



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

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

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): **Florida Wonders, Grades K-5**

Publisher: **McGraw Hill Education**

Materials/Program to be Reviewed: **Florida Wonders**

Tools of Instruction included in this review: **Teacher's Edition, ELL Small Group Guide, Reading/Writing Companion** (Note: Examples taken from Grades K, 2, & 4)

Intended Teacher Audiences: **ELA and ELL Teachers**

Intended Student Audiences: **Grades K-5 Students**

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

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). **The program does not address the WIDA Language Development Standards. The program addresses the Florida ELD Standards.**

WIDA Language Proficiency Levels included: **WIDA Language Proficiency Levels are not included in the materials. Instead, the program utilizes the following levels: Newcomers, Beginning, Intermediate, Advanced, and Advanced High**

Most Recently Published Edition or Website: **Florida Wonders, 2022**

In the space below explain the focus or intended use of the materials: **Florida Wonders, K-5, is a comprehensive English Language Arts program that provides access to complex, grade-level content and skills through explicit instruction that is supported by the science of reading. Wonders provides all students with opportunities to access and fully engage with the rigorous grade-level standards with focused instructional support for English Language Learners both in the core ELA Teacher's Edition as well as in a dedicated ELL Small Group Guide.**

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

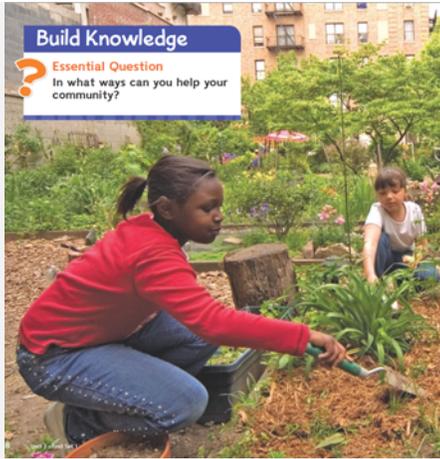
A. Representation of Student Assets and Contributions

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) Student assets and contributions are considered in the Florida Wonders program materials. The program has the student at its center, as evidenced by the first topic of the Teacher's Guides, "Developing Student Ownership of Learning." The program also outlines its Culturally Responsive Teaching philosophy, by including, on page xii of the Teacher's Editions, a description of the factors that support classroom equity and culturally responsive teaching. In part, the description identifies "inclusive, relevant, and meaningful content; open and accepting communication; drawing from students' strengths, knowledge, culture, and competence." The Reading/Writing Companions contain groups of texts that students will read about the same topic called text sets. These texts explore a variety of different topics, and they will begin these units by reflecting on the essential question and thinking about what they already know. See an example from Grade 2, Units 3-4, pages 8 and 10:



Build Knowledge
Essential Question
 In what ways can you help your community?

MY GOALS
 Think about what you already know. Fill in the bars. This will be a good start.

What I Know Now

I can read and understand realistic fiction. 1 2 3 4

I can use text evidence to respond to realistic fiction. 1 2 3 4

I know ways I can help my community. 1 2 3 4

Key

1 = I do not understand.
 2 = I understand but need more practice.
 3 = I understand.
 4 = I understand and can teach someone.

STOP You will come back to the next page later.

- 2) Student assets and contributions are systematically considered throughout the Florida Wonders materials. The program emphasizes, in the Teacher’s Editions, the importance of home/school connections, by providing weekly letters in multiple languages to be sent home, and also presenting content that is relevant and equitable to all students. See below an excerpt from pages xiii and xvii, which illustrates these ideas:

Relevant, Respectful, and Meaningful Content:

providing content that represents the lives and experiences of a range of individuals who belong to different racial, ethnic, religious, age, gender, linguistic, socio-economic, and ability groups in equitable, positive, and non-stereotypical ways. This allows all learners to see themselves reflected in the content they are learning.

Weekly School-to-Home Communication
 Weekly school-to-home family communication letters, ready to send in multiple languages, encourage parents to log on and share resources with their children, including listening to audio summaries of all main selections so they can ask questions. This deepens the connection between community and classroom, supporting social emotional development. This helps ensure that each and every child comes to school engaged, motivated, and eager to learn!

- English
- Spanish
- Chinese
- French
- Portuguese
- Tagalog
- Vietnamese
- Urdu
- Arabic
- Haitian-Creole
- Russian

E-books include audio summaries in the same languages.

2. Academic Language

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

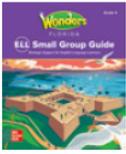
A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

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

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

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

- 1)** The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. The program is built around reading a variety of high-quality texts about a specific topic (called text sets). Students will then dive into various activities to support the stated Learning Goals for the lesson. The ELL Small Group Guide provides the discourse level texts for students as well as other support components based on a student’s proficiency level. See below an example of the chart of components, and the level of ELL student it is intended for, from page vi of the ELL Small Group Guide:

Component	Differentiate: N = Newcomer B = Beginning I = Intermediate A = Advanced/Advanced-High AL = All Levels	Integrated Domains  Reading  Writing  Listening  Speaking	Available Digitally 
ELL Small Group Guide <ul style="list-style-type: none"> • Shared Read, • Anchor Text, • Differentiated • Genre Passage, • Leveled Reader, • Writing Workshop 	B, I, A	   	●
Scaffolded Shared Read 	B, I (Early-Intermediate)	   	●
Shared Read Writing Frames 	B, I, A	   	●
ELL Anchor Text Support BLMs 	AL	   	●
Differentiated Genre Passages 	AL	   	●
Leveled Readers 	AL	   	●
ELL Differentiated Texts 	B, I, A	   	●

An example of a text (historical fiction) at the discourse level can be seen below, from the Reading/Writing Companion, Grade 4, Units 5-6, page 145:

Chief Cameahwait looked with **intensity** across the Shoshone camp. The tribe prepared for the Rabbit Dance as warriors put on their ceremonial clothes. The dance was done to **honor** the rabbit as a source of food and warm clothing. The Shoshone had used traditions such as this dance since the beginning of time to mark special occasions and remember their **ancestors**.

In the distance, laughing children were playing with a ball made from rawhide. They rolled the ball into a circle drawn in the dust. If the ball rolled outside the circle, the child must **forfeit** his or her turn. Cameahwait smiled as he remembered the games he had played as a child.

But Cameahwait grimaced beneath his smile. He felt a dull pain in his stomach for his little sister. She had been snatched from the camp during a raid long ago. He **despised** those who had taken her. He closed his eyes and pictured the games they had played together. She had been scrawny, sure-footed, and had an **irritating** habit of following him everywhere, he remembered. He missed her humorous insights and her constant questions. What had become of her?

2) Language features at the discourse dimension are addressed systematically throughout the materials. The Florida Wonders program’s systematic design allows for a predictable routine where students will consistently engage with multiple texts in each unit. See below, an example of the text sets and activities at the discourse dimension that students will engage with:

Text Set 1	Text Set 2	Text Set 3
<p>Essential Question: What helps an animal survive?</p> <p>Social Emotional Focus: Flexible Thinking</p>  <p>Roundtable Discussion Summarize the flexible ways spiders use their silk to ensure their survival on page 102 of <i>Spiders</i>. Are any of these ways similar to the events in "Anansi and the Birds" on page 109?</p>	<p>Essential Question: How do animal characters change familiar stories?</p> <p>Social Emotional Focus: Task Persistence</p>  <p>Roundtable Discussion List and describe specific ways both the Viceroy and Pecos Bill exhibit task persistence. Ask: <i>How do these actions set the scene for familiar stories?</i></p>	<p>Essential Question: How are writers inspired by animals?</p> <p>Social Emotional Focus: Creativity</p>  <p>Roundtable Discussion Describe and discuss one common element of the authors' craft and creativity across all of these poems: "The Sandpiper," "Bat," "The Grasshopper Springs," and "Fireflies at Dusk."</p>

Additionally, the Scope and Sequence for each unit in the Teacher’s Editions, outline the text set focus, as well as the different readings (read aloud, shared reading, leveled readers, etc.) for the weeks throughout the unit. See an example from Grade 4, Unit 5:

Scope and Sequence				
Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can you discover when you look closely at something?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Slick Like a Gecko"</p>	<p>"Your World Up Close" Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Drop of Water</i> Genre: Expository Text Lexile: 870L</p> <p>SC.4.P.8.2</p> <p>Paired Selection "The Incredible Shrinking Potion" Genre: Fantasy Lexile: 980L</p>	<p>Main Selections Genre: Expository Text</p> <ul style="list-style-type: none"> ● <i>Secrets of the Ice</i> Lexile: 650L ● <i>Secrets of the Ice</i> Lexile: 850L ● <i>Secrets of the Ice</i> Lexile: 780L ● <i>Secrets of the Ice</i> Lexile: 900L <p>Paired Selections Genre: Fantasy</p> <ul style="list-style-type: none"> ● "Super-vision" ● "Super-vision" ● "Super-vision" ● "Super-vision"
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: In what ways do people show they care about each other?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "A Special Birthday Hug"</p>	<p>"Sadie's Game" Genre: Realistic Fiction Lexile: 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Mama, I'll Give You the World</i> Genre: Realistic Fiction Lexile: 970L</p> <p>Paired Selection "Miami by Way of Fujian" Genre: Realistic Fiction Lexile: 770L</p>	<p>Main Selections Genre: Realistic Fiction</p> <ul style="list-style-type: none"> ● <i>Saving Stolen Treasure</i> Lexile: 560L ● <i>The Perfect Present</i> Lexile: 690L ● <i>The Perfect Present</i> Lexile: 560L ● <i>First Edition</i> Lexile: 750L <p>Paired Selections Genre: Realistic Fiction</p> <ul style="list-style-type: none"> ● "Miguel's Amazing Shyness Cure" ● "Fly Me to the Moon" ● "Fly Me to the Moon" ● "Magnolia Leaves"
<p>Text Set 3: Week 5</p> <p>Essential Question: How can learning about the past help you understand the present?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Learning About the Past"</p>	<p>"The Founding of Jamestown" Genre: Expository Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Rediscovering Our Spanish Beginnings</i> Genre: Expository Text Lexile: 940L</p> <p>SS.4.A.3.3</p> <p>Paired Selection "History's Mysteries" Genre: Informative Article Lexile: 890L</p>	<p>Main Selections Genre: Expository Text</p> <ul style="list-style-type: none"> ● <i>Traks Through Time</i> Lexile: 690L ● <i>Traks Through Time</i> Lexile: 860L ● <i>Traks Through Time</i> Lexile: 730L ● <i>Traks Through Time</i> Lexile: 930L <p>Paired Selections Genre: Expository Text</p> <ul style="list-style-type: none"> ● "The Ancient One" ● "The Ancient One" ● "The Ancient One" ● "The Ancient One"

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? | <u>Yes</u> No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> No |

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

- 1) The Florida Wonders materials address language features at the sentence dimension for all of the identified proficiency levels. The ELL Small Group Guides for each grade level contain multiple activities that address sentence level features with built in differentiation for the identified proficiency levels. One place where there is sentence level instruction is in the Writing Workshop, where one component, as described on page S5 of the ELL Small Group Guide, addresses sentence level features: “The self-selected writing activity focuses on revising the activity through teacher modeling and group as well as partner collaboration. The lesson provides an opportunity to review the weekly grammar skill” (p. 269). See an example from the Grade K ELL Small Group Guide, page 9:

SELF-SELECTED WRITING

5

LEARNING GOALS

We can revise our writing.

OBJECTIVES

ELA.K.C.3.1, ELA.K12.EE.5.1
ELD.K12.ELL.LA.1

LANGUAGE OBJECTIVES

Children will inquire, or ask and answer questions, about their writing by checking their nouns.

ELA ACADEMIC LANGUAGE

- nouns

Work with children to revise the group writing activity. Read the sentences, pointing to each word as you read. Model and ask questions as you read. For example, *Is ____ a noun, or naming word? (Yes/No) The noun ____ is not spelled correctly. It should be spelled _____. Repeat the spelling with me: _____. After you have made the necessary corrections, have children copy the sentences in their writer’s notebook, or provide them with sentence frames to complete.*

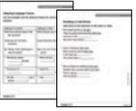
For more support with nouns and grammar, use the **Language Transfers Handbook** and **Language Development Card 1A**.

FORMATIVE ASSESSMENT

➤

STUDENT CHECK IN Partners tell what revisions they made. Have children reflect using the Check-in routine.

2) Language features at the sentence dimension are appropriate for the identified proficiency levels. As mentioned above, the ELL Small Group Guide helps teachers best work with their ELLs at their current language proficiency level using the same texts as all students, but with supports to help students through the language features of the texts at the sentence level. One resource, among the many listed, is the Oral Language Sentence Frames, designed to help students at the Beginning, Intermediate and Advanced levels of language proficiency. See below an example of the components designed to help students “transition to more proficient levels of English:”

Component	Differentiate: N = Newcomer B = Beginning I = Intermediate A = Advanced/Advanced-High AL = All Levels	Integrated Domains  Reading  Writing  Listening  Speaking	Available Digitally 
ELL Extended Writing BLMs	AL	   	●
Oral Language Sentence Frames 	B, I, A	 	●
Visual Vocabulary Cards 	AL	   	●
Newcomers • Newcomer Cards • Newcomer Teacher's Guide • Newcomer Online Visuals • Newcomer Interactive Games 	N	   	●
Language Development Kit • Language Development Cards • Language Development Practice 	B, I, A	   	●

The program also teaches grammar in context, with a section devoted to this in each lesson. See an example below, from Grade 2, Unit 1, Weeks 1-2, where the focus is on punctuation:

Grammar in Context: Statements and Questions

Notice the Form Display the sentences. Underline the first letter and end punctuation. *What do you notice about the first letter of each sentence? (It's capitalized.) What punctuation ends a statement? (a period) What punctuation ends a question? (a question mark)*

1. This is the language of Brazil.
2. What is not fair about going to practice?
3. You must do the right thing.

- 4) Language features at the sentence dimension are systematically addressed throughout the materials. All three components reviewed demonstrate consistent attention to the sentence dimension, through a variety of activities. The ELL Small Group Guide, in its introductory pages, describe these features as part of the routine of the program. See below examples, from Grades K and 2:

Sentence Analysis

Actor/Action Help children focus on the structure of written language by using this routine with sample sentences. This routine is primarily used in the writing lessons to analyze the models but can be used any time to talk about the text and confirm understanding.

1. Sentences can have an actor and action or an object and a description.
2. Review definitions: the actor/action is a person or thing that a sentence is about and what the person/thing is doing; the actor/description is how a person, place, or thing can be described.
3. Read the sentence while pointing to each word.
4. Ask children to identify actor(s)/action(s) or the action/description.
5. Then ask follow-up tag questions with *why, what, when, or how*.

Independent Writing Routine Use this routine to support the independent writing in Lessons 3 and 4.

Find Text Evidence

1. Review comprehension of the story by helping children orally retell it. Use the images from the selection and ask guiding questions.
2. When children have finished, explain that they are going to write about the selection.
3. Read the prompt found in the **Teacher's Edition** or the **Reading/Writing Companion**. Reword the prompt, and use questions as well as images from the selection to ensure understanding.

Write to the Prompt

4. Display the sentence starters found in the **Teacher's Edition**. Tell children you will use these to help write about the selection. Ask a volunteer to retell the prompt in their own words.
5. Provide a question to help children orally answer the first sentence frame. Model completing the sentence frame on the board, and have children choral read the response. Repeat the routine for the remaining sentence frames.
6. Once completed, ask children to copy the sentences into their writer's notebook or **Reading/Writing Companion**.
7. Have partners work together to read their sentences and talk about them. Provide scaffolded instruction as partners work together to revise their sentences.

Functional Analysis

Use this routine to help children with comprehension of complex sentences they encounter in the texts by identifying the functions of words and phrases in a sentence.

1. Identify the actor, or who/what did the action, in the sentence. See the following example:

Sentence: *At the end of the summer, we picked enough vegetables to have a cookout.*

Help children break the text into sections to identify the actor and action in the sentence. Then analyze each part to extract the meaning of the sentence and analyze how they relate to each other.

Who or What (Actor): *we*

What happened (Action): *picked enough vegetables*

Detail: *to have a cookout*

When: *at the end of the summer*

At the end of the summer	In August
we picked	we took from the garden
enough vegetables	the right amount of vegetables
to have a cookout	to cook a big meal outside

 Have children write the sentence in their own words.

See below an example of the Scope and Sequence, taken from the Grade 2 Teacher’s Edition, which shows the attention to both fluency and grammar:

Fluency	Writing and Grammar
<p>Week 1 Intonation</p> <p>Week 2 Phrasing and Accuracy</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Adjectives (including articles); Abbreviations Week 2: Articles and <i>This, That, These,</i> and <i>Those</i>; Commas In Dates</p> <p>ELA.2.C.1.4, ELA.2.C.1.5, ELA.2.C.3.1</p>
<p>Week 3 Expression</p> <p>Week 4 Intonation and Rate</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Essay Analyze the Prompt Analyze the Sources: "Meet Cara from South Florida"; "America's Winter Salad Bowl"; "The Business of Citrus" Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Adjectives That Compare; Apostrophes Week 4: Adverbs; Names and Titles</p> <p>ELA.2.C.1.4, ELA.2.C.1.5, ELA.2.C.3.1 SS.2.E.1.2, SS.2.E.1.3</p>
<p>Week 5 Expression</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Conclusion Analyze the Student Model</p> <p>Week 5 Grammar Skill: Prepositions and Prepositional Phrases</p> <p>Grammar and Mechanics: Quoting Sources</p> <p>ELA.2.C.1.4, ELA.2.C.1.5, ELA.2.C.3.1</p>

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? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context? | <u>Yes</u> | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | <u>Yes</u> | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | <u>Yes</u> | 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 word/phrase dimension in a consistent manner for all identified proficiency levels. The program is aligned with the Florida B.E.S.T. (Benchmarks for Excellent Student Thinking), and outlines for each grade level the Standards Overview which incorporates language features at the word level. See below an example from Grade 2:

Florida **B.E.S.T.** English Language Arts Standards
Grade 2 Standards Coverage

Florida B.E.S.T. Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Foundational Skills						
Phonics and Word Analysis ELA.2.F.1.3	●	●	●	●	●	●
Fluency ELA.2.F.1.4	●	●	●	●	●	●

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.

Additionally, the B.E.S.T. Standards overview for each text set by grade, illustrates what skills are addressed in the Reading Workshop. As seen below, Vocabulary, Word Analysis, and Phonics are all incorporated into the lessons:

	Text Set 1	Text Set 2	Text Set 3
Reading Workshop	Essential Question: How are offspring like their parents? Phonics and Word Analysis ELA.2.F.1.3, ELA.2.F.1.3.b, ELA.2.F.1.3.d ✓ Short o, Long o; o_e; Short u, Long u; u_e Inflectional Endings -ed, -ing; CVCe Syllables Fluency ELA.2.F.1.4 Intonation; Accuracy and Phrasing High-Frequency Words Reading Informational Texts ELA.2.R.2.1, ELA.2.R.2.2 ✓ Text Features: Diagrams and Labels ✓ Central Idea and Relevant Details Reading Across Genres ELA.2.R.3.2 Retell Vocabulary ELA.2.V.11, ELA.2.V.13 Academic Vocabulary ✓ Homographs Using a Glossary Researching ELA.2.C.2.1, ELA.2.C.4.1 Life Cycle Diagram	Essential Question: What can animals in stories teach us? Phonics and Word Analysis ELA.2.F.1.3, ELA.2.F.1.3.d ✓ Soft c and g; Consonant Digraphs Prefixes re-, un-, dis-; Suffixes -ful, -less Fluency ELA.2.F.1.4 Expression; Phrasing and Rate High-Frequency Words Reading Prose ELA.2.R.1.1 ✓ Main Story Elements: Character ✓ Plot: Sequence of Events Reading Informational Texts ELA.2.R.2.3 ✓ Author's Purpose Reading Across Genres ELA.2.R.3.2 Retell Vocabulary ELA.2.V.11, ELA.2.V.13 Academic Vocabulary ✓ Antonyms Base Words Researching ELA.2.C.2.1, ELA.2.C.4.1 Food Chain Diagram	Essential Question: What do we love about animals? Phonics and Word Analysis ELA.2.F.1.3 ✓ Three-letter Blends Compound Words Fluency ELA.2.F.1.4 Expression High-Frequency Words Reading Poetry ELA.2.R.1.2, ELA.2.R.1.4, ELA.K12.EE.2.1 ✓ Rhyme Scheme ✓ Theme ✓ Lines and Line Breaks Reading Across Genres ELA.2.R.3.2 Retell Vocabulary ELA.2.V.11, ELA.2.V.12 Academic Vocabulary ✓ Suffixes Researching ELA.2.C.2.1, ELA.2.C.4.1 Animal Information Cards

2) Words, expressions, and phrases are represented in context throughout the materials. The program is designed around text sets which incorporate vocabulary in the context of the readings. An example can be seen below, from the Reading/Writing Companion, Grade 2, Unit 6, Text Set 1, where students are learning about money. The text highlights vocabulary words and in the margins, asks students to use evidence from the text to help understand the meaning of a word:

The Dollar Bill is Printed

One day, a dollar bill is printed at the United States Bureau of Engraving and Printing. The bill is printed on a machine that was **invented**, or created, to save time. It prints many bills at a time.

Let's follow the dollar bill. It gets sent to a big bank and then a local bank. A family visits this neighborhood bank to get **money**. The dollar bill goes to a boy for his allowance.

The boy brings the dollar bill to the bookstore. He checks **prices** to see how much the books cost. Then he decides what he can **purchase**. He finds a book to buy, but is it **worth** the price? He's not sure.

The boy reads the back of the book and thinks about the **price**. The boy decides the book is a good **value**, so he exchanges his money for the book.

EXPOSITORY TEXT

FIND TEXT EVIDENCE

Read

Paragraph 2

Paragraph Clues

Write a clue to the meaning of *local* from the paragraph.

"Neighborhood" is a clue to the meaning of "local."

Paragraph 3

Central Idea and Details

Draw a box around how the boy decides the book is a good value.

Reread

Author's Craft

How do the photograph and caption help you understand how dollar bills are printed?

The program contains many activities such as these, where the students use context clues and text evidence to discover meanings to key vocabulary in the readings. See further examples below from the money unit that explicitly teach this process:

system
Our teacher has a **system** for organizing our writing materials.
What is something you have a system for?
I have a system for getting ready for school.

value
A quarter has a greater **value** than a dime.
What is a coin that has a greater value than a penny?
A nickel, dime, or quarter all have greater values than a penny.

worth
The jewels are **worth** a lot of money.
What is something that is worth a small amount of money?
A pencil is worth a small amount of money.

Paragraph Clues

Look for paragraph clues when you read a new word. These words and sentences in the paragraph can help you figure out the meaning of the word.

FIND TEXT EVIDENCE
I'll use paragraph clues to figure out what shredding means. In the first sentence, I see the old bill can't be used again. The last sentence says shredding means to cut it into tiny pieces.

The old dollar bill is returned to the big bank where workers decide that it can't be used again. They destroy the bill by shredding it. They cut it into tiny pieces.



Your Turn Use paragraph clues to figure out the meaning of the words below.
change, page 14 *Change is money you get back when you buy something.*
torn, page 14 *Torn means "ripped."*

CHECK IN 1 2 3 4

3) The general, specific, and technical language is appropriate for the targeted proficiency levels. The ELL Small Group Guide provides multiple activities by proficiency level to help students understand and develop the vocabulary necessary to access the readings. See an example from Grade 2, Weeks 1-2, page 5:

INDEPENDENT TIME **Independent Time**

Vocabulary Building Have children build their glossaries.

Beginning/Early Intermediate Have children continue the Glossary Activities in the **Scaffolded Shared Read**.

Intermediate/Advanced/Advanced High After children add the vocabulary from **Reading/Writing Companion** pages 18-19 to the chart below, have them scan the text for self-selected words they would like to learn and add to the chart.

WORD/PHRASE	DEFINE	EXAMPLE	ASK
crowd	big group of people	I see a crowd at the parade.	Where do you see a crowd?

Mixed Levels Combine learners at different proficiency levels to teach each other new vocabulary. Beginning and Early-Intermediate ELLs will teach vocabulary from their **Scaffolded Shared Read** glossaries. Intermediate and Advanced/Advanced High ELLs will teach their self-selected words.

COLLABORATE **Shared Read Writing Frames** Use the online leveled **Shared Read Writing Frames** for "Maria Celebrates Brazil" to provide children with additional oral and written practice. Differentiated frames are available to provide support for all levels. Have partners use the frames to discuss the story. Then have them write a summary on a separate piece of paper or in their notebooks.

The program also uses Visual Vocabulary Cards to pre teach vocabulary when necessary for students. There are online scaffolded shared readings to help students who need the extra support and glossaries to assist with the vocabulary. The ELL Small Group Guide also breaks down the texts by Chapters, highlighting vocabulary and phrases for students based on proficiency level. See an example from Grade 4, Lessons 9-10, page 24:

Read the Text

Pages 2-5, Chapter 1

Beginning Read page 2 with students. Restate the sentences as needed. Explain that the phrase “a lot” means a piece of land and use the illustration on page 2. Explain that with the verb *have*, it means “much or many”. *What is a lot?* A lot is **land**. *What does it mean when I say I have a lot of pens?* You have **many** pens.

 **Intermediate** What words help you picture the lot when it's raining on page 4? (“trash soup”) Have partners describe why Rosa describes the lot as a trash soup. (Possible answer: The lot is full of trash.)

 **Advanced/Advanced High** Have partners discuss why Rosa’s mom uses the word *humiliated* on page 3. (Possible answer: The lot is dirty.)

- 4) General, specific and technical language is systematically presented throughout the Florida Wonders materials. One component of the routines listed in the ELL Small Group Guide focuses on vocabulary development. All grade levels use the Define/Example/Ask routine, shown below, and the program also teaches students about cognates to help make meaning of new vocabulary words. See examples of both from Grade 2:

Vocabulary

Use the Define/Example/Ask routine to help children learn unfamiliar, conceptually complex words they encounter in the texts. The Visual Vocabulary Cards provide this routine on the back of each card. Here is an example for the word *recent*.

- Define:** *Recent* means something happened a short time ago. En español, *reciente* quiere decir “reciente, ocurrido hace poco.” *Recent* in English and *reciente* in Spanish are cognates. They sound and mean the same thing in both languages.
- Example:** Mary learns about recent events from the newspaper. En español: *Mary se enteró de los recientes eventos por el periódico.*
- Ask:** What word is the opposite of *recent*?
- Now let's look at a picture that shows the word *recent*. Point to the girl. This girl likes to read the newspaper. It tells her about recent events, or events that happened a short time ago.

Partner Talk activities provide strategies to get children talking and using the new language.



Vocabulary: Cognates

Help children transfer knowledge from their native language. Explain that cognates are words in two different languages that look similar, sound similar, and mean approximately the same thing.

Remind children to watch out for false cognates, which are words that sound the same and/or are spelled the same, but have different meanings, such as *(pie/pe)*. Here is an example for the cognates *liberty/ libertad*.

- Display cognate word pairs and images (*liberty/ libertad*).
- Ask a native Spanish speaker to say *liberty* and compare the sounds and appearance in *libertad*.
- Have partners look up the words in a dictionary or try using the Spanish words in the English example sentence to see whether it makes sense. Record the meaning of the cognate word pairs.
- Have students keep a glossary where they list the cognates they learn.

English	Spanish	Sound (E/S)	Appearance (E/S)	Meaning (English)	Meaning (Spanish)	Are they cognates? (Yes/No)
1. <i>liberty</i>	<i>libra</i>	l	l	liberty	libra	No
The shirt has a very large <i>libra</i> .						
2. <i>color</i>	<i>color</i>	l	l	color	color	Yes
All flowers <i>color</i> in green.						
3. <i>apparent</i>	<i>partido</i>			apparent	partido	
I was <i>apparent</i> and had to go to sleep.						
4. <i>to</i>	<i>libertad</i>			to	libertad	
Linda is <i>to</i> with a flower and a laugh.						
5. <i>apparent</i>	<i>apropiado</i>			apparent	apropiado	
He had a <i>apparent</i> expression on his face.						

The program also supports newcomers with a Newcomer Kit that focuses on building basic vocabulary as students develop the language necessary to transition to the English-speaking classroom:

**Components:
Using the Newcomer Kit**

Use the online *Wonders Newcomer Components* for children with little or no English proficiency. These components provide newcomers with access to basic, high-utility vocabulary. The kit helps children develop language skills to transition to the Beginning level of language proficiency.

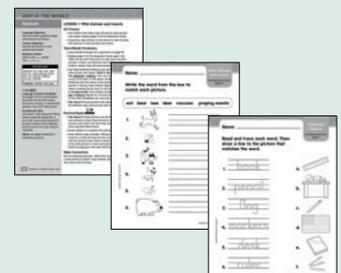
Newcomer Cards

Each card introduces a topic through colorful visuals to stimulate conversation to help children develop oral language and build vocabulary.



Newcomer Teacher's Guide

Provides three lessons for each Newcomer Card topic and student worksheets with reading and writing activities to help children transition into the English-speaking classroom.



Additionally, the ELL Small Group Guide contains a "Level Up" chart that supports teachers in making decisions about moving students on to the next proficiency level:

Level Up

Use the following chart, along with your Student Profiles, to guide your Level Up decisions.

LEVEL UP	If BEGINNING level students are able to do the following, they may be ready to move to the INTERMEDIATE level:	If INTERMEDIATE level students are able to do the following, they may be ready to move to the ADVANCED level:	If ADVANCED level students are able to do the following, they may be ready to move to ON level:
COLLABORATIVE	<ul style="list-style-type: none"> participate in collaborative conversations using basic vocabulary and grammar and simple phrases or sentences discuss simple pictorial or text prompts 	<ul style="list-style-type: none"> participate in collaborative conversations using appropriate words and phrases and complete sentences use limited academic vocabulary across and within disciplines 	<ul style="list-style-type: none"> participate in collaborative conversations using more sophisticated vocabulary and correct grammar communicate effectively across a wide range of language demands in social and academic contexts
INTERPRETIVE	<ul style="list-style-type: none"> identify details in simple readalouds understand common vocabulary and idioms and interpret language related to familiar social, school, and academic topics make simple inferences and make simple comparisons exhibit an emerging receptive control of lexical, syntactic, phonological, and discourse features 	<ul style="list-style-type: none"> identify main ideas and/or make some inferences from simple readalouds use context clues to identify word meanings and interpret basic vocabulary and idioms compare, contrast, summarize, and relate text to graphic organizers exhibit a limited range of receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics 	<ul style="list-style-type: none"> determine main ideas in readalouds that have advanced vocabulary use context clues to determine meaning, understand multiple-meaning words, and recognize synonyms of social and academic vocabulary analyze information, make sophisticated inferences, and explain their reasoning command a high degree of receptive control of lexical, syntactic, phonological, and discourse features
PRODUCTIVE	<ul style="list-style-type: none"> express ideas and opinions with basic vocabulary and grammar and simple phrases or sentences restate information or retell a story using basic vocabulary exhibit an emerging productive control of lexical, syntactic, phonological, and discourse features 	<ul style="list-style-type: none"> produce coherent language with limited elaboration or detail restate information or retell a story using mostly accurate, although limited, vocabulary exhibit a limited range of productive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics 	<ul style="list-style-type: none"> produce sentences with more sophisticated vocabulary and correct grammar restate information or retell a story using extensive and accurate vocabulary and grammar tailor language to a particular purpose and audience command a high degree of productive control of lexical, syntactic, phonological, and discourse features

3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

- | | |
|--|---------------|
| 1) Do the materials differentiate between the WIDA language proficiency levels? | <u>Yes</u> No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> No |
| 3) Is differentiation of language systematically addressed throughout the materials? | <u>Yes</u> No |

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

- 1) While the materials do not explicitly differentiate between the WIDA language proficiency levels, the authors did utilize the WIDA levels in helping to define the levels that are used throughout the program. The program utilizes the following proficiency levels: Newcomer, Beginning, Intermediate, Advanced, Advanced-High. These levels are found throughout the ELL Small Group Guide in a variety of contexts. One way the materials are differentiated is when a text is introduced. See below how the reading is differentiated based on whether the students are at a Beginning/Early-Intermediate level or an Intermediate/Advanced/Advanced High level:

Read the Text
 Select the **Scaffolded Shared Read** or the **Shared Read** in the **Reading/Writing Companion**, based on children’s language proficiency.

Beginning/Early-Intermediate Use the online **Scaffolded Shared Read** to help partners work together to read and understand a fantasy story. Remind them to use the Glossary to help them read, and the Word Bank to help them answer the Main and Additional Questions.



Scaffolded Shared Read, Lexile 210L

Intermediate/Advanced/Advanced High Read the text with children and use the Interactive Question-Response Routine to help them understand a fantasy story.

Page 40

What is the title of this story? (“Little Flap Learns to Fly”) Based on the title, which character is in the picture? (Little Flap) How does the illustration, or picture, show that Little Flap wants to fly? (Little Flap is standing up in his nest. He is looking down. He looks a little nervous. His wings are out.)



Reading/Writing Companion, Lexile 390L

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The program pays close attention to developing student's language proficiency by recognizing the need to "scaffold instruction to tackle core content and leveled practice through integrated domains to help ELLs transition to more proficient levels of English" (ELL Small Group Guide, page vi). The Florida Wonders program, through deep dives into the text sets, address language differentiation in the ELL Small Group Guide for each grade level. See an example from Grade K, Lessons 1-2, page 2:

Read the Text

Use the Interactive Question-Response Routine to help children understand the story.

Pages 4–11

Pages 4–7 Read the text. Point to the chest of toys. *Bear and Goose have toys. What do Bear and Goose have? (toys) What do Bear and Goose want to do? (play)* Point to the puppets. *Bear and Goose are playing with puppets. What are Bear and Goose playing with? (puppets)*

Pages 8–11 Read the text. *Fox wants to play. Fox wants to play with Bear and Goose. What does Fox want to do? (play) Who does he want to play with? (Bear and Goose)*



What are Bear and Goose doing? What do Bear and Goose have? Talk to a partner.

Beginning Help partners point to the illustrations and respond using: *Bear and Goose are playing.*

Intermediate Have partners respond using: *Bear and Goose are playing. Bear and Goose have toys.*

Advanced/Advanced High Have partners respond using: *Bear and Goose are playing. Bear and Goose have toys/puppets.*

3) Differentiation of language is systematically addressed throughout the materials. The program offers scaffolding of the components of the program for ELLs: The Literature Big Book, the Interactive Read Aloud, Writing, and Leveled Readers. Quotes throughout the ELL Small Group Guide, by authors and experts in the field, emphasize this point:

AUTHOR INSIGHT

"Effective teachers understand that English Language Learners are studying complex concepts and processing new content in a new language. These students are capable of meeting high academic standards but require adjustments to the way instruction is presented. Their unique linguistic needs require that additional support be provided. Linguistically accommodated instruction will result in greater participation in class and overall achievement."

—Dr. Jana Echevarria

AUTHOR INSIGHT

"Teachers must apply a wide range of effective scaffolding strategies to help ELLs process text at higher and higher levels of complexity and accelerate the development of their English proficiency. Leveled readers with linguistically accommodated texts that also share the same genre, vocabulary, and topic as the main selection have the potential to offer just the right level of ELL support and challenge."

—Dr. Josefina V. Tinajero

Additionally, as mentioned earlier, the text sets offer language differentiation opportunities and ideas by chapter for ELLs. See an example from Grade 2, Weeks 3-4, Chapter 3:

Chapter 3

Visualize Have children reread page 12. Ask them to visualize something in the forest that is tall. Help them draw or write their ideas. *Go to page 13. What tall thing do the animals need to climb? (mountain)*

Beginning *What word tells what the wolves are like? (mean) The word mean means "not kind." Why do you think Fox is scared? Fox is scared because the wolves on the mountain are mean.*



Intermediate *How does Bird feel? Tell your partner how you know. Bird is afraid. He says the other birds are big and scary.*

Advanced/Advanced High *Who helps the animals complete the third test? (Deer) How is he going to help? (He will carry the animals.)*



Respond to Reading Have partners complete their graphic organizers and discuss the questions on page 16.

B. Representation of Language Domains

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

- 1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?** Yes No
- 2) **Are the targeted language domains presented within the context of language proficiency levels?** Yes No
- 3) **Are the targeted language domains systematically integrated throughout the materials?** Yes No

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

- 1) All four language domains are targeted in the materials. The ELL Resources Chart at the beginning of each ELL Small Group Guide outlines the components of the guide as well as what domain(s) is integrated into the component. See an example of the chart:

Component	Differentiate: N = Newcomer B = Beginning I = Intermediate A = Advanced/Advanced-High AL = All Levels	Integrated Domains Reading Writing Listening Speaking	Available Digitally
ELL Small Group Guide • Shared Read • Anchor Text • Differentiated Genre Passage • Leveled Reader • Extended Writing	B, I, A		<input checked="" type="checkbox"/>
Scaffolded Shared Read	B, I (Early-Intermediate)		<input checked="" type="checkbox"/>
Shared Read Writing Frames	B, I, A		<input checked="" type="checkbox"/>
ELL Anchor Text Support BLMs	AL		<input checked="" type="checkbox"/>
Differentiated Genre Passages	AL		<input checked="" type="checkbox"/>
Leveled Readers	AL		<input checked="" type="checkbox"/>
ELL Differentiated Texts	B, I, A		<input checked="" type="checkbox"/>

All four domains are integrated into each text set throughout the program. Students begin by reading the essential question and discussing their goals. They will watch/listen to a video to help support the essential question. They will also participate in multiple writing activities as part of the “Writing Workshop” that’s embedded into the program.

- 2) The targeted language domains are presented within the context of language proficiency levels. The ELL Small Group Guide incorporates activities that address all language domains for the identified levels of proficiency (Beginning, Intermediate, Advanced/Advanced High). There is a designated Reading Workshop and Writers Workshop where all four domains are consistently incorporated. Additionally, the ELL Small Group Guide provides language objectives, which often incorporate one or more language domains, as seen in this example, from Grade K:

LANGUAGE OBJECTIVES
Children will inquire about a character's actions and write a sentence using a describing word.

- 3) The targeted language domains are systematically integrated throughout the materials. The program highlights, in the Teacher's Edition, that it is developing critical readers, writers, communicators, and thinkers through their Ready and Writing Workshop format. See an example of this below, which demonstrates the integration of all four language domains:



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

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

- 1)** While the WIDA language development standards are not explicitly identified, it is clear that the program addresses the language of various content areas throughout the materials. In the ELL Small Group Guide, objectives for each lesson are clearly outlined in the margin, under Learning Goals. Oftentimes, the objectives are connected to more than one content standard, as seen here from Grade 4, Lessons 1-2, where the lesson covers

both Social and Instructional language and the language of Language Arts:

LEARNING GOALS

We can read and understand an expository text.

OBJECTIVES

ELA.4.R.2.1, ELA.4.V.1.3, ELA.K12.EE.3.1

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **ELD.K12.ELL.LA.1**

English language learners communicate for social and instructional purposes within the school setting. **ELD.K12.ELL.SI.1**

 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice). **SC.4.E.6.4**

- 2) The Florida B.E.S.T. Standards are the academic standards taught in the Reading and Writing Workshop in the materials. Each grade level Teacher’s Edition includes a chart which represents the standards for that level. See an example from Grade 4:

Florida **B.E.S.T.** English Language Arts Standards
Grade 4 Standards Coverage

Florida B.E.S.T. Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Foundational Skills						
Phonics and Word Analysis ELA.4.F.1.3	•	•	•	•	•	•
Fluency ELA.4.F.5.6	•	•	•	•	•	•
Reading						
Reading Prose and Poetry						
Literary Elements ELA.4.R.1.1	•	•	•	•	•	•
Theme ELA.4.R.1.2		•		•	•	•
Perspective and Point of View ELA.4.R.1.3		•	•	•	•	
Poetry ELA.4.R.1.4		•		•		•
Reading Informational Text						
Structure ELA.4.R.2.1	•	•	•	•	•	•
Central Idea ELA.4.R.2.2	•	•	•	•	•	•
Purpose and Perspective ELA.4.R.2.3	•			•		
Argument ELA.4.R.2.4	•		•		•	
Reading Across Genres						
Figurative Language ELA.4.R.3.1		•		•	•	•
Paraphrasing and Summarizing ELA.4.R.3.2	•	•	•	•	•	•
Comparative Reading ELA.4.R.3.3	•	•	•	•	•	•
Communication						
Communicating Through Writing						
Handwriting ELA.4.C.1.1	•	•	•	•	•	•
Narrative Writing ELA.4.C.1.2				•	•	
Argumentative Writing ELA.4.C.1.3	•		•			
Expository Writing ELA.4.C.1.4		•		•	•	
Inspiring Writing ELA.4.C.1.5	•	•	•	•	•	•
Communicating Orally						
Oral Presentation ELA.4.C.2.1	•	•	•	•	•	•
Following Conventions						
Conventions ELA.4.C.3.1	•	•	•	•	•	•
Researching						
Researching and Using Information ELA.4.C.4.1	•	•	•	•	•	•
Creating and Collaborating						
Multimedia ELA.4.C.5.1	•	•	•	•	•	•
Technology in Communication ELA.4.C.5.2	•	•	•	•	•	•
Vocabulary						
Finding Meaning						
Academic Vocabulary ELA.4.V.1.1	•	•	•	•	•	•
Morphology ELA.4.V.1.2	•	•	•	•	•	•
Context and Connotation ELA.4.V.1.3	•	•	•	•	•	•

- 3) Although the WIDA Standards are not explicitly referenced in the materials, there is evidence, through the ELL Small Group Guide, that the program addresses Social and Instructional Language and the Language of Language Arts. Because this is an ELA program, the Language of Language Arts is the main standard addressed. There is an emphasis on acquiring academic language through the instructional routines outlined in the program. See an example from the description of the routines regarding Interactive Question-Response:

Interactive Question-Response

This routine was designed to provide context and opportunities for English Language Learners to learn how information builds and connects and focus on key concepts and vocabulary. The Access the Text lessons for the Shared Read, Anchor Text, Genre Passage, and Leveled Reader incorporate this routine in the instruction.

- **Read the Text in Chunks** Read one section of text at a time so children can focus on the meaning of the text. For each text chunk:
- **Use Visuals and Text Features** Use headings to help children predict what the sections will be about. Use images and other text features to aid children's comprehension.
- **Explain** As you read, explain difficult or unfamiliar concepts and words. Provide background and contextual knowledge, as needed.
- **Ask Guiding and Supplementary Questions** Help children identify the most important information or details in the text chunk, and understand how information builds and connects.
- **Scaffold Responses** Provide sentence starters/frames to help children express and communicate their ideas.
- **Reinforce Vocabulary** Reinforce the meaning and point out cognates and false cognates. Ask questions that require children to use the newly acquired vocabulary.
- **Retell** Have children retell the most important ideas in their own words.
- **Reinforce Skills and Strategies** Model using skills and strategies. Ask questions to help children apply.

The special "Supporting Newcomers" section offers lessons related to Social and Instructional Language while supporting students' academic language development. See an example from the Grade 4 ELL Small Group Guide Unit Overview for Grade 4:

UNIT 1: 4 WEEKS	UNIT 2: 4 WEEKS
<p>Start Smart for new arrivals</p> <ul style="list-style-type: none">• What's Your Name?• Greetings• Geometric Shapes• Numbers <p>Unit 1: Life at School</p> <ul style="list-style-type: none">• In the Classroom• Computers• A Day at School• Calendar• Weather <p>Materials</p> <p>Newcomer Cards 5–9</p> <p>Newcomer Teacher's Guide</p> <ul style="list-style-type: none">• Start Smart pp. 1–25• Unit 1 pp. 26–57• Optional Materials T1–T38• Progress Monitoring T39–T45• Newcomer Visuals 1–4 and 5–9• Newcomer Interactive Games	<p>Start Smart for new arrivals</p> <p>Unit 2: My Family and Me</p> <ul style="list-style-type: none">• My Body• Clothing• Feelings• My Family• My Home <p>Materials</p> <p>Newcomer Cards 10–14</p> <p>Newcomer Teacher's Guide</p> <ul style="list-style-type: none">• Start Smart pp. 1–25• Unit 2 pp. 58–89• Optional Materials T1–T38• Progress Monitoring T39–T45• Newcomer Visuals 10–14• Newcomer Interactive Games

The ELL Small Group Guides also incorporate content and language objectives into the lessons under "Learning Goals." These objectives correspond to both the Social and Instructional Language Standard and the Language of Language Arts. See an example here

from Grade 2:

LEARNING GOALS

- We can read and understand realistic fiction by identifying the characters.
- We can identify and use statement and question sentences.

FL OBJECTIVES

ELA.K.12.EE.2.1, ELA.2.C.3.1

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. ELD.K12.ELL.LA.1

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

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? | <u>Yes</u> | No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? | <u>Yes</u> | 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 level. In addition to content objectives, the ELL Small Group Guide identifies the language objectives and learning goals for the lessons. The objectives and goals incorporate expectations for students to engage in various cognitive functions throughout the lesson. See an example below, from Grade 4, where students will understand, identify, and discuss:

LEARNING GOALS

- We can read and understand a biography by identifying the author's perspective.
- We can identify and use helping verbs and contractions.

OBJECTIVES

ELA.4.R.2.3, ELA.4.R.2.4
ELA.4.C.3.1, ELA.K12.EE.4.1

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.LA.1

English language learners communicate for social and instructional purposes within the school setting. **ELD.K12.ELL.SI.1**

LANGUAGE OBJECTIVES

Students will discuss the author's perspective using vocabulary from the text.

- 2) Opportunities for engaging in higher order thinking are systematically addressed in the Florida Wonders materials. In addition to the systematic content and language objectives already mentioned, the Reading/Writing Companions incorporate higher order thinking skills into the activities the students will engage in. See examples below from grades K, 2, and 4:

Grade K:

Shared Read

Find Text Evidence

Make a prediction about the story. Use the title and pictures to help you. Read to find out if your prediction is correct.

Grade 2:

SHARED READ

FIND TEXT EVIDENCE

Read
Scene 2
Make Inferences
Why does Zeus ask Aster if she's sure about her decision?
Zeus knows people will get along again,
and Aster might regret her choice to
leave.

Grade 4:

Synthesize Information

Think about how the character of Rodney addresses the reader directly, and what he tells the reader. What does that tell you about his character?

C. Supports for Various Levels of Language Proficiency

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

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

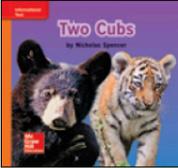
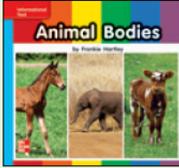
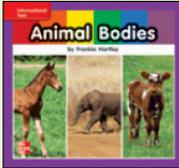
- 1) The materials provide scaffolding supports for students to advance within a proficiency level. The ELL Small Group Guide is organized to provide supports for students at various proficiency levels in order to help them advance within and beyond their current level. The instructional routines built into every lesson allow for multiple opportunities for students to engage with the content and practice with the language needed to access the content. Routines include chunking the text, using visuals, asking guiding questions, repeating responses, reinforcing vocabulary, skills and strategies. The lessons also include a “Level Up” area for teachers to evaluate “if/then” statements to see if students can advance within the level. See an example of a “Level Up” section here, from Grade K:



IF children can read *We Hop!*
ELL Level with fluency and correctly answer the questions,
THEN tell children that they will read a more detailed version of the story.
HAVE children page through *We Can Move!* **Beyond Level** and describe each picture in simple language.

- Have children read the selection, checking their comprehension and providing assistance as necessary.

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. A core tenant of the program revolves around scaffolding the various components of the materials. Quotes mentioned above, by the authors of the program, reiterate this concept. Dr. Jana Echevarria is quoted in the ELL Small Group Guide saying ELLs “are capable of meeting high academic standards but require adjustments to the way instruction is presented. Their unique linguistic needs require that additional support be provided.” The program describes “Access Complex Text (ACT) boxes which provide scaffolded instruction for seven different elements that may make the Literature Big Book complex.” These are presented in the form of leveled texts and ideas for differentiated instruction. See an example of the ACT leveled texts from Grade K:

Leveled Readers (All Leveled Readers are provided in eBook format with audio support.)			
 <p>Approaching <i>Two Cubs</i> Leveled Reader Informational Text</p>	 <p>On <i>Animal Bodies</i> Leveled Reader Informational Text</p>	 <p>Beyond <i>Two Kinds of Bears</i> Leveled Reader Informational Text</p>	 <p>ELL <i>Animal Bodies</i> Leveled Reader Informational Text</p>
Qualitative			
<p>Meaning: Low Complexity Language: Low Complexity Purpose: Mid Complexity Organization: Mid Complexity Graphics: Low Complexity Vocabulary: Low Complexity</p>	<p>Meaning: Low Complexity Language: Low Complexity Purpose: Mid Complexity Organization: Low Complexity Graphics: High Complexity Vocabulary: Low Complexity</p>	<p>Meaning: Low Complexity Language: Low Complexity Purpose: Mid Complexity Organization: Mid Complexity Graphics: Mid Complexity Vocabulary: High Complexity</p>	<p>Meaning: Low Complexity Language: Low Complexity Purpose: Mid Complexity Organization: Low Complexity Graphics: High Complexity Vocabulary: Low Complexity</p>
Quantitative			
Lexile 10L	Lexile 80L	Lexile 420L	Lexile 80L
Student-Centered			
<p>Background Knowledge: Low Complexity Application of Comprehension Strategies: Mid Complexity Themes/Details: Low Complexity Tasks: Mid Complexity</p>	<p>Background Knowledge: Low Complexity Application of Comprehension Strategies: Mid Complexity Themes/Details: Low Complexity Tasks: Mid Complexity</p>	<p>Background Knowledge: Mid Complexity Application of Comprehension Strategies: Mid Complexity Themes/Details: Mid Complexity Tasks: High Complexity</p>	<p>Background Knowledge: Low Complexity Application of Comprehension Strategies: Mid Complexity Themes/Details: Low Complexity Tasks: Mid Complexity</p>

- 3) Scaffolding supports are presented systematically throughout the materials. As mentioned above, each of the program’s lessons provides ideas for scaffolding through the ACT box as well as a section designated for ELLs. See examples of both, from Grade 2:

ACT Access Complex Text

Sentence Structure
Children may need support in understanding sentences that have complex structures or that contain more than one idea.

- Reread the first sentence on page 15. Ask: *What two things does the sentence compare? (birds and mammals) What did you learn about birds and mammals? (Birds have feathers. Mammals have fur.)*
- Reread the second and third sentences on page 15. Focus on the third sentence: “It cannot fly . . .” Ask: *What cannot fly? (the eaglet) When can it fly? (It can fly when it grows dark feathers.)* Use similar questioning to help children understand the fourth sentence in the paragraph.

ELL English Language Learners

Use the following scaffolds with **Guided Practice**. For additional support, see the **ELL Small Group Guide**.

Beginning
Review what homographs are using an example, such as *bat*. Then demonstrate the meanings of *hatch*. For example, show a picture of a cellar door for one meaning of *hatch*. Open a plastic egg or show a picture of a hatching bird for the other meaning of *hatch*. Have children explain: The word *hatch* is a **homograph**. Ask: *What do baby birds do? Baby birds hatch from eggs.*

Intermediate
Review what homographs are. Then demonstrate the two meanings of *hatch* by providing examples for each word in context. I open the **hatch** to the cellar. A *hatch* is like a **door**. The baby bird **hatches** from the egg. To *hatch* means **to come out of an egg**. Have children explain: The word *hatch* is a **homograph**. It has two **different meanings**. Have them write the correct meaning on page 13.

Advanced/Advanced High
Have children explain what a homograph is and name some examples. (Homographs are words that are spelled the same but have two different meanings. The words *bat*, *down*, and *hatch* are all homographs.) Check understanding of the two meanings of *hatch* (a cellar door; come out of an egg) Then have children use context clues to figure out the meaning of *hatch* on page 13.

See also an explanation, from the Teacher’s Edition, of the program’s delivery of scaffolded instruction:

Scaffolded Instruction
Gradual Release Model of Instruction Explicit skills lessons start with teacher explanation and modeling, then move to guided and collaborative practice, then culminate with independent practice with the Your Turn activities.

ACT Access Complex Text The complex features of texts students are asked to read are highlighted.

Point-of-use scaffolds are provided to help students to attend to those complex aspects of the text.

Data Informed Instruction
Florida Wonders offers frequent opportunities for informal and formative assessment. The Student Check-Ins and teacher Check for Success features provide daily input allowing adjustments for instruction and student practice. The Data Dashboard collects data from online games and activities and the Progress Monitoring Assessments.

ACT Access Complex Text

Use the ACT prompts when the complexity of the text makes it hard for children to understand the story.

Organization
Point out that in this book it can be hard to tell which character is talking. The author helps us by making the words different colors for each character.

- Turn to page 6. Tell children that when Gooie is talking, the words are light blue. Turn to page 8. Point out that when Fox talks, the words are white. Turn to page 10 and ask children what color Bear’s words are. (black)
- Page through the book, guiding children to identify who is talking. Ask them to tell you how they know.

LISTENING COMPREHENSION 79

D. Accessibility to Grade Level Content

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

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

- 1) Linguistically and developmentally appropriate grade-level content is present in the Florida Wonders materials. The program utilizes the Florida B.E.S.T. Standards for each grade level of the program (K-5). These standards are taught in the Reading and Writing Workshops found in the program and, according to the Teacher's Edition, "represent those overarching skills that run through every component of language arts instruction" (page xxiv). Each lesson found in the ELL Small Group Guide references the ELA and ELD standards upon which the lesson is based. See an example from Grade 4, Lessons 3-8:

LEARNING GOALS

- **Read** We can read and understand a biography.
- **Reread** We can reread to analyze text, craft, and structure.

OBJECTIVES

ELA.4.R.2.1, ELA.4.R.2.3,
ELA.4.R.3.2.b, ELA.4.V.1.3,
ELA.K12.EE.1.1, ELA.K12.EE.2.1,
ELA.K12.EE.3.1

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. **ELD.K12.ELL.LA.1**

English language learners communicate for social and instructional purposes within the school setting. **ELD.K12.ELL.SI.1**

 Identify ways citizens work together to influence government and help solve community and state problems. **SS.4.C.2.2**

- 2) Grade level content is accessible for the targeted levels of language proficiency. The program emphasizes the importance of making grade-level content accessible to ELLs through the variety of components available to them. See an example of the ELL Resources chart here:

A variety of resources will help English Language Learners meet grade-level expectations set by B.E.S.T. standards, while building on their English language proficiency through ELD Standards for Social and Instructional Purposes and English Language Arts. The components scaffold instruction to tackle core content and leveled practice through integrated domains to help ELLs transition to more proficient levels of English.

Component	Differentiate: N = Newcomer B = Beginning I = Intermediate A = Advanced/Advanced-High AL = All Levels	Integrated Domains 📖 Reading ✍️ Writing 👂 Listening 🗣️ Speaking	Available Digitally 🖱️
ELL Small Group Guide • Shared Read, • Anchor Text, • Differentiated • Genre Passage, • Leveled Reader, • Writing Workshop 	B, I, A	📖 ✍️ 👂 🗣️	●
Scaffolded Shared Read 	B, I (Early-Intermediate)	📖 ✍️ 👂 🗣️	●
Shared Read Writing Frames 	B, I, A	📖 ✍️ 👂 🗣️	●
ELL Anchor Text Support BLMs 	AL	📖 ✍️ 👂 🗣️	●
Differentiated Genre Passages 	AL	📖 ✍️ 👂 🗣️	●
Leveled Readers 	AL	📖 ✍️ 👂 🗣️	●
ELL Differentiated Texts 	B, I, A	📖 ✍️ 👂 🗣️	●

Component	Differentiate: N = Newcomer B = Beginning I = Intermediate A = Advanced/Advanced-High AL = All Levels	Integrated Domains 📖 Reading ✍️ Writing 👂 Listening 🗣️ Speaking	Available Digitally 🖱️
ELL Extended Writing BLMs 	AL	📖 ✍️ 👂 🗣️	●
Oral Language Sentence Frames 	B, I, A	👂 🗣️	●
Visual Vocabulary Cards 	AL	📖 ✍️ 👂 🗣️	●
Newcomers • Newcomer Cards • Newcomer Teacher's Guide • Newcomer Online Visuals • Newcomer Interactive Games 	N	📖 ✍️ 👂 🗣️	●
Language Development Kit • Language Development Cards • Language Development Practice 	B, I, A	📖 ✍️ 👂 🗣️	●
Online Games 	AL	📖 ✍️ 👂 🗣️	●
Language Transfers Handbook 	AL	📖 ✍️ 👂 🗣️	●
Unit Assessment 	B, I, A	📖 ✍️ 👂 🗣️	●

Within each lesson, the program makes content accessible by providing differentiation opportunities based on proficiency level. See an example here, from the ELL Small Group Guide, Grade 2, page 19:

Reread

Use the following prompts when working on **Reading/Writing Companion** pages 54–56.

Literature Anthology, pp. 37–38



Author's Craft: Dialogue Remind children that authors use dialogue to show readers more about characters' thoughts and actions. Dialogue is the **words** that the characters say. Dialogue shows what characters **think** and **feel**. Reread pages 37–38 with children. Have partners discuss what the dialogue tells about Mouse and Hedgehog.

Beginning *What is Mouse doing on page 37? (hiding) Why is Mouse hiding? Mouse says Skunk told him snakes are **dangerous**. What does Hedgehog say? Hedgehog says it's silly **gossip**.*

Intermediate *How do you think Mouse feels about Snake? Mouse is **afraid of Snake**. What does he tell Hedgehog? Mouse says that snakes are **dangerous to mice**. Does Hedgehog agree or disagree? (**disagrees**) What words tell you how Hedgehog feels? (**silly gossip, never hurt you**)*

Advanced/Advanced High *Who told Mouse that snakes are dangerous to mice? (**Skunk**) Who told Skunk? (**Fox**) Do you think Hedgehog believes the gossip about Snake? How do you know? (**Possible: I don't think Hedgehog believes the gossip. He says it is "silly" and says Snake would never hurt Mouse.**)*

Literature Anthology, pp. 50–51



Make Inferences Reread pages 50–51 with children. Explain that when Mouse turns a deep shade of pink, it means he is embarrassed. Explain that many people turn pink, or blush, when they are embarrassed. Have partners find another clue that shows Mouse's feelings after Snake rescues him.

Beginning *Demonstrate a **gasp**. Do you gasp when you are surprised? (**yes**) Why is Mouse surprised? Mouse is surprised because Snake **saved** him. How does Mouse feel? (**bad, embarrassed**) What does Mouse say to Snake? ("**I am very sorry.**")*

Intermediate *Why does Mouse gasp? Mouse gasps because he is **surprised** that Snake **saved** him. What does he say? He says, "**I am very sorry.**"*

Advanced/Advanced High *How do the picture and Mouse's words help you understand how Mouse feels? (The picture shows Mouse with a pink face. Mouse says, "I am very sorry.") What word tells how Mouse feels? (**embarrassed**)*

Literature Anthology, pp. 54–55



Author's Craft: Dialogue/Illustrations Reread the text with children. Help them describe the illustrations. Have partners discuss how the dialogue and illustrations show that Mouse is thankful and not afraid anymore.

Beginning *Look at the picture on page 54. What does Mouse have? (**flowers**) Who are the flowers for? (**Snake**) What is Mouse going to say to Snake? (**thank you**) Look at the picture on page 55. What are Mouse and Snake doing? (**hugging**) Does Mouse think Snake is a good friend? (**yes**)*

Intermediate *Look at the picture on page 54. What is Mouse holding? Find the words in the text. (**a bouquet of flowers**) What is Mouse going to do with that? He is going to **give the flowers to Snake to say thank you**. What does this show about Mouse? He **likes/is not afraid of** Snake. What does the picture tell you about how Mouse and Snake feel? They are **hugging**. They are **happy**.*

Advanced/Advanced High Have partners discuss how the illustrations and dialogue show that Mouse is thankful and not afraid of Snake.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Read Ask children to share their responses on **ELL Anchor Text Support BLMs** pages 4–6.

Reread Ask partners share their responses on **Reading/Writing Companion** pages 54–56. Have children reflect using the Check-In routine.

- 3) Grade level content is systematically presented throughout the materials. As previously mentioned, the program employs the Florida B.E.S.T. Standards. Every Teacher’s Edition outlines the standards addressed by Unit and every Unit addresses the standards more specifically by text set and Reader’s and Writer’s Workshop. See an example of both here, from the Grade 2 Teacher’s Edition:

Florida **B.E.S.T.** English Language Arts Standards
Grade 2 Standards Coverage

Florida B.E.S.T. Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Foundational Skills						
Phonics and Word Analysis ELA.2.F.1.3	●	●	●	●	●	●
Fluency ELA.2.F.1.4	●	●	●	●	●	●
Reading						
Reading Prose and Poetry						
Literary Elements						
Theme ELA.2.R.1.2	●	●		●		●
Perspective and Point of View ELA.2.R.1.3			●		●	●
Poetry ELA.2.R.1.4		●		●		●
Reading Informational Text						
Structure ELA.2.R.2.1	●	●	●	●	●	●
Central Idea ELA.2.R.2.2	●	●	●			●
Purpose and Perspective ELA.2.R.2.3		●	●	●	●	
Argument ELA.2.R.2.4	●				●	
Reading Across Genres						
Figurative Language ELA.2.R.3.1			●			●
Paraphrasing and Summarizing ELA.2.R.3.2	●	●	●	●	●	●
Comparative Reading ELA.2.R.3.3	●	●	●	●	●	●

UNIT 2 B.E.S.T. Standards Overview

English Language Arts is not a discrete set of skills. The standards work together to help children analyze the meaningful texts. In Florida Wonders, the standards are not taught in isolation. Rather they are purposefully combined to support student learning of texts they read.

	Text Set 1	Text Set 2	Text Set 3	
Reading Workshop	Essential Question: How are offspring like their parents? Phonics and Word Analysis ELA.2.F.1.3, ELA.2.F.1.3a, ELA.2.F.1.3d ✓ Short o, Long o, o, o, Short u, Long u, u, e Inflectional Endings -ed, -ing, CVCe Syllables Fluency ELA.2.F.1.4 Intonation, Accuracy and Phrasing High-Frequency Words Reading Informational Texts ELA.2.R.2.1, ELA.2.R.2.2 ✓ Text Features: Diagrams and Labels ✓ Central Idea and Relevant Details Reading Across Genres ELA.2.R.3.2 Retail Vocabulary ELA.2.V.1.1, ELA.2.V.1.3 Academic Vocabulary ✓ Homographs Using a Glossary Researching ELA.2.C.2.1, ELA.2.C.4.1 Life Cycle Diagram	Essential Question: What can animals in stories teach us? Phonics and Word Analysis ELA.2.F.1.3, ELA.2.F.1.3d ✓ Soft c and g: Consonant Digraphs Prefixes re-, un-, dis-; Suffixes -ful, -less Fluency ELA.2.F.1.4 Expression, Phrasing and Rate High-Frequency Words Reading Prose ELA.2.R.1.1 ✓ Main Story Elements: Character ✓ Plot: Sequence of Events Reading Informational Texts ELA.2.R.2.3 ✓ Author's Purpose Reading Across Genres ELA.2.R.3.2 Retail Vocabulary ELA.2.V.1.1, ELA.2.V.1.3 Academic Vocabulary ✓ Antonyms Base Words Researching ELA.2.C.2.1, ELA.2.C.4.1 Food Chain Diagram	Essential Question: What do we love about animals? Phonics and Word Analysis ELA.2.F.1.3 ✓ Three-letter Blends Compound Words Fluency ELA.2.F.1.4 Expression High-Frequency Words Reading Poetry ELA.2.R.1.2, ELA.2.R.1.4, ELA.K12.EE.2.1 ✓ Rhyme Scheme ✓ Theme ✓ Lines and Line Breaks Reading Across Genres ELA.2.R.3.2 Retail Vocabulary ELA.2.V.1.1, ELA.2.V.1.2 Academic Vocabulary ✓ Suffixes Researching ELA.2.C.2.1, ELA.2.C.4.1 Animal Information Cards	
	Extended Writing 1		Extended Writing 2	
	Communicating Through Writing ELA.2.C.1.1, ELA.2.C.14, ELA.2.C.15 Handwriting ✓ Research Report Improving Writing: Writing Process Communicating Orally ELA.2.C.2.1 Oral Presentation		Following Conventions ELA.2.C.3.1 ✓ Grammar: Commas in a Series; Nouns; Singular and Plural Nouns; Kinds of Nouns; Irregular Plural Nouns Spelling: Short o and Long o, Short u and Long u, Soft c and g, Consonant Digraphs Creating and Collaborating ELA.2.C.5.1, ELA.2.C.5.2 Writer's Notebook	
	Communicating Through Writing ELA.2.C.11, ELA.2.C.12, ELA.2.C.15 Handwriting ✓ Rhyming Poem Improving Writing: Writing Process Communicating Orally ELA.2.C.2.1 Oral Presentation			

E. Strands of Model Performance Indicators

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

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

- 1) The Florida Wonders materials include a range of language functions for students throughout the lessons and readings. The Teacher’s Edition and ELL Small Group Guide for each grade level both contain language functions in the objectives for the lessons as well as the activities within the lessons. See an example here, from Grade 4, Week 5, Lesson 1, where students will summarize, discuss, and identify:

LEARNING GOALS

We can actively listen to learn how knowing about the past helps us understand the present.

FL OBJECTIVES

Summarize a text to enhance comprehension. **ELA.4.R.3.2**

Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **ELA.4.V.1.3**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **ELA.K12.EE.4.1**

- Identify characteristics of an expository text.

ELL **ELD.K12.ELL.LA.1**
ELD.K12.ELL.SI.1

EL Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. **SS.4.A.3.3**

ELA ACADEMIC LANGUAGE

- features, inform, passage
- Cognates: *informar, pasaje*

See another example, from the ELL Small Group Guide Grade K, where students will label, discuss, point, and ask and answer questions:

<p>FL OBJECTIVES ELA.K.F.1.1.e, ELA.K.R.1.1, ELA.K.R.3.2.a</p> <p>English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. ELD.K12.ELL.LA.1</p> <p>English Language Learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1</p> <p>LANGUAGE OBJECTIVES</p> <p>Children will discuss the variety of sounds on a farm, using nouns and simple sentences.</p> <p>ELA ACADEMIC LANGUAGE</p> <ul style="list-style-type: none"> • label, setting 	<p>Read the Text</p> <p>Use the Interactive Question-Response Routine to help children understand the story.</p> <p>Pages 2-8</p> <p>Pages 2-3 Point to the girls. <i>Nan and Lin are on a farm. Where are Nan and Lin? (on a farm)</i> Point to a cow. <i>What animal is this? (a cow)</i> There are two cows. <i>Let's make the sound of a cow: Moo!</i> Point to the trucks. <i>What are these? (trucks)</i> <i>What sounds do trucks make? Nan and Lin hear the cows. They hear trucks.</i></p> <p>Main Story Elements: Setting Remind children that the setting is where the story takes place. Have children point to the pictures. Ask, <i>Where are the girls? The girls are on a ____ (farm)</i></p> <p> <i>What more can you describe about the setting? Talk to a partner.</i></p> <p>Beginning Have partners point to the pictures and describe the setting. <i>There are animals on the farm. People drive trucks on the farm.</i></p> <p>Intermediate Have partners answer questions about the setting: <i>What time of day is it? It is daytime on the farm.</i></p> <p>Advanced/Advanced High Describe the details of the setting of this story. <i>(It is daytime on the farm. There are people, animals, and trucks on the farm.)</i></p> <p>Pages 4-5 Point to a hen. <i>What animal is this? (a hen)</i> There are three hens. Count with children. Read the label: <i>hens</i> Point to a pig. <i>What animal is this? (a pig)</i> There are two pigs. Let's read the label together: <i>pigs</i>. Let's make the sound of a pig: <i>Oink! Oink!</i></p> <p> <i>What do Nan and Lin hear? Talk to a partner.</i></p>
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2) Language functions are always incorporated into a communicative goal or activity. The Reading/Writing Companion contains the activities and readings the students will engage in and the language functions are embedded in them. See examples of various language functions found in Grades K and 4:

Make Predictions:

Retell and Write:

<p>Reread SHARED READ</p> <p>Make Predictions</p> <p>Use details in the story to predict what happens next or what you'll learn about a character. Read on to confirm, or check, your prediction. Correct your prediction if it is not right.</p> <p>FIND TEXT EVIDENCE</p> <p>You probably predicted Tina is the kind of friend who is bossy. Reread page 39 of the story to find the text evidence that confirms your prediction.</p> <p>Page 39</p> <p>During math, I tried to think of how I would tell Tina that I wanted to do my own act. After all, we are best friends; we should be able to see eye to eye about this. The problem is Tina always takes charge, I don't speak up, and then I end up feeling resentful about the whole situation.</p> <p>Quick Tip</p> <p>When you read a work of fiction, pay attention to what a character does after someone speaks to him or her. It will give you a clue to how the character is feeling.</p> <p><i>I read that Tina always takes charge. This confirms my prediction that Tina is bossy.</i></p> <p>Your Turn Using clues you find in the text, how do you predict Maura will solve a future problem with her friends? As you read, use the strategy Make Predictions.</p> <p><i>I think in the future Maura will tell her friends how she really feels.</i></p> <p>CHECK IN 1 2 3 4</p>	<p>Read Respond to the Big Book</p> <p> Retell the realistic fiction story.</p> <p> Write about the story.</p> <p></p> <p>What is an interesting part of the story?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How do you know this story is realistic fiction?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Text Evidence</p> <p>Page _____</p> <p>Text Evidence</p> <p>Page _____</p>
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Compare and Contrast:

Label and Describe:

Reread | SHARED READ

Compare and Contrast

Authors use text structure to organize the information in a text. Comparison is one kind of text structure. Authors who use this text structure tell how things are alike and different.

FIND TEXT EVIDENCE
Looking back at pages 13-14 of "A World of Changes," I can reread to learn how slow natural processes and fast natural processes are alike and different. Words such as *some*, *but*, *both*, and *like* let me know that a comparison is being made.

Quick Tip
When you want to compare things, look at how the things are alike. When you want to contrast things, look at how the things are different. These words are used to help you compare: *like*, *and*, *both*, *similar*, *same*. These words are used to help you contrast: *unlike*, *different*, *or*, *but*.

Your Turn Reread the section "Fast and Powerful" on pages 14-15. Compare and contrast volcanoes and landslides. List the information in the graphic organizer on page 21.

CHECK IN 1 2 3 4

Build a Bug

- 1** Think about the texts you read. What did you learn about different kinds of bugs?
- 2** Build a bug. Draw your bug using body parts from the bugs you learned about.
- 3** Label and describe your bug. Use words that you learned this week.

Think about what you learned this week. Turn to page 67.

3) The language functions support the progression of language development. The ELL Small Group Guide introductory statement emphasizes this when it states "A variety of resources will help English Language Learners meet grade-level expectations set by B.E.S.T. standards, while building on their English language proficiency through ELD Standards for Social and Instructional Purposes and English Language Arts. The components scaffold instruction to tackle core content and leveled practice through integrated domains to help ELLs transition to more proficient levels of English" (page vii). Each lesson, both for Newcomers and other ELLs, contains multiple language functions to help support this statement. See examples below, from grade levels K, 2, and 4, where students will engage in a variety of language functions, from retelling, to summarizing and sequencing:

LANGUAGE OBJECTIVES

Children will narrate, or tell, what friends do using naming words.

ELA ACADEMIC LANGUAGE

- *retell, details*
- Cognates: *detalles*

LANGUAGE OBJECTIVES

Children will narrate by answering questions about a story in complete sentences.

Children will use academic language to explain an author's use of dialogue and illustrations.

ELA ACADEMIC LANGUAGE

- *character, illustrations, dialogue*
- Cognates: *ilustraciones, diálogo*

LANGUAGE OBJECTIVES

Students will summarize by discussing relevant details in the text.

ELA ACADEMIC LANGUAGE

- *text structure, proverb, chronology, sequence, summarize, map*
- Cognates: *estructura de texto, cronología, secuencia, mapa*

MATERIALS

Online ELL Genre Passage, "Eastern Influence"