



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

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

Primary Audience

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

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

as they pertain to products.

Overview of the PRIME Process

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

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

PRIME at a Glance

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

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Flying Start to Literacy

Publisher: Okapi

Materials/Program to be Reviewed: Guided Reading Program in *English*; sampling of materials to represent 244 titles. There are seven reading levels in the program--Early Emergent, Emergent, Early, Transitional, Early Fluent, Fluent, Fluent Plus. Each set contains a set of paired texts, lesson plan cards and take-home books.

Tools of Instruction included in this review: 7 sets of paired texts, lesson plan cards and take-home books of each of the seven levels

Intended Teacher Audiences: literacy teachers working with students in small group work, guided reading settings, intervention programs, including Reading Recovery, and language learners.

Intended Student Audiences: students receiving comprehensive literacy instruction through group work, guided reading, intervention, including Reading Recovery, and language learners

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

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Language of Language Arts

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

Most Recently Published Edition or Website:

<https://myokapi.com/flying-start-to-literacy.html>

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

Flying Start to Literacy is an award-winning early literacy program that reflects best practices in literacy instruction. Flying Start to Literacy's paired fiction and informational texts, which are connected by a big idea, build the kinds of foundations necessary to launch students successfully

on their path to college and career readiness.

<http://flyingstarttoliteracy.com/wp-content/uploads/2013/01/FS-overview.pdf>

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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

- | | | |
|--|------------|----|
| 1) Are the student assets and contributions considered in the materials? | Yes | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | Yes | No |

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

1. Students assets and contributions are considered in the materials so that students connect to the texts in each set. Each lesson contains these sections to structure the learning: Before Reading, During Reading and After Reading activities, as well as Returning to the Book. These sections provide opportunities for activating to prior knowledge, sharing student experiences and connecting those assets to literacy instruction. For example, in the Lesson Plans at the Transition Reading Stage Level G(12), students read the book, *Insect Hunt*. The Before Reading section states the following:

Before reading

Getting ready to read

Encourage the students to activate their prior knowledge. Ask: What insects live in trees? What would you do if you wanted to find out? How could you safely catch these insects? Have students suggest the steps they would take. List these on the board, using numbered steps.

Vocabulary building

*As needed, introduce the vocabulary from the book. Focus on the active verbs that start each direction (*put, shake, take, tip, look, let, drag*). Look at other words and terms that may be unfamiliar to students, such as *insect, plastic bag, sheet of paper, bucket, and butterfly net*. Write these on the board and read them aloud. Have students say what they would do with each thing.*

Following this is the During Reading section where teachers are encouraged to ask students to monitor students’ independent reading and remind them to use the reading strategies when necessary. A formative assessment strategy is also recommended so that teachers can help

students self-correct. Then, in the After Reading section, students are asked comprehension questions at the literacy, inferential, synthesizing, and critical levels. The synthesizing question asks students to connect to their thinking, as follows:

Why do people hunt for insects?

This section also reviews reading strategies with students.

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you were checking the numbers on the steps as you read. This is what good readers do.*

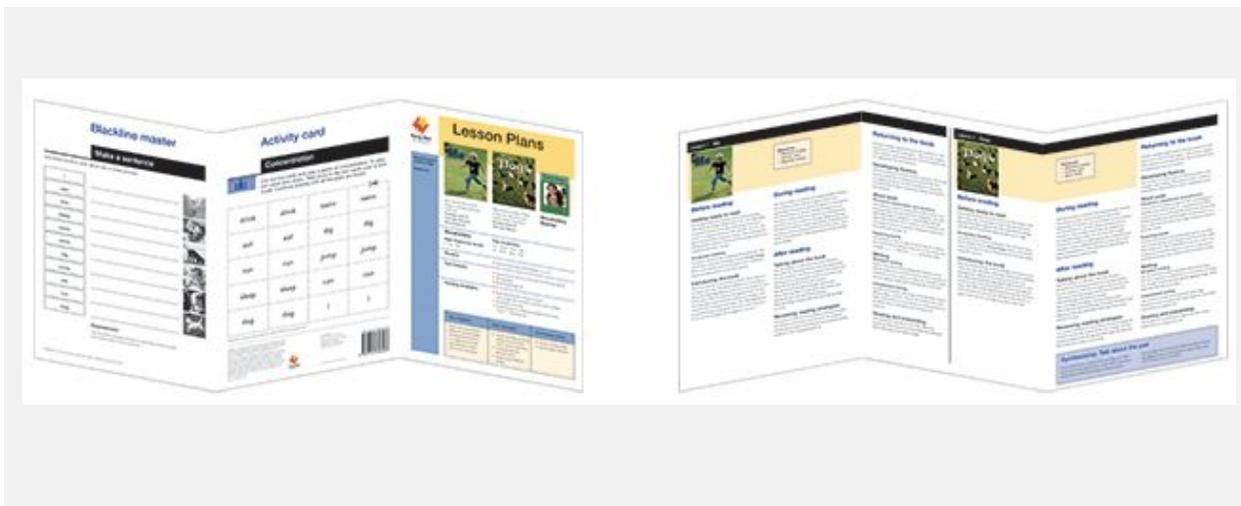
Following, ELL support is stated as follows.

- Clearly stated purpose for each set of directions.
- Numbered steps make the order clear
- Photographs show what each direction entail.

The Returning to the Book section provides additional opportunities for students' assets and contributions be integrated. In this sample, the Writing and Sharing and Presenting sections ask students to have students write directions about something that they know how to do. Then share their writing with a partner as the partner mimes the actions. There is a graphic organizer to support students work.

2. Students assets and contributions are considered systematically throughout the program. The structure is consistent across reading levels within the entire program. Each set of readers contain a structured Lesson Plan with the following sections that contain recommended activities for teachers to help connect the text to students' experiences, as described in question 1 above:

- Before reading
 - Getting ready to read
 - Vocabulary building
 - Introducing the book
- During reading
- After reading
 - Talking about the book
 - Reviewing reading strategies
 - ELL support
- Returning to the book
 - Developing fluency
 - Word work
 - Writing
 - Sharing and presenting



2. Academic Language

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

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

- | | | |
|---|------------|-----------|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | Yes | No |

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

1. The materials address language function features at the discourse dimension in a consistent manner. The discourse dimension is considered in the 244 titles and across lesson plans for each leveled reader. There are seven reading levels in the program--Early Emergent, Emergent, Early, Transitional, Early Fluent, Fluent, Fluent Plus. Each set contains a set of paired texts, lesson plan cards and take-home books so that there is a quantity and a variety of reading, writing, listening, and speaking opportunities throughout the series. For example, in the Lesson Plans and texts at the Fluent Reading Stage Levels K(20), the text itself reflects a discourse level that fits the readers needs at this reading level. There is a non-fiction text that is paired with a fiction text that are similar in that the topic is around basketball. Within the lesson plan, opportunities for the discourse dimension exist in the following sections:

After Reading

Talking about the book

Asking about the book in the synthesizing question. *Would you like to play basketball? Explain your reasons.*

There are additional opportunities in this sample for students to use the discourse dimension in the writing, and sharing and presenting section of the lesson plan.

Writing

Have students create a “Basketball Tips” booklet. Have them write five statements explaining how to play basketball, which they can then use to create their booklet. Have them add a picture and/or diagram for each tip.

Sharing and Presenting

Have students sit in small groups and take turns to share their “Basketball Tips” booklets. Encourage students to provide positive feedback to each other.

2. Within the 268 titles and 134 lesson plans the language features at the discourse dimension are addressed systematically throughout the materials. There are varying levels of linguistic complexity appropriate for different levels across all 244 texts. Within the lesson plans there are systematic opportunities for students to use discourse. For example, in the Lesson Plans and texts at the Transitional Reading Stage Level H(14), the text itself reflects a discourse level that fits the readers needs at this level. There is a non-fiction text that is paired with a fiction text that are similar in that the topic is around basketball. Within the lesson plan opportunities for the discourse dimension exist in the following:

After Reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *DO plants need water to grow? Do plants need sunlight to grow? Explain. (Inferential) What other experiments could you do about plants? (Synthesizing) Would experiments work for all types of plants? (Critical)*

There are additional opportunities in this sample for students to use the discourse dimension in the writing, and sharing and presenting section of the lesson plan.

Writing

Ask students to write one simple sentence and one compound sentence about plants.

Sharing and Presenting

Read aloud sentences to the group. Ask students to decide whether each sentence is simple or compound.

Throughout all lesson plans there are opportunities similar to this example for discourse in the similar lesson plan sections.

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

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

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

1. The materials address the language features at the sentence dimension. The sentence dimension is considered in the 244 titles and across lesson plans for each set of leveled readers. There are seven reading levels in the program--Early Emergent, Emergent, Early, Transitional, Early Fluent, Fluent, Fluent Plus. Each set contains a set of paired texts, lesson plan cards and take-home books so that there is a quantity and a variety of reading, writing, listening, and speaking opportunities throughout the series. For example, in the Lesson Plans and texts at the Emergent Reading Stage Levels C(4), the fiction text itself reflects a sentence level that fits the readers needs at this reading level. Examples include types and a variety of grammatical constructions, fluency of expression, mechanics of sentence types, matching language forms to purposes and perspectives. The other fiction texts at other levels do the same. Within the lesson plan opportunities for the sentence dimension exist in the following:

Before Reading

Introducing the book

Give each student a copy of the book *Lost in the Fog* Say: *This book is a story called Lost in the Fog. It is about a boy who goes to the beach with his dad and his dog. It is very foggy and gets lost. I wonder what will happen.* Talk the students through the book. Ask: *What is*

happening here? What might the boy be saying? How would he be feeling? What will he ask the boy to do? Reply using the structure of the sentences of the text. For example say: That's right the boy says "Go and Get Dad" to his dog.

After Reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book. *Why did the boys get lost? How did he find his dad? (Literal) What did you learn about fog by reading the book? (synthesizing)*

Blackline Master-Fog Writing

Directions: Write your own sentence about fog. Use some of the words to help.

Activity Card-Foggy sentences

Directions: Cut out the words below. Take turns making a sentence with the words for your partner to read.

2. Within the 268 titles and 134 lesson plans there are examples of language features at the sentence dimension that are appropriate for the different proficiency levels. There are varying levels of language forms and conventions appropriate for different levels across all 244 texts. Within the lesson plans there are systematic opportunities for students to use different language forms and conventions. For example, in the Lesson Plans and texts at the Early Reading Stage Level E(8), the texts reflect a sentence level dimension in that it fits the readers needs at this reading level by having a variety of types and a varieties of grammatical constructions, fluency of expressions, mechanics of sentence types, matching language forms to purposes and perspectives. There is a non-fiction text that is paired with a fiction text that are similar in that the topic is around insect's homes. Within the lesson plan opportunities for the discourse dimension exist in the following:

After Reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book. *How can such a small animals build such big homes? (Synthesizing) Why does this book have diagrams as well as photographs. (Critical)*

ELL support

The introduction states the main concept of the book. Headings summarize the chapter

content. Photographs and diagrams relate to the text and help to explain concepts.

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book - with teacher support, with a partner. Choose activities that are appropriate for your students.

Writing

Independent writing

Students use the modeled writing and text as a guide to write their own explanation about an animal that builds a home.

3. Within the 268 titles and 134 lesson plans the language features at the sentence dimension are addressed systematically throughout the materials. There are varying levels of language forms and conventions appropriate for different levels across all 244 texts. Within the lesson plans there are systematic opportunities for students to use language at the sentence level. For example, in the Lesson Plans and texts at the Early Reading Stage Level F(10), the text itself reflects a sentence level that fits the readers needs at this reading level. There is a non-fiction text that is paired with a fiction text that are similar in that the topic is around animals that need mud. Within the lesson plan opportunities for the discourse dimension exist in the following:

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the students a picture of mud, or bring in some mud and show them. Ask them what they know about mud. Ask: *How do you think mud is made?*

Introducing the book

Give each student a copy of the book *Mud Mud Mud!* Say: *This is a story about what happened when it got very hot and all of the mud in the pond dried up. How do you think the animals will get more mud?* Turn the pages of the book, discussing the pictures Focus on what each animal says Ask: *What do you think Pig would say? Why would Pig need mud?* Respond using the structure of the sentence in the text. For example, say: *Yes Pig would say, "The mud is good."*

During Reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check that the students are attending to syntax as they read. For example, they might read "The mud *keep* me safe from birds" and

then correct to read “The mud keeps me safe from birds.” Encourage this behavior.

After reading

Talking about the book

Ask students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book. *Why is the elephant able to get to water?* (Inferential)
What would have happened if the elephant did not live in this pond? (Synthesizing)

Returning to the book

Writing

Independent writing

Ask each student to pretend he/she is an Elephant and to write about what he/she did to help solve the problem.

Systematically the sentence level is addressed through the texts and lesson plans.



SCOPE AND SEQUENCE

Early Emergent Reading Stage: Guided Reading Levels A (1) & B (2)

Title	Sentence stems	High-frequency words	Key vocabulary	Reading strategies These suggestions are indicative only. There are many opportunities for addressing a range of reading strategies in each book.
Early Emergent Stage: Level A (1)				
My Body Word count: 28	My ... is here.	here is my	eye face foot hand knee leg nose	Matching one printed word to each word read
Here I Am! Word count: 28	Here is my ...	here is my	eye face foot hand knee leg nose	Using the photographs to identify unknown words
What Shape Can You See? Word count: 35	I can see the ...	can I see the	circle heart oval rectangle square star triangle	Identifying parts of the book
Shapes Around Us Word count: 35	Can you see the ...?	can see the you	circle heart oval rectangle square star triangle	Identifying where to begin and stop reading
I Look at the Fruit Word count: 35	I look at the ...	at I look the	apple banana lemon orange pineapple strawberry watermelon	Recognizing the pattern of the book
Eating Fruit Word count: 28	Look at the ...	at look the	apple banana lemon orange pineapple strawberry watermelon	Using initial letters to confirm words
Me Word count: 21		can I	dig drink eat jump run sleep swim	Understanding the concepts of print (Reading for meaning)
Dogs Word Count: 28	This dog can ...	can this	dig dog drink eat jump run sleep swim	Using simple grammatical structures: <i>I can ... This dog can ...</i>
In the Garden Word count: 28	Look at the ...	at look the	ant bee butterfly caterpillar ladybug spider worm	Understanding the concept about the first/last word on the page
Wow! Look at That Word count: 35	I look at the ...	at I look the	ant bee butterfly caterpillar ladybug spider worm	Linking prior knowledge to the text
Pets at Home Word count: 35	My ... is here.	in here is my	bird cat dog fish mouse rabbit turtle	Identifying the parts of a book – cover, title page
My Pet Word count: 28	Here is my ...	here is my	bird cat dog fish mouse rabbit turtle	Turning pages from left to right Finding text on a page

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

- | | | |
|--|-----|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and technical ² language systematically presented throughout the materials? | Yes | No |

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

1. The materials address language features at the word/phrase level dimension in a consistent manner throughout the program. Each lesson plan contains an introductory section with keywords for the lesson. For the levels Early Emergent, Emergent, and Early Stage, ‘high frequency words’ are referred to in the introduction to the lesson. The Transitional Stage contains both ‘high frequency words’ and ‘content vocabulary’. From the Early Fluent Stage to the Fluent and the Fluent Plus Stage, the list in each lesson is referred to as ‘content vocabulary’.

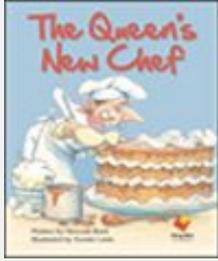
2. Words, expressions, and phrases are represented in context. In each lesson, the Before Reading section contains ‘Vocabulary building’ where students use the keywords in context. For example, in the Early Fluent Reading Stage Level J (18), students prepare to read the text *La nueva vida de Nadif*. The materials state:

¹

²General 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.



Write out some of the content vocabulary from the book onto blank cards (chef, pancakes, vegetable stew, kitchen, etc.) Hand out a word card to each student. In pairs, students could take turns to discuss the meanings of each of their words. Partners can then report back to the whole group about their words and what they mean.

3. The general, specific, and technical language is appropriate for the targeted proficiency levels, yet note that the series is geared for English language learners in general and not targeted towards specific proficiency levels. The language presented is appropriate for the reading levels identified in the program. For example, in the above example of *The Queen's new Chef*, the reading level is Level J (18) at the Early Fluent Reading Stage.

4. The general, specific, and technical language is systematically presented throughout the materials. As stated above, the introduction to each unit contains the 'high frequency words' and/or the 'content vocabulary' for the texts. Additionally, as shown by the Scope and Sequence below, the words are divided into several categories to reflect how they are taught and reinforced in the materials:

- phonically accessible vocabulary or uncommon phonics (new)
- phonically accessible vocabulary or uncommon phonics (revisited and reinforced)
- content vocabulary (new)
- content vocabulary (revisited and reinforced)

SCOPE AND SEQUENCE		Early Fluent Reading Stage: Guided Reading Levels I (16) & J (18)	
Title	Content vocabulary	Reading strategies These suggestions are indicative only. There are many opportunities for addressing a range of reading strategies in each book.	
Early Fluent Stage: Level I (16)			
Motorcycles Word count: 420	Ball of Death boots farmers gloves helmet hill climb jacket jump/s motoball motorcycle/s police race ramp roads sports stunts track trapeze turn/s work	Asking questions	
A New Job For Stan Word count: 522	Big top circus flips handstands job jump motorcycle raced ramp ringmaster stunts trapeze	Making inferences about characters	
When Lions Hunt Word count: 402	attack catch claws cubs eyesight grasslands hungry hunt/ing lion/s pride stalking teeth water hole zebra/s	Self-correcting when an error is made	
Rory's Dance Word count: 565	creep cubs dance different grasslands growl/ed hungry hunt/ing/er lion/s pride sing zebra/s	Using chapter headings to predict	
Ouch! That Hurts Word count: 388	allergic reaction bandage bleeding blister blood bone broken burn clotting cut doctor germs medicine pain painful scar sting sunburn swelling X-ray	Linking fact boxes and text information	
That's Not Funny, Charlie! Word count: 531	believe bleeding broken cut doctor fool/ed hospital hurt/s ice pack lump/s ouch prank/s pretending X-ray	Making connections	
Flamingos Word count: 564	beak birds chick/s edge egg feathers flamingo/s flock fly/ing hatch/ed lake middle nest/s parents safe throats waves wings webbed feet wind	Monitoring and clarifying	
Ruby in the Middle Word count: 584	edge feathers flamingo/s flock flew head lake middle under waves wind wise	Using multiple sources of information to decode words	
Animal Smells Word count: 504	alive female goats liquid male musk polecat skunks spraying stink bug Tasmanian territory turkey foxes hunting mate smells	Using chapter headings and photographs to predict	
Angus Cleans Up Word count: 454	hunting mate musk skunks smells stink	Self-correcting errors	
Sticky and Dangerous Plants Word count: 445	cactus foxglove grasses hemlock hooks loops pitcher prickly roots sap seeds sundew trap tube leaves liquid plant sticky tree	Using a glossary to find the meaning of words	
Looking After Scotty Word count: 547	creeping grass oily plants prickles seeds sticky	Reading dialogue with phrasing and fluency	

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

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|--|-----|----|
| 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 program, as stated in the Program Overview below and on the website, provides effective support for ELL students. Yet the materials do not differentiate between language proficiency levels.

Program Overview

Flying Start to Literacy is a comprehensive early literacy program.

- The program is ideal for Small Group Work and Guided Reading.
- The program is also suitable for intervention programs, including Reading Recovery.
- The program provides effective support for ELL students.
- The program is research-based. For information about the research that underpins the program, [CLICK HERE for the Program Overview](#).



2. Because there are no identified levels of language proficiency levels in the program, the differentiation of language proficiency levels that would be developmentally and linguistically appropriate do not exist.

3. The differentiation of language is systematically addressed throughout the materials although there are no identified levels of language proficiency in the program. Through this guided reading set of instructional materials, instructions for teachers are present that give ideas to differentiate when students are reading, writing, listening and speaking. Examples of language differentiation supports found throughout lesson plans at each level are graphic organizers, partners, group work, modeled writing, repetition, visuals, and captions.



B. Representation of Language Domains

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

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

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

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

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

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

For example, in Early Reading Stage Level F (10) where students read *The Tugboat Team*, these are the some of the activities they engage in for each domain:



Listening:

- Getting Ready to Read Section: Listen to the teacher and classmates discuss how working as a team makes things easier to do.

Speaking:

- Talking about the Book Section: Support answers of literal, inferential, and critical questions with photographs and texts in the book.

Reading:

- During Reading Section: Monitor for students using reading strategies. Check and remind students to monitor their own reading.

Writing:

- Independent Writing Section: Ask each student to pretend that he/she is one of the tugboats and to write about what happened in the story from this point of view.

2. The targeted language domains are present within the stages of reading but not within targeted language proficiency levels. The program, as previously stated in the Program Overview below and on the website, provides effective support for ELL students. Yet the

materials do not differentiate between language proficiency levels.

Program Overview

Flying Start to Literacy is a comprehensive early literacy program.

- The program is ideal for Small Group Work and Guided Reading.
- The program is also suitable for intervention programs, including Reading Recovery.
- The program provides effective support for ELL students.
- The program is research-based. For information about the research that underpins the program, [CLICK HERE for the Program Overview](#).



3. Language domains are systematically integrated throughout the materials. Each lesson plan has the following sections and in each section, the domains are integrated through targeted activities as discussed above--Getting Ready to Read, Talking to Read, During Reading, Independent Writing. Many sections integrate all domains while some solely focus on one domain. For example, Getting Ready to Read consistently integrates speaking and listening, while During Reading mainly focuses on reading. Another example is the section Word Work where students may explore words by drawing a chart, working groups, to put words into the columns according to the number of syllables in each word through writing.

Before reading

- Getting ready to read
- Vocabulary building
- Introducing the book
- During reading
- After reading
 - Talking about the book
 - Reviewing reading strategies
- Returning to the book
 - Developing fluency
 - Word work
 - Writing
 - Sharing and presenting

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.

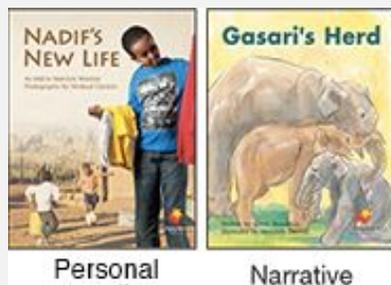
The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted 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

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

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

1. The materials connect to the language development standards to the common core state academic standards. Flying Start to Literacy provides the Common Core State Standards with each text set and lesson including for Reading, Writing, Speaking and Listening, and Language. In addition, lessons within Flying start to Literacy connect to at least one of the WIDA Language Development Standards (Language of Language Arts, Language of Social Studies, Language of Science). Many Flying Start to Literacy domains address multiple Language Development Standards. For example in the Early Fluent Reading Stage Level I(16) the non fiction and fiction texts addresses the language of social studies. In the non fiction text, a personal narrative is about a boy that is a refugee from Somalia. It explains his journey as he left his country. It discusses living in different communities, environments, cultures, and families. In the same language of social studies is used. In the fiction text *Gasari’s Herd*, the studies is used.



Within the lesson plan opportunities to use the language of social studies occur in the following parts:

Before reading

Getting ready to read

Support the students by activating their prior knowledge. Say: *In some parts of the world children live where there is a war nearby. This would make their lives difficult. Ask: Have you seen stories in the news about children who live in regions where there is a war? What would it be like living there? How would you feel? What might happen?* Discuss students response.

Vocabulary building

Say: *We are going to read a book about a boy who moves from Somalia to the USA. What feelings might he experience? What things might be new for the boy?* During the discussion, list some content words from the book (*Somalia, scared, family, refugee camp, village, city, etc.*).

After reading

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some things you did that helped you make sense of the book?* If appropriate, comment on how well students were able to compare and contrast Nadif's former and present life. For example, you could say: *I noticed how you were thinking about what is the same and different about Nadif's life now that he lives in the US.*

ELL support

- Photographs match the written text
- Content vocabulary is supported by the context.
- The title reflects the content.

Returning to the book

Exploring words

Make a list of words from the text that are challenging for your students (*e.g. refugee, village, fearless, brave, destroyed, etc.*) Discuss the meaning of each word. Ask students to reread the text to make a list of five words they found challenging. Students could then take turns

with a partner explaining the meaning of each word on their list.

Correlation to Common Core State Standards in Flying Start to Literacy:

<https://myokapi.com/media/wysiwyg/Common-Core-Standards/Okapi-Flying-Start-Common-Core-Correlation.pdf>

2. The academic content standards in Flying Start to Literacy are systematically represented throughout the materials. Within each set of lesson plans there is a correlation chart to show each lesson is in alignment to the Common Core State Standards. This is done for all 134 lessons included in the program. Different standards are displayed depending on what the

Correlations with State Standards	
Reading literature 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	Writing 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Informational texts 1.RI.5 Know and use various text features to locate key facts or information in a text.	Speaking and listening 1.SL.6 Produce complete sentences when appropriate to task and situation.
Foundational skills 1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Language 1.L.1f Use frequently occurring adjectives.

lesson cover.

3. Social language is present in Flying Start to Literacy as well as the language of language arts, science, and social studies. For example in the Fluent Plus Reading Stage Level P (38), *Old Growth Forests*, English language learners have an opportunity to communicate information, ideas and concepts necessary for academic success in the content area of Science. See the example below:

Before Reading

Getting ready to read

Support the students in activating prior background knowledge. Display an enlarged copy of the blackline master (a tree). Ask: *What is this a picture of? What do you know about trees and forests?* As students offer their ideas, add them to the picture. Ask: *What questions do you have about forests?* Have students list their questions on note paper.

Vocabulary building

Write the following words a chart: *forests, protect, endangered, old-growth, valuable wood, destruction, replaced, timber industry*. Talk about what each word means. Provide examples of each word in a sentence. Ask: *Can you use two or more of these words in a sentence on your own?* Have students say their sentences to partners.

For example in the early Fluent Reading Stage Level J (18), *My Soccer Journal* English

language learners have an opportunity to communicate information, ideas and concepts necessary for academic success in the content area of Social Studies and Language Arts. See example below:

Before Reading

Introducing the book

Give each student a copy of *My Soccer Journal* and have them read the title. Ask: *What do you expect to be reading about in a book called My Soccer Journal?* If necessary, show the students another example of a personal narrative written as a journal, such as *My Camp Journal* (Flying Start Level 5). Have the students think and talk about the book, and note the headings and photographs. Say: *What do you notice about the headings? On the top of page 2, the heading is Monday, April 5. What does this tell you?*

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

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

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

1. The materials present an opportunity for language learners to engage in various cognitive functions regardless of their language levels. In each lesson, students interact in structured activities using various cognitive functions, most clearly evident in the following structure used in the section Talking about the Book (these examples from Early Emergent Reading Stage Level B (2):



- **Literal: WHO does the girl like to ride with?**

- **Inferential:** Can you think of some words to describe the girl’s family?
- **Synthesizing:** Why does the girl do different things with different people in her family?
- **Critical:** Are all of teh families like the one in this book?

2. Opportunities for engaging in higher order thinking are addressed systematically throughout the materials. The sections of each lesson provide activities for students to read, write, listen and speak using various cognitive functions. For example in the texts used in Early Fluent Reading Stage Level I (16), students use these cognitive functions: acknowledge differences in points of view, use various text features to locate key facts, write opinion pieces, make connections to others ideas, produce, expand, and rearrange complete simple and compound sentences. Furthermore, from the Teacher Support Material, ‘Reading and Writing Across the Curriculum’ chart below, the concepts for this lesson plan are shown:

Reading and Writing Across the Curriculum		Early Fluent Stage: Levels I (16) & J (18)		
Title	Text type	Text features	Curriculum links	Key concepts
Early Fluent Reading Stage: Level I (16)				
Motorcycles	Report	Contents page, chapters, and index Labeled photograph Chapters with headings Illustrations and dialogue	Technology: Design and function Social studies: Relationships – people working together	Motorcycles can do things that cars cannot. Motorcycles are used for work, sport, and entertainment. Motorcycle riders wear certain types of clothing for safety.
A New Job for Stan	Narrative			Circus workers have specific jobs. Motorcycles are used for work, sport, and entertainment. Motorcycles can jump high in the air. Motorcycle stunts can be an exciting circus act.
When Lions Hunt	Report: descriptive	Chapter headings and contents page Photographs support the text Third-person narrative with dialogue Illustrations support the story	Science: Living things – habitats Social studies: Relationships and roles	Lions live in a group called a pride. The lions in the pride support each other. Lions work together to hunt.
Rory’s Dance	Narrative			Lions live in a group called a pride. Not all members of a group are the same. Lions work together to hunt. Different skills can be useful in a group or team.
Ouch! That Hurts	Explanation/Procedure	Contents page, headings, and sub-headings Dot points and fact boxes Illustrations support and extend the plot	Health: The body	The body heals itself after an injury. Different injuries have different symptoms. Particular injuries need to be treated in a certain way. When you are injured you need help from adults.
That’s Not Funny, Charlie!	Narrative	Third-person narrative with dialogue	Social studies: Relationships	Playing pranks can be fun. Pretending to be hurt is not a good prank. Different injuries have different symptoms. When you are injured you need help from adults.
Flamingos	Report	Contents page and index Chapters with headings and sub-headings	Science: Living things	Flamingos have body features that help them to find food. Flamingos live in groups called flocks. Being in a flock helps the flamingos find food.
Ruby in the Middle	Narrative	Contents page and chapter headings Dialogue and illustrations Author’s note	Social studies: Relationships – being part of a team	Flamingos live in groups called flocks. Being in a flock helps the flamingos find food. Being part of a group is helpful and everyone must take their turn.
Animal Smells	Explanation	Introduction, conclusion, and chapter headings Dialogue	Science: Living things – animal behavior	Animal behaviours are related to their survival. Animals use smells to mark territory, to find a mate, or to protect themselves.

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. These materials not explicitly differentiate between language proficiency levels although the program, as previously stated in the Program Overview below and on the website, provides effective support for ELL students. Yet the lesson plans provide scaffolding supports for students that may advance them within a proficiency level. Examples of language differentiation supports found throughout lesson plans at each level are graphic organizers, partners, group work, modeled writing, repetition, visuals, and captions.

Program Overview

Flying Start to Literacy is a comprehensive early literacy program.

- The program is ideal for Small Group Work and Guided Reading.
- The program is also suitable for intervention programs, including Reading Recovery.
- The program provides effective support for ELL students.
- The program is research-based. For information about the research that underpins the program, [CLICK HERE for the Program Overview](#).



2. Again, the materials do not explicitly differentiate between language proficiency levels yet the lesson plans provide scaffolding support that may progress students from one proficiency level to the next. In this lesson plan from Stage 1 Early Emergent Reading Stage Level A (1) where students read *My Body and Here I am*, the following supports are in place:

peer discussion, lists of keywords, photographs, drawings, sentence starter (*My is here.*), text with visuals and pictures, guided questions, checking for comprehension questions (i.e. *Which parts of the body did the girl tell us about?*) with support from the photographs and text in the book, rereading and repeating language in the book, act out the story with classmates, word bank, graphic organizers for sorting keywords, and modeled writing.



3. Scaffolding supports are presented systematically throughout the materials. Each stage's set of lesson plans contain the Before Reading, During Reading, After Reading, and Returning to the Book sections with differentiated support ideas for students to advance in language and literacy.

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. Flying Start to Literacy is linguistically and developmentally appropriate grade-level content for grades K-3 in reading levels A-N. There are 268 titles and 134 lesson plans included in this curriculum. Flying Start to Literacy provides designated literacy instruction and English language development to help students successfully access the core content in primary instruction. Flying Start to Literacy is centered around nonfiction and fiction paired texts with lesson plans that include before, during, and after reading lessons. Flying Start to literacy lessons focus on background knowledge, vocabulary building, discussions, reading strategies, ELL support, fluency, word work, and writing. Each lesson also includes two blackline masters which supports students learning through the use of concept mapping, games, and activities. The subject matter that is presented in Flying Start to Literacy is of

high interest for grades K-3.

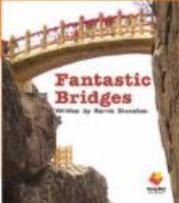




Lesson Plans

Transitional reading stage

Level H (14)




<p><i>Fantastic Bridges</i> tells about a range of different bridges throughout the world. Each bridge is fantastic in some way. Running words: 142 Text type: Report</p>	<p>In <i>Jack the Explorer and the Hidden City</i>, Jack finds an old map. It leads him to a hidden city. On his journey, he crosses many unusual bridges. Running words: 223 Text type: Narrative</p>
<p>High-frequency words New: another because down found let over people red these through walked</p>	<p>Key vocabulary boats bridges build cars cave city concrete fantastic forest high hill land map river steel trains tunnel vines water</p>
<p>Phonics</p>	<ul style="list-style-type: none"> • Isolating initial, middle, and end sounds in a word • Identifying common spellings for the long /a/ sound
<p>Text features</p> <p><i>Fantastic Bridges</i></p>	<ul style="list-style-type: none"> • Contents page • Introduction and conclusion • Headings • Photographs with captions
<p><i>Jack the Explorer and the Hidden City</i></p>	<ul style="list-style-type: none"> • Labeled map • Ellipsis
<p>Reading strategies</p>	<ul style="list-style-type: none"> • Using the photographs and captions • Using prior knowledge to make connections

Correlations with State Standards

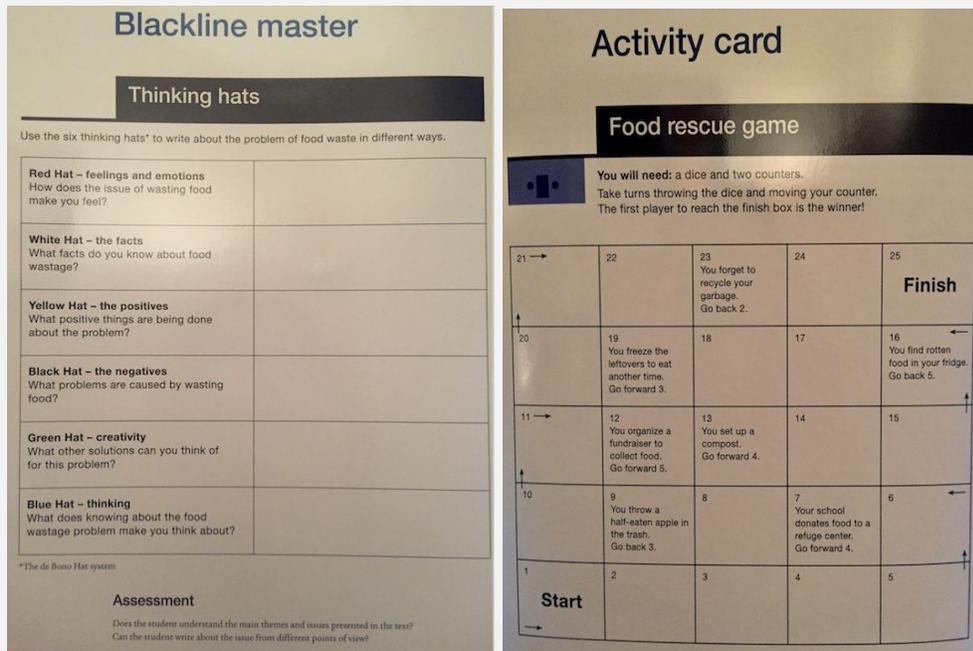
<p>Reading literature 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Informational texts 1.RI.5 Know and use various text features to locate key facts or information in a text.</p> <p>Foundational skills 1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Writing 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Speaking and listening 1.SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language 1.L.1f Use frequently occurring adjectives.</p>
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2. Flying Start to Literacy gives opportunities to ELLs to access grade-level content and also promote English proficiency development as they learn to read on grade level. A variety of supports are present in the curriculum to provide instruction to support all levels of English language proficiency. Supports allow teacher flexibility in order to address different learning needs. In addition to suggestions throughout the lesson plans in the before, during, after reading sections, each lesson plan has a designated ELL support section that gives teachers

ideas in how to best scaffold instruction for their learners. For example in Fluent Plus Reading Stage Level N (30) the ELL support listed states:

- Contents page and headings signal the focus of the content.
- Photographs support an extend written language.
- Glossary explains specialized vocabulary.

In addition to the specific ELL section, there are blackline masters that help students organize their thinking about the text. There is also opportunities for students to apply their learning using the activity card. See examples below.



3. In Flying Start to Literacy the grade level content is systematically presented throughout the materials. All 268 titles and 134 lesson plans follow the same structure. The program includes 16 reading levels. They are as follows:

- Early emergent Reading Stage A(1)
- Early emergent Reading Stage B(2)
- Emergent Reading Stage Levels C-D (3-6)
- Early Reading Stage Levels E-F (8-10)
- Transitional Reading Stage G-H (12-14)
- Early fluent Reading Stage I-J (16-18)
- Fluent Reading Stage K-M (20-18)
- Fluent plus Reading Stage N-P (30-38)

Each lesson plan includes an overview, the Common Core State Standards addressed in the lesson, Key concepts, a before reading, during reading, and after reading lesson component,

ELL support, a returning to the book section, and a blackline master.

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. Flying Start to Literacy includes a range of language functions. Within the 122 lesson plans student have an opportunity to:

- recount stories
- distinguish points of view
- use temporal words and phrases
- report on topics
- compare and contrast
- explain
- ask and answer questions
- sequence

Reading literature

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Informational texts

3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Foundational skills

3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

3.W.2d Provide a concluding statement or section.

Speaking and listening

3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

3.L.5a Distinguish the literal and non-literal meanings of words and phrases in context.

2. In Flying Start to Literacy there is an opportunity for language functions to be used in a communicative goal or activity in the writing and sharing and presenting of the lesson plan. For example in the Fluent Plus Reading Stage Level O (34), fiction lesson plan, students are expected to use temporal words and phrases to signal events in their writing. The writing task is as follows:

Writing

Ask students to write the next chapter in the book, imaging that another prince or princess is

born. Ask: *What special gifts was the child given? What special gift did Vani give this child? What happened then?*

In speaking and listening students are expected to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive, details, speaking clearly at an understandable pace. The sharing and presenting task is as follows:

Sharing and presenting

Ask the students to share their new chapters with the group. Discuss whether it is necessary to write a follow on chapter as well.

3. Language functions are presented throughout the 134 lessons. Language functions are found within common core standards and are grade level appropriate for each of the reading levels.