (p. 4) to more complex questions on p. 254.
A Answer the questions.

1. What can Max do?

2. Why is Jack sad?

B Draw a picture. How does Nan help?

Respond to the Text: Jack Can Review and retell the story with children. Read the questions and guide children to answer them. Then ask: How does Nan help Jack? Why do you think she wants to help? Have students draw their responses.

Have partners share their drawings and discuss the story using this sentence frame: Nan helps Jack because _________. See Teacher's Edition p. 19 for scaffolded support with this page.
A) Answer the questions.

1. Why did Takahashi start building robots?

2. Why did he change the way robots walked?

B) What kinds of things can his robots do? Write about it.
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

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

1. The materials provide scaffolding supports for students to advance within a proficiency level. This program is designed to provide English learners support and access to the same content as Core readers. Lessons in the Teacher’s Editions for Grades K and 1 are designed to help students master vocabulary, oral language development, and reading comprehension skills. Students can work in groups, with a partner or independently, as appropriate, according to the complexity of the designated task. Scaffolding is provided for comprehension questions and activities, and the wide variety of lesson activities ensures that the needs of all proficiency levels are met. The weekly Progress Monitoring lesson on Day 5 (p. 122, as an example) helps teachers gauge student’s individual progress within their level, in relation to that week’s lesson content. Lastly, the Diagnose and Prescribe chart (p. 27, as an example) at the end of every week in the Grade K and 1 Teacher’s Editions offers teachers guidance on how to help students maintain or advance to the next proficiency levels. Strategies for classroom discussions are also offered on (p. vi) to ensure participation from all levels of students.

2. The materials provide scaffolding supports for students to progress from one proficiency level to the next. For example, the Listening Comprehension lesson of the Literature Big Book in the Grade K and 1 Teacher’s Edition offers interactive and visual supports to students in a whole group setting (Day 1, p. 8 example). Activities are leveled so that all students can participate in the lesson and interact with the text. In an effort to encourage all students to feel comfortable
reading, students at different proficiency levels are often paired together. Suggestions are provided to allow students to take turns reading one page of the book or in unison (p. 90, Collaborative Read). The Level Up chart (p. 125, as an example) at the end of every unit in the Grade K and 1 Teacher’s Editions offers teachers guidance on their leveling up decisions. Additional assessment and re-teaching information (including information on outside sources) is referenced on page 124 of the Unit Progress Monitoring spread. Suggestions for how to create and maintain a Student Profile allows teachers to compile data that will help students progress to the next level.

3. Scaffolding supports are presented systematically throughout the materials, in every week of every unit, for every level of proficiency. In order to facilitate student’s comprehension of text selection, the Listening Comprehension lesson on Day 1 (p. 104 in Grade 1 and p. 84 of Grade K, as an example) provides questions that help students access prior knowledge and build background as they conduct a Picture Walk of the book. No reading or reference to the text is made during this lesson. During this lesson, Teacher Think-Alouds and Collaborative tasks that engage students in partner activities are conducted. Differentiated sentence frames are provided to help students respond. The Interactive Read section within this lesson offers various routines and prompts to help students interact with the text. (For instance, patterned text is highlighted as an element to point out to students as a book is read. A suggestion for students to chime in and repeat after the teacher is another example of how students are engaged during a listening comprehension lesson.) Another example of a scaffolding support is found in the ‘How Language Works’ portion of the Day 2 Language Support of the Writing lesson (p. 111 in Grade 1 and p. 91 of Grade K, respectively). This section focuses on grammar concepts that are of particular relevance to an English learner’s needs, concepts that are not explicitly taught at that point of the Core Grammar Scope and Sequence. For example, cohesion is highlighted in one lesson, while connecting ideas is covered in another lesson. Lastly, the Progress Monitoring spread in the Grade K and 1 Teacher’s Edition (pp. 124-125, as an example) at the end of every unit offers assessment assistance and guidance to help teachers track student’s progress.
DAY 1
Listening Comprehension

Use Literature Big Book

Display the cover of the Big Book and read the title. Ask, “Who is the animal today?”

PAGES 8-9
What is the animal? 

Animals have different fur and describes to a partner how the animal is using its body to

PAGES 10-11
Oh, my Nose the animal is leaping up in the air like chicken a hopping, but it stops up out of the

PAGES 12-13
I see that the crocodile is moving on the

PAGES 14-15
The bear and the penguins are both smiling on their

PAGES 16-17
What are the animals doing? 

INTERMEDIATE: The bear is ______, the puzzle.

ADVANCED: The bear is ______, the puzzle.

Interactive Read

Use the following statements to help children respond with the bear in mind as you read the book about for children's day.

Print Awareness

Display pages 1-2 of the book to children on page 3 and say, “This word is used for the animal’s movement.”

Words and Categories

My Language Book

Ask a different animal about the animal: What are the differences between the animal and the other animals? 

Show Alike and Different

Ask children if they noticed any differences between the animals and the other animals. 

47 | P a g e
How Language Works

Connecting Ideas. Explain to children that a sentence can include more than one verb. Say: We can connect two sentences that are about the same topic. Model by referring to the first two sentences on the T-chart and showing different ways to connect them: Our hands can grab and pull things. Our hands can grab things, and our hands can pull things. Our hands can grab things so that they can pull them.

Have children complete sentence frames to combine the next two sentences on the chart.

BEGINNING Our hands can ___ and ___ things.
INTERMEDIATE Our hands can ___, and our hands can ___.
ADVANCED Our hands can ___ so that they can ____.

Have children choose another tool, like scissors or a hammer, and tell two actions it can perform. Guide children to use the sentence frames above for support in their connecting ideas, substituting the new tool for Our hands.

For additional work with connecting ideas, see Language Development Cards 26B–27A: Practice pages 103–106.
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. Linguistically and developmentally appropriate grade-level content is present in the Wonders for English Learners program. Literature Big Book reading selections such as ‘A Second is a Hiccup’ (Grade 1 Teacher’s Edition, Unit 3 Week 1, p. 260) or ‘What Can You Do with a Paleta?’ (Grade K Teacher’s Edition, Unit 4, Week 2, p. 260) as well as the Interactive Read-Aloud selections such as ‘Map
It!’ (Grade 1, Unit 2 Week 5, p. 244) and ‘The Turtle and The Flute’ (Grade K, Unit 3 Week 2, p. 198), are appropriate for students in these respective grades. Illustrations and content are engaging and grade-appropriate.

2. Grade-level content is accessible for the targeted levels of language proficiency. Differentiated instruction throughout the Teacher’s Edition of Grades K and 1 allows students to access story or text content (found in the Literature Big Book, Shared Read or the Interactive Read-Aloud selection), respond to comprehension questions, and access prior knowledge related to the story content. Additionally, in order to ensure that students of all proficiency levels can practice close reading and respond to a text at their own level, three levels of differentiated text tied to weekly themes (for Beginning, Intermediate, Advanced English Learners) were created exclusively for this program. These Differentiated Text stories offer grade-level content with the reading skill of each proficiency level in mind. Support for these stories is offered on Day 4 of the Grades K and 1 Teacher’s Edition (for example, p. 200 and 246, respectively).

3. The grade-level content is systematically presented throughout the materials. The Listening Comprehension lessons on Days 1 and 2 of the Teacher’s Edition for Grades K and 1 offers weekly support of a reading selection in all of the units of the program. The Shared Read, a decodable text selection is supported on Days 2 and 3 of the weekly lesson, as are the Differentiated Text and Interactive Read-Aloud selection on Day 4 of every week throughout the program. Each of these lessons offers a variety of activities and exercises including comprehension questions, partner activities, choral reading, picture walks or writing exercises. Two ‘Respond to the Text’ lessons for two of these reading selections appear in the My Language Book Student Book.
DAY 1

Listening Comprehension

Language Objectives

- Define the terms: fly, walk, run, swim, etc.
- Identify the main body parts of an animal.
- Describe the animal's movements.

Context Objectives

- Understand the relationship between the animal's body parts and its movements.
- Relate the animal's movements to their environment.

Materials

- Literature Big Book
- Animal movement activity cards
- Animal movement worksheet
- Animal movement vocabulary list

Use Literature Big Book

Display the cover of the Big Book and read the title. Ask the students how they have heard of the animal. Have them describe the animal's movements. Show the animal's body parts and discuss their functions. Use the Big Book to read the story and ask questions about the animal's movements.

Link Language to Pictures

Do a picture walk through the book, focusing on language. Label the animal's body parts and discuss the animal's movements. Ask students to describe the animal's movements.

PAGES 2-4

4. The animal is flying.
5. The animal is running.
6. The animal is swimming.

Beginning: The animal is flying.

Intermediate: The animal is running.

Advanced: The animal is swimming.

PAGES 5-7

8. What are the animal's movements? How do they move?

Beginning: The animal moves by flapping its wings.

Intermediate: The animal moves by running.

Advanced: The animal moves by swimming.

Words and Categories

My Language Book

Similar and Different: Students identify similarities and differences between animal movements. They move in ways that are alike and different. (Pages 8-10)

UNIT 1: WEEK 5

Page Awareness: Display pages 2-5 of the Big Book on page 5. Ask the students what they see on each page. Have them describe the animal's movements.

Interactive Read

Use the following questions to help the students understand the Big Book:

What are the animal's movements? How do they move?

Beginning: The animal moves by flapping its wings.

Intermediate: The animal moves by running.

Advanced: The animal moves by swimming.

Show Similar and Different: Ask the students to identify similarities and differences between animal movements. Have them describe the animal's movements.
Shared Read

Language Objectives
- Collaborate to read, discuss, and retell a text.

Content Objectives
- Participate in a close reading of a text.
- Compare and contrast the movements of people and animals.

Materials ➤ Go Digital
- Photo Cards: ant, bat, bar, bus, flute, globe, jet, jump, nest
- Reading/Writing Workshop: Shared Read, “Move and Grin!” pp. 94–95
- My Language Book, page 38
- Retelling Cards: “Move and Grin!”

Word Work

Phonics
Have children turn to page 93 in the Reading/Writing Workshop. Read aloud the sentences at the top. Ask: Why are letters underlined in these words? Guide children to recall that these pairs of letters are known as blends. Have children read the sentences and list of words with you.

Phonemic Awareness
I Do Display the Photo Card for ant. Say the word and then say: I’m going to see how many sounds are in this word. Say each word, stretching and exaggerating the sounds and holding up fingers to count: /a/ /nt/ /n/. So, ant has three sounds.

We Do Display the Photo Cards for bat and flute. Say: Let’s see how many sounds are in these words. Have children say the words with you, exaggerating the sounds. Ask them to identify the number of sounds in each word. (bat has 3; flute has 4)

You Do Give small groups of children pairs of Photo Cards (bat/globe; bus/jump; let/nest). Ask them to figure out the number of sounds in each word. Each first word listed has 3; each second word has 4.

High-Frequency Words: jump, move, run, two
Display and read the High-Frequency Word Cards, having children echo you. Then contextualize the words in example sentences of your own creation. Have children identify the words in the sentences.

Structural Analysis
Say: Let’s think of two friends who are moving and exercising. One uses a jump rope and the other rides a bike. Model with an example of a subject that is a possessive noun, such as Pedro’s bike is red. Display or write sentence frames for children to complete.

Maria ____ jump rope is new.
Josef ____ bike tire is flat.

For more work with the reading foundational skills in this Week, see the online Foundational Skills Practice.

Reread: “Move and Grin!”
As you read the text, guide children to look for Key Details in the illustrations that tell more about the topic.

Pages 94–95
Point to the title and read it aloud. Say: I see people and animals moving in different ways here. Ask a series of questions for children to answer as they look at the picture: Two boys are running. Who else is running? (the dog) What two animals are flying? (bird, butterfly) Who might have to leap up to catch something? (the girl with the net) How is the rabbit moving? (jumping, hopping) (Viewing Closely)
DAY 3

**PAGES 96–97**
The movements of Scott and the frog look very similar! How are they alike and different? (Reading/Viewing Closely)

**BEGINNING** Scott and the frog are both . Scott uses his . The frog uses its .
**INTERMEDIATE** Scott and the frog are both using their to . But Scott has , and the frog has .
**ADVANCED** Scott and the frog are both . Their motions are the same because they are both . But the difference I see is .

**PAGES 98–99**
Do you think it’s a good idea to learn new ways to move? Why? (Offering Opinions)

**Collaborative Read**

**Partner Read**
Place children in pairs made up of children with mixed levels of proficiency. In pairs, have them quietly read “Move and Grunt” aloud. Allow pairs to read in unison if that makes them more comfortable.

**Fluency**
Bring the class back together to talk about the experience of reading the text. Remind children when reading aloud, keep a consistent rate, yet vary the rate, or speed of reading, when appropriate for the meaning of the text.

For more fluency practice, see Wonders weekly Decodable Readers.

**My Language Book**

**Respond to the Text** Have children turn to page 38. Guide them through the questions using the suggestions on the page and, as needed, the differentiations suggested here.

**BEGINNING** Guide children to answer the questions by writing complete sentences: Scott’s frog . Fran .

**INTERMEDIATE** Guide children to describe the movements of the frog and Fran: The frog uses its to . Fran uses her to .

**ADVANCED** Guide children to explain the movements of the frog and Fran: The frog by . Fran by .

For additional practice retelling “Move and Grunt,” see Retelling Cards.
DAY 4

Read the Differentiated Texts

Language Objective
- Read high-frequency words
- Answer questions about story characters.
- Read fluently with expression.

Content Objective
- Read about a dog's movements in a story.

Using the Texts

Reading Routine
- Place children in their leveled groups and be sure each child has a story and a Respond to the Text blackline master.
- After using the Read suggestions below with the whole class, have the children read the Differentiated Texts chorally in their groups. Monitor groups, especially at the Beginning level. Guide them through an echo reading experience, as needed.
- Guide children through the Respond to the Text blackline master.

Read “On the Move!”

Prepare to Read
Tell children that they will work in small groups to read a story about a boy and his dog and how they have fun moving and playing.

Read the Text
Provide each group with sentence frames they can use to talk about the story.

BEGINNING  A kid can _____. The dog can _____.
They can _____.

INTERMEDIATE/ADVANCED  A kid and a dog can _____. They _____.

Respond to the Text
Guide children to complete the Respond to the Text blackline master.

Say: Think about the ways Trip can move. What fun activities might he do on his own while Stan is swimming? Children should describe or act out things that Trip might do that involve running, jumping, and grabbing. For example, he might run around with another dog, jump up a tree to bark at another animal, or throw a toy up in the air with his mouth and catch it.

Fluency
Bring the class back together. Remind children that they have been learning about the different kinds of sentences: statements, questions, exclamations. When they read aloud, they can read each type of sentence with the right expression. Say: You should read an exclamation with excitement in your voice. Model reading page 1 of the Beginning level of “On the Move!” to show the difference between a statement and an exclamation. Then read the last page of the story, have children identify which sentence is an exclamation, and then ask them to echo read the sentences after you.
DAY 4

Listening Comprehension

Interactive Read Aloud

Close Reading

CARD 1

After Paragraph 1: Rabbit lives in a hole, 1 know that. What does he think about? Why does he do what he does? How does he feel about it?

CARD 2

After Paragraph 2: The author uses dialogue to show what the characters are thinking. What are they thinking?

CARD 3

After Paragraph 3: What can you infer about the characters based on the dialogue?

CARD 4

After Paragraph 4: What are the main events in this passage?

CARD 5

After Paragraph 5: What is the author's point of view in this passage?
A Use the pictures to answer the question.

B How have phones or computers changed?

[--- have changed ---]

---

Respond to the Text: “Great Inventions.” Review and retell the selection with children, and talk about the photos. Ask: What is different about this phone and computer compared to phones and computers today? Read the question and guide children’s answers.

Have partners read their answers to each other. Then have them take turns asking and answering question B above, to talk about other ways that technology has changed. See Teacher’s Edition p. 56 for scaffolded support with this page.

Unit 5 • Week 3 • Interactive Read Aloud
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. The materials include a range of language functions, such as pairing, matching, describing, comparing, identifying, sorting, drawing, predicting, completing sentence starters (writing) offering opinions and engaging in dialogue. Exercises in the My Language Book Student Book for both grades contain a variety of these exercises during any given week of any unit. Instruction in the Teacher’s Edition for both of these grades offers the same.

2. The language functions are incorporated into a communicative goal or activity in the program. As students participate in lessons such as Listening Comprehension, Language Support (Vocabulary), Word Work (Foundational skills learning), Grammar or Writing, they develop academic language in the context of a specific content area. (See Unit 1 Week 1 of the Grades K and 1 Teacher’s Edition.)

3. The language functions support the progression of language development in the Wonders for English Learners program and materials. In the Grades K and 1 Teacher’s Editions, the weekly theme taught in the Core program is reviewed, discussed and supported with scaffolding, partner work, oral language development activities and group exercises. The literature selections (Big Book, Shared Read, and the Interactive Read-Aloud) from the Core program are also supported throughout the year. Students are prompted with comprehension questions throughout these reads to ensure an understanding of the story’s concepts and purpose. For example, the Listening Comprehension lesson on Day 1 (both grades) conducts a simple picture walk of a reading selection. At this point, the teacher just asks questions about the visuals, in an effort to build background and activate a student’s prior knowledge. Then the next day, the text is examined more closely, with the teacher providing scaffolded questions
that have been differentiated to accommodate each proficiency level. After this reading, students are asked to respond to the text, completing a page in their Student Book that pertains to this text selection. They are also prompted to retell the story in their own words, using a Retelling Card component. Additional language functions are addressed during the weekly ‘Expressing an Opinion’ and ‘Engaging in Dialogue’ lessons. Both are related to the weekly theme and provide real-world practice for students. Writing prompts related to the weekly theme are also supported on various days, with interactive and independent activities equally supported.
Listening Comprehension

Language Objectives
- Respond to oral prompts while listening to a text read aloud.
- Retell the main ideas of a text.

Content Objectives
- Participate in a close reading of a text.
- Learn about animal movements.

Materials
- Literature Big Book: Move!
- My Language Book, page 36

Read Literature Big Book

Print Awareness
Begin by reminding children that we read text from left to right. Then display page 3 and say: See these three dots here? These tell me that this sentence is not complete. It continues on the next page. Turn the page and point to the text on page 4. Here are the three dots again. This reminds me that this is the rest of the sentence.

Close Reading
As you read the text, stop frequently to help children access complex text as you gauge and support comprehension. Draw attention to the week’s vocabulary and to the author’s use of rich language, and encourage good reading behaviors that result in text-dependent responses to the story.

- PAGES 2–3
  I like learning the real names of the animals. Instead of calling this animal an ape of a monkey, now I know it is a gibbon. The author also gives facts about the animals at the back of the book. (Reading Closely, Understanding Text Structure)

- PAGES 4–5
  The author says the lily pads are floating. That means they are on top of the water. Why doesn’t the jacana sink into the water? (Vocabulary, Viewing Closely)

- PAGES 6–9
  Why are there bubbles in this picture? (so that we know it is underwater) You know that when I turn the page, we will learn another way the armadillo moves. What other way do you think it moves? Why? (Viewing Closely)

- PAGES 10–11
  The word startled means “surprised of frightened.” Make a startled face. I think the author chose this word because it sounds good with “straight up.” Startled and straight start with the same sounds. (Vocabulary, Analyze Language Choices)

- PAGES 12–13
  The movement called slithering includes twisting your body. How can you tell from the pictures that the crocodile and the snake are slithering? (Vocabulary, Close Viewing)

- PAGES 14–15
  These animals climb to get around. When do you climb? (Reading/Viewing Closely)

  Have children talk to a partner about reasons for times for climbing.
DAY 2

PAGES 16-19
The roadrunner and the hare both run quickly. How do they move their bodies when they run?

BEGINNING I see that the roadrunner runs on ___ legs. The hare runs on ___ legs.

INTERMEDIATE I see that the roadrunner uses ___ to run. The hare uses ___ to run.

ADVANCED I see that the roadrunner runs ___, but the hare runs ___. (Reading/Viewing Closely)

PAGES 20-21
When you dance, you can move your body in many different ways. Look at how the rabbits even turn upside down! (Vocabulary)

PAGES 22-23
The polar bear looks happy. Would you be happy floating in dark, icy water? Why not? (Reading/Viewing Closely)

PAGES 24-25
The author uses the word splash! to describe the sound the penguin makes. What does the author want you to understand about the penguin? (that it is going very fast!) (Reading/Viewing Closely, Evaluating Language Choices)

PAGES 26-27
The word colony names the group the penguin lives in, like the word class names our group. (Vocabulary)

PAGES 28-29
Look at those feet. How is the person moving? How do you know? (Viewing Closely)

BEGINNING The person is ___. I see that the feet are ___.

INTERMEDIATE I see that the feet are ___, so I think the person is ___.

ADVANCED I think the person is ___ because ___.

For additional support for exchanging ideas and opinions, see Oral Language Sentence Frames.

Retell the Story

BEGINNING Help children participate in a retelling of the text by modeling a retelling of the first few pages. Remind children that they should use their own words to retell the part of the text that corresponds to each animal. Encourage them to recall the two different ways that each animal moves.

BEGINNING Guide children to use key words in their retelling, such as slither, run, and dive.

INTERMEDIATE Guide children to use key words and simple, complete sentences in their retelling of the text.

ADVANCED Guide children to use key words and more detailed sentences in their retelling of the text.

Respond to the Text

My Language Book
Have children turn to page 36. Guide them through the activity using the suggestions at the bottom of the page. Differentiate the instruction as needed.

BEGINNING Point to each picture and ask: How is the jacana moving? (The jacana is ___.) Tell children to select another animal from Move! and draw it moving in one of the two ways from the book. Have them tell you about the ___. Explain that they will write the animal’s name in the first blank and its movement in the second blank.

INTERMEDIATE Point to the jacana and say: The jacana dives. Have children tell about the arctic hare’s movement. (The arctic hare ___.)

ADVANCED Point to the jacana and say: The jacana dives in the water. Have children tell about the arctic hare’s movement. (The arctic hare ___ across the ___.)

For the Collaborative activity, have pairs of children perform their animals’ movements for another pair to guess. (You are ___ like a ___.) Then, have the pairs trade roles.
A Talk about the pictures. Draw an animal from the book.

B Write a sentence. Tell how the animal moves.

The _______________________________
Expressing an Opinion
Display and read the words related to this week’s theme.

<table>
<thead>
<tr>
<th>Ways of Moving</th>
<th>down</th>
<th>fast</th>
<th>exercise</th>
<th>into</th>
<th>slow</th>
<th>up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Part to Use</td>
<td>arms</td>
<td>feet</td>
<td>hands</td>
<td>legs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive Words</td>
<td>alike</td>
<td>different</td>
<td>difficult</td>
<td>fun</td>
<td>physical</td>
<td></td>
</tr>
</tbody>
</table>

Explain that children will use these words to have a conversation with a partner. Model a conversation by asking the questions below and having volunteers respond.

- I like to run fast. So, my favorite activity is tag. How do you like to move?
- I think it is difficult to kick a ball. Do you agree?
- My arms get tired when I climb a tree. Do your arms get tired?

Then have children ask you some questions. Ask children to partners and provide them with the appropriate sentence strips, to be used as prompts for their conversations.

BEGINNING I like to ____. How do you like to move?
I like to ____. But I think ____ is difficult. Do you agree?

INTERMEDIATE I can move really fast when I _____. When are you fast?
I am fast when I _____. But I am slow when I _____. It is difficult for me. How about you?

ADVANCED I use my ____ and my ____ when I _____. What physical activity do you do?
I like to ____. It is fun because ____. I use my ____ and my _____.

One activity that is difficult for me is ____. It is hard because ____. What is difficult for you?

Engaging in Dialogue
Create sentence strips to match the levels of your children, as suggested below.

Display the oral vocabulary that children have been focusing on this week. Read the list for children.
Language Support

Interactive Writing

Plan

**Introduce the Prompt** Display or write the Reading/Writing Workshop prompt: *Use the words first, next, then, and last to describe the steps needed to make Fran’s motion. Use text evidence to support your answer.* Have children look at pages 98-99 of “Move and Grind” to recall Fran’s motion (swimming).

Say: I know that to respond to this prompt I need to use the words first, next, then, and last. Using these words helps readers understand the time order in which something is done. Use pantomime to do a motion yourself (refer to the picture on page 103 of “Move and Grind”). Say: First, I look up. Next, I lift my arm. Then, I raise my foot. Last, I grab with my hand. Guide children to use the pictures to support the use of the words they need to write. Invite children to pantomime the movement on their own.

**My Language Book**

**Writing** Have children turn to page 39. Work with children to complete the planning and writing activities on the page. Suggest that children make a swimming motion themselves and think about how to divide it into four parts: first, next, then, and last. Advise them to look at the picture of Fran swimming and think about how she might move her arms and legs when she will breathe. As the children make swimming motions, provide them with descriptions as needed, such as *pulling arms back, bringing arms forward, kicking legs, swimming up to get air.* Then guide children to decide upon the first two movements in the swimming motion and draw and write about them on the page.

**BEGINNING** Add some words to the frames on the page so that children must only come up with two words for each patterned sentence: First, Fran uses her ___ to ___. Next, she uses her ___ to ___. Have them label the body parts they are talking about in each picture they draw.

**INTERMEDIATE** Suggest that children structure their first sentence in a way that introduces what they are writing about: First, Fran moves in the water by ___.

**ADVANCED** Suggest that children structure their two sentences in the same way so that they are also explaining why Fran moves the way she does while swimming. First, Fran moves her ___ to ___. Next, she moves her ___ to ___.

**Share Writing** Have partners compare and contrast the movements they chose to write and draw about. After they share them by showing the pictures and reading aloud the sentences, have them discuss whether their first two steps are the same or different.
Language Support

Language Objectives
- Write and identify complete sentences.
- Participate in a peer review of writing.

Content Objectives
- Describe a four-part movement using time order words to give the sentences cohesion.

Materials
- Go Digital
- My Language Book, page 40
- Language Development Cards: 22A, 23A, 25A

Independent Writing

Revise
Review Writing  Review the writing prompt from Days 2 and 3. Explain that children have now written four sentences to describe Fran’s swimming motion. As they put the four sentences together, this is their opportunity to make them better.

Have children share their pictures and sentences with a partner. They might also demonstrate each swimming movement to partners.

I understand the ___ movement Fran makes.
If you added a detail about ___ to the ___ movement, I would understand it better.

How Language Works
Understand Cohesion  Remind children that a very important part of describing Fran’s swimming motion is presenting the steps in order. The clue words first, next, then, and last will help readers follow the order of the steps.

Present
Share Writing  Provide time for children to share.
BEGINNING  Have children read about each movement and then demonstrate it. Then, at the end, have them show the entire motion as a smooth movement.
INTERMEDIATE  Have children read their four steps aloud. Then, to check listeners’ understanding, have them ask the listeners to demonstrate the motion. They should offer corrective feedback so that the movements match their descriptions.

ADVANCED  Have children share their four steps and then ask listeners if they understood each step. If need be, provide more clarification. Have them respond to questions.

Grammar

My Language Book
Have children turn to page 40 and follow along as you read the poem. Guide them to identify the two lines in the poem that are sentences and share how they know this (last line in each stanza). The first word is capitalized and the line ends with a period. It tells a complete idea. Point out that in many poems, every line begins with a capital letter. However, that does not mean the line is a sentence.

Guide children to complete the sentence on the page.
BEGINNING  Explain that children should think of another animal that they might see moving in a certain way. I watched a ___ (animal) way of moving.
INTERMEDIATE  Have children tell you about a way a different animal moves. Help them to see the pattern in the last sentence of the poem so that they can use the same pattern for the animal they identify.

ADVANCED  Point out that children might name an animal with a descriptive word in front of the name, such as ___ (animal). Or they might name an animal and then its movement, as in a ___ (animal) glide by.

For additional work with Sentences, see Language Development Card 22A and Practice pages 85–86.