



PRIME V2TM

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): Flying Start to Literacy/Despegando hacia la lectura

Publisher: Okapi

Materials/Program to be Reviewed: Guided Reading Program in *Spanish*; sampling of materials to represent 268 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: 6 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: Spanish 2015
<https://myokapi.com/okapi-store/spanish-literacy-reading-program.html>

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

Despegando hacia la lectura™ is a comprehensive, Spanish-language, early literacy resource that can be fully implemented as a stand-alone early literacy program. Combine it with its

English-language counterpart—the award-winning Flying Start to Literacy—for rigorous dual-literacy instruction. To see the Program Overview, see here:
<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, *Hacer amigos*. The Before Reading section states the following:

Before reading

Getting ready to read

Support the students in activating their prior knowledge. Show the students a photograph of one of your friends. Talk about your friend, explaining how you met and how you became friends. Invite the students to share stories about a friend they have and how they met their friend. Ask: *¿Cómo se hicieron amigos? ¿Donde se conocieron por primera vez?*

Vocabulary building

Make a list of some of the words that the students used when they were talking about how they met their friends (*amigos, escuela, conocí, nuevos/nueva, juego, jugar/jugamos, se hicieron/hicimos, primero/primer*).

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 experiences making friends, as follows:

¿Hicieron algún amigo de manera similar a alguna de las personas en este libro?

This section also encourages students to identify what they did to “help themselves as reader:”

Menciona algunas de las cosas que hiciste que te ayudaron a entender este libro. ¿Puedes encontrar un lugar donde solucionaste algún problema?

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 write a personal narrative along with a picture about a good friend and taking turns to read their work to each other focusing on the keywords they learned is encouraged.

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
- **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)

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|--|-----|----|
| 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 Plus Reading Stage Level O (34), 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 water. Within the lesson plan, opportunities for the discourse dimension exist in the following sections:

After Reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the photographs and the text in the book. *¿Para qué utilizamos el agua? ¿Qué sucede con el agua que hemos utilizado?*

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: *¿Creen que el agua es importante? ¿Por que?* Discuss students' responses. Ask students to write an opinion piece explaining why they think water is important. Encourage them to use examples from the text to support their reasoning.

Sharing and Presenting

In pairs, students could take turns to read their writing about water 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 Fluent Plus Reading Stage Level O (34), 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:

Before Reading

Getting ready to read

Support the students in activating prior knowledge. Ask: *Cuando desean beber un poco de agua, ¿que hacen? ¿Creen que ocurre lo mismo en todas las partes del mundo?* Discuss students' responses.

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

Students could create a story map using writing and pictures to outline the main events from the story.

Sharing and Presenting

Students could take turns giving their opinion on the story and saying why they feel this way.

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)

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

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

1. The materials address the language features at the sentence dimension for all of the identified proficiency levels. The sentence dimension is considered in the 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 Fluent Reading Stage Levels K(20), 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 and have them read the title and the contents page.

Ask: *¿Como se organiza la información en este libro? ¿Que esperan descubrir al leer este libro?* Have students prepare for reading by thinking and talking about the book with your support.

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. *¿Le gustaría jugar al baloncesto? Expliquen su*

respuesta. (synthesizing)

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 Fluent Reading Stage Level K (20), the texts reflect a sentence level dimension in that it fits the readers needs at this level by having a variety of types and a varieties of grammatical constructions, fluency of expressions, mechanics of sentence types, matching language forms to purposes and perspectives. 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. *¿Que le dijo el Sr. López a Alicia después de las pruebas?* (Literal) *¿Hay que ser alto para ser un bueno jugador de baloncesto? Expliquen su respuesta.* (Inferential)

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

Model writing about a time (real or imagined) when you achieved something you had to work hard for (e.g. being in a musical, playing in a winning sports team, completing a craft project, giving a speech). Include how you felt beforehand, the steps you took to achieve the goal, and how you felt when you succeeded. As you write, talk about the decisions you made.

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 Fluent Reading Stage Level K (20), 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. Ask: *¿Qué es lo que hace que un jugador sea bueno jugando al baloncesto? ¿Ser alto ayuda a ser bueno para el baloncesto? ¿Solo las personas altas son buenas jugando al baloncesto?* Discuss students' responses and draw out that everyone can play basketball and being tall is only one part of being a good player.

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. For example, encourage students to think about relationships between characters. Ask: *¿Creen que el abuelo y Alicia tenían una buena relación? ¿Que tipo de relación tiene Alicia con Nina? ¿Y con Carla? ¿Por qué?*

Returning to the book

Developing Fluency

Have students read the book in small groups, with each student choosing a character (*narrador, Alicia, el abuelo, Carla, and el Sr. Lopez*). Encourage them to read with expression. Say: *Intenten hacer que su voz suene como creen que se oye el personaje.*

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



SCOPE AND SEQUENCE Fluent Reading Stage: Guided Reading Levels K (20), L (24) & M (28)

Title	Content vocabulary	Reading strategies These suggestions are indicative only. There are many opportunities for addressing a range of reading strategies in each book.
Fluent Stage: Level K (20)		
Jardines asombrosos Word count: 561	mariposa/s zanahorias maíz cultivos extraían berenjenas granja flor/es árboles frutales jardín/jardines cultivan setos hierbas hojas laberinto planta/s plantaban calabazas arbustos granja vertical tierra tallos temperatura vegetales jardín vertical agua maleza	Using multiple sources of information
El jardín del gigante Word count: 877	mariposa/s maíz cavó granja flor/es jardín/jardines cultivar cultivando laberinto plantas plantó/plantarón plantado regar regadera	Reading dialogue with fluency and expression
Osos polares Word count: 646	garras cachorros guarida/s peces helada pelaje hábitat cazar/cazan caza mamíferos almohadilla/s oso/s polar/es guardabosques presa aves marinas hielo marino focas piel tranquilizar/tranquilizan membrana salvajes	Recognizing how a book is organized (question and answer)
Un oso llamado Problemas Word count: 803	explorador aletas gruñir/gruñó Polo Norte oso polar guardabosques focas tranquilizante dardo tranquilizante salvajes	Identifying where the story takes place
Cuidar las charcas de marea Word count: 642	anémona playa cangrejos ermitaños cangrejo animales marinos biólogo marino Marine Discovery Center océano mar caracol de mar estrella de mar agua del mar algas marinas conchas costa camarón bucear en la superficie charcas de marea marea olas	Recognizing how a book is organized
El pequeño cangrejo listo Word count: 706	cangrejo pulpo plancton caracoles de mar estrella del mar mar agua de mar algas marinas orilla marea	Recognizing cause and effect in a story
Hormigas guerreras Word count: 771	África ejército señales químicas chimpancés colonia/colonias comunicarse cultivos hormiga guerrera lombrices suelo de los bosques gorilas pradera hábitat insectos selva puente viviente hormiga macho mamíferos marchan nidos plagas hormiga reina selvas tropicales reptiles olfato hormiga soldado arañas sobreviva enjambre hormiga obrera	Using known parts of words to solve new words
Hormigas asesinas Word count: 545	ejército hormigas guerreras elefantes gorilas selva marchaban/marchando monos nido río serpientes copas de los árboles	Using evidence from the text rather than the illustrations
Fluent Stage: Level L (24)		
Animales que almacenan alimentos Word count: 688	bellota/s carpinteros belloteros corteza castores abejas madriguera/s enterrar/ entierran recolectar/recolectan presa/s otoño hierba heno miel melíferas hojas hongos néctar hormiguero/s frutos secos picas plantas pudra/n podrida podrido semillas ardilla/s estómagos almacenar/almacena/almacenan/almacenaron almacenadas/almacenados verano sobrevivir invierno	Using meaning cues to decode

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

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|--|------------|-----------|
| 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 |

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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.

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 I (16), students prepare to read the text *La nueva vida de Nadif*. The materials state:



Say: Vamos a leer un libro sobre un niño que se traslada de Somalia a los E.E.U.U. ¿Qué sentimientos podría experimentar el? ¿Qué cosas podrían resultar nuevas? During the discussion, list some content words from the book (aldea, asustado, campo de refugiados, ciudad, familia, Somalia, etc.)

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 *La nueva vida de Nadif*, the reading level is Level I (16) 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 – J (15 – 18)						
Title	High-frequency words: New	Phonically accessible vocabulary: New	Phonically accessible vocabulary: Revisited and reinforced	Content vocabulary: New	Content vocabulary: Revisited and reinforced	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 (15 – 16)						
Animal Smells Word count: 504		devils enemy's frightened ground/s hard lasts mark months ozen hyenas vomits vultures washed	eaten front protection work	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		Angus notice talked wanted	frightened ground hyenas work		hunting mate musk skunks smells stink	Self-correcting errors
Sticky and Dangerous Plants Word count: 445		blisters burdock burn burr covered crawl dangerous drows farmyard fur grass oils poisonous sharp	fall	cactus foxglove grasses hemlock hooks loops pitcher prickly roasts 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		apart can't creepers Ethan ouch park quietly snarled started visit yard	burr	creeping	grass oily plants prickles seeds sticky	Reading dialogue with phrasing and fluency
Amazing Snakes Word count: 452		backwards dark ears experiments hard hear/ing jaws nearly organs point senses sharp venom	hunters poisonous worm	bodies death adder fangs hearing heat-sensing kill king cobra python rattlesnake scientist sight squeezing vibrations	catch eat food hunt/ers	Connecting information
The Snake Olympics Word count: 524		turn curled smartest sneered surroundings wanted	dark fast ground hearing hunter/s jaws nearly organs point	gaboon viper green tree snake puff adder slither/ed surroundings	catch death adder fangs heat-sensing kill king cobra rattlesnake snakes wanted	Using letter cues to decode – scanning through words from beginning to end
Living Near a Volcano Word count: 415		air alert caused confident dangerous erupt fertile information Italy large leave measure minerals mount mountain past scientist soil thousands town/s villages world	burn/s ground hard near nearby wall	active ash evacuate instruments lava molten predict smoke steam tremors volcano	burns rock	Searching for meaning cues in the photographs and text
Volcano Alert! Word count: 513		breath Demi dirt Fulton Ivan loud path push radio short started watched worried	air alert burn/ad dangerous darker erupt ground information leave mount mountain near wall	billowing gas tremble	active ash lava rock smoke volcano	Using multiple sources of information to solve words
Nadif's New Life Word count: 706		Australia bananas barn broccoli chosen corn destroyed fast-flowing favorite found heavily rivers	farm forest grass hard nearby park	Africa bombs city computer English fighting gun library life market refugee camp Somalia thatched	crocodiles family friend/s jungle killed lions school shops soccer village	Comparing and contrasting

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.

- 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

Despegando hacia la lectura™ 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.

2. 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.

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|---|------------|-----------|
| 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 E (8) where students read *Cuando sale el sol* and *Cuando se pone el sol*, 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 what they do each day when the sun comes up.

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: Attend to visual cues when reading independently and use the reading strategies focused on for the lesson.

Writing:

- **Independent Writing Section:** Choose an animal to make a *¿Que soy?* booklet with clues about an animal and what it does when the sun comes up and also draw a picture of the animal.

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

Despegando hacia la lectura™ 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.

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 with a partner by talking about, in the case of *Cuando se pone el sol*, things that animals do in the book and work with a partner to list the action verbs in the book 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

- | | | |
|---|------------|-----------|
| 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. *Despegando hacia la lectura* provides the Common Core State Standards with each text set and lesson including for Reading, Writing, Speaking and Listening, and Language. In addition, lessons within *Despegando hacia la lectura* connect to at least one of the WIDA Language Development Standards (Language of Language Arts, Language of Social Studies, Language of Science). Many *Despegando hacia la lectura* domains address multiple Language Development Standards. For example in the Early Emergent Reading Stage Level A (1)) the texts addresses the language of science. In *¿Dónde están los animales?*, students learn about the different characteristics of animals in zoos. *Animales en el zoológico* is a personal narrative about a girl who visits a zoo and what she sees there.



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

Before reading

Introducing the book

Show the students a copy of the book *¿Dónde están los animales?* Say: *Este es un libro de adivinanzas en el que se les pide que descubran que parte del animal pueden ver en cada página.*

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Animales del zoológico**. Refer to the teacher notes on the back [i.e. Introduce the word on each card. Point to the photograph and ask: *¿Cuál es el nombre de este animal?*]

Writing

Independent writing

Ask the students to make their own *¿Dónde están los animales?* books. Encourage them to draw pictures of animals and write captions that model the form of the text. For example: *¿Pueden ver este cocodrilo?*

Correlation to Common Core State Standards in Flying Start to Literacy, the English companion to Despegando hacia la lectura:

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

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 Emergent Reading Stage Level C (4):



- *Literal: ¿Por qué perdió el niño? ¿Cómo encontró a su padre?*
- *Inferential: ¿Como se siente el niño cuando se perdió? ¿Se divirtió en la playa? Expliquen.*
- *Synthesizing: ¿Que aprendiste acerca de la niebla mediante la lectura de este libro?*
- *Critical: Si el personaje principal fuera una niña, ¿cambiaría la historia? ¿Por qué?*

2. Opportunities for engaging in higher order thinking are addressed systematically throughout the materials. The sections of each lesson provide activities for students to read, write, listen and speak using various cognitive functions. For example in the texts used in this example, *Llegó la niebla* and *Perdidos en la niebla*, students use these cognitive functions: identify, cross-checking, tell, react, recognize, imagine, and support answers with evidence from the text. Furthermore, from the Teacher Support Material, 'Reading and Writing Across the Curriculum' chart below, the concepts for this lesson plan are shown:

Llegó la niebla	Explanation	Clear photographs support and extend the text	Science: Weather	Fog is a thick layer of moist air. Fog can cover objects and make them difficult to see.
Perdidos en la niebla	Narrative: problem/solution	Dialogue; illustrations support the text	Science: Weather Social studies: Living in a natural environment	The weather can have an impact on human activity.

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

Despegando hacia la lectura™ 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.

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 *Mi mascota*, the following supports are used:

peer discussion, lists of keywords, photographs, drawings, sentence starter (*Mascotas... Aquí*

esta mi...), text with visuals and pictures, guided questions, checking for comprehension questions (i.e. ¿En qué se parecen las mascotas de este libro?) 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.

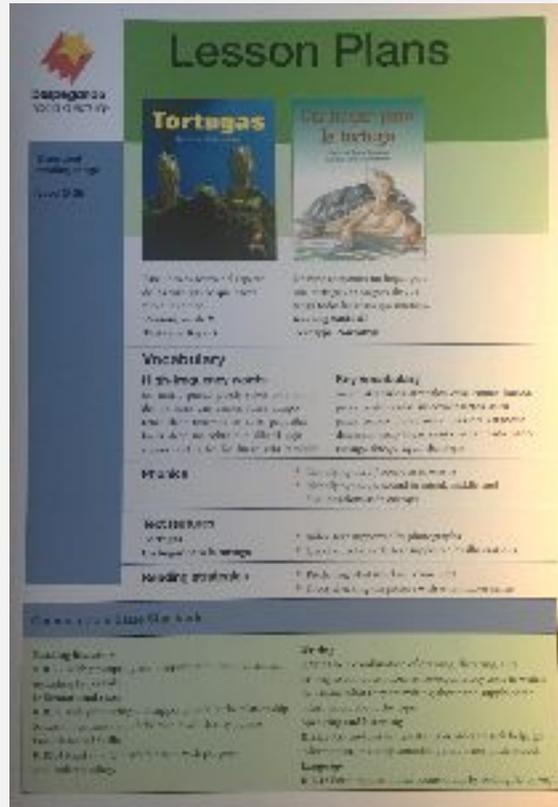
D. Accessibility to Grade Level Content

- | | | |
|---|------------|----|
| 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. Despegando hacia la lectura 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. Despegando hacia la lectura provides designated literacy instruction and language development to help students successfully access the core content in primary instruction. Despegando hacia la lectura is centered around nonfiction and fiction paired texts with lesson plans that include before, during, and after reading lessons. Despegando hacia la lectura lessons focus on background knowledge, vocabulary building, discussions, reading strategies, 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 Despegando hacia la lectura is of high interest for grades

K-3.



2. Despegando hacia la lectura gives opportunities for students to access grade-level content and also promote Spanish proficiency development as students learn to read on grade level. A variety of supports are present in the curriculum to provide instruction to support all levels of language proficiency. Supports allow teacher flexibility in order to address different learning needs. There are blackline masters that help students organize their thinking about the text. There are also opportunities for students to apply their learning using the activity card. See

Hojas para fotocopiar

¿Qué hizo la tortuga?

Use letras o fichas de letras magnéticas para completar estas oraciones.

	Dejó que _____ tortuga _____.
	La tortuga saltó _____ estanque.
	Luego, la tortuga se sentó _____ un tronco _____ sol.
	La tortuga atrapó _____ insecto _____ comer.

Evaluación

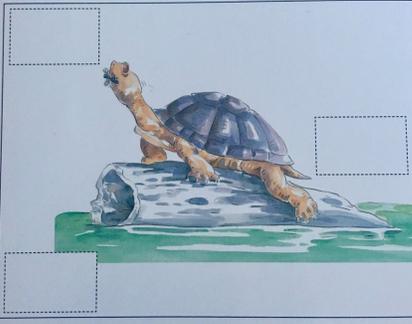
¿Puede el estudiante completar cada oración con palabras que tengan sentido y sean gramaticalmente correctas?
¿Puede el estudiante leer cada oración completa con fluidez?

Tarjeta de actividades

Un buen hogar

Necesitas: papel, lápices, pegamento

Mira la imagen. Haz etiquetas para las cosas en la imagen que serían un buen hogar para una tortuga. Recorta las etiquetas y pégalas en la imagen.



Despegando hacia la lectura Lesson Plans: Tortuga / Un hogar para la tortuga © 2015 EC Learning Pty Ltd.

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examples below.

3. In *Despegando hacia la lectura* 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, 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. Despegando hacia la lectura includes a range of language functions. Within the 134 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

Common Core State Standards

Reading literature

2.RL.3 Describe how characters in a story respond to major events and challenges.

Informational text

2.RI.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Foundational skills

2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

Writing

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Speaking and listening

2.SL.1a Follow agreed-upon rules for discussions.

Language

2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.

2. In Despegando hacia la lectura there is an opportunity for language functions to be used in a communicative goal or activity in the writing and sharing and presenting of the lesson plan. For example in the Early Fluent Reading Stage Level I (316), fiction lesson plan, students are expected to introduce a topic, use facts and definitions to develop points and provide a concluding statement or section in their writing. The writing task is as follows:

Writing

Model writing a simple report about lions using the information from the books. Begin with an opening statement (e.g. Los leones son animales que viven en manadas en las praderas.). Then write information under various headings (e.g. Qué aspecto tienen, Dónde viven, Lo que comen, Como viven en manada). Have students write an opinion piece about whether or not Rory is a good member of the pride. Have students state their opinion and then support this by writing their reasons.

In speaking and listening students are expected to follow agreed-upon rules for discussions and read opinions they wrote. The sharing and presenting task is as follows:

Sharing and presenting

Ask students to take turns to read their opinion piece to the class.

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.