# PRIME™

## Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

**HOOPOE BOOKS**

Awakening Young Minds

# Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELLs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

# Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

# Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:**  Complete information about materials being reviewed.

**STEP 2:**  Respond to the "Yes/No" questions about the presence of the criteria in the materials.

**STEP 3:**  Provide justification to support your "Yes" responses. (Note: If additional explanation for "No" answers is relevant to readers' understanding of the materials, this may also be included.)

# Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

## I. Performance Definitions
(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

## II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

## III. Levels of English Language Proficiency
(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

## IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
  - **Attached to Context**
  - **Higher Order Thinking**
- IVB. *Content Stem*
  - **Coverage and Specificity of Example Topics**
  - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
  - **Sensory Support**
  - **Graphic Support**
  - **Interactive Support**

# Part 1:  Information About Materials

Publication Title(s): ___All About Me titles, including:  Me & My Memory; Me & My Feelings; and What's the Catch?___

Publisher: ___Hoopoe Books, a division of The Institute for the Study of Human Knowledge___

Materials/ Program to be Reviewed: ___All About Me informational series___

Tools of Instruction included in this review: ___student/teacher texts for titles in series___

Intended Teacher Audiences: ___Grade 6-12 teachers in content areas of science, social studies, language arts & health___

Intended Student Audiences: ___students in grades 6-12, including English Language Learners___

WIDA Framework(s) considered: ___formative___

Language domains addressed in material: ___all 4 domains - listening, speaking, reading & writing___

WIDA English Language Proficiency Standards addressed: ___Social & Instructional, Language Arts, Science & Social Studies___

WIDA language proficiency levels included: ___Levels 2-6 (Beginning, Developing, Expanding, Bridging, Reaching)___

Most Recently Published Edition or Website: ___2009 (Me and My Memory); 2010 (Me and My Feelings & What's the Catch?)___

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

All About Me is a series of books to help young people understand themselves and how we all, as human beings, work. This is fundamental information, but we often forget to teach students about it in school. For example, what psychologists know about how we see, think, and feel, how these abilities work, how they change, grow or get stuck and how reliable they are as we try to make sense of ourselves, our friends, our relatives and the world around us.

The All About Me series provides an all-inclusive program designed to meet the American Psychological Association's National Standards for Psychology at the high school level, the standards established for the College Board AP Psychology course, and the National Board Standards for Science/Adolescent and Young Adulthood. Focused on the mind, each text provides a set of lessons and various activities that are designed to teach sophisticated brain research in an accessible and interesting way.

# Part 2: PRIME Correlation Tool

## I. PERFORMANCE DEFINITIONS

**IA. Linguistic Complexity** (the amount and quality of speech or writing)

| YES | NO | | |
|-----|-----|---|---|
| ☑ | ❏ | A. | Do the instructional materials take into account linguistic complexity for language learners? |
| ☑ | ❏ | B. | Do the instructional materials address linguistic complexity for all of the targeted proficiency levels? |
| ☑ | ❏ | C. | Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials? |

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

A. The purpose of the All About Me Series is to make accessible to secondary students information about themselves that is normally inaccessible to them owing to its linguistic complexity and academic target audiences. Access for adolescents is created by paying close attention to such presentation features as linguistic complexity.

B. The All About Me titles are designed to move students from the simpler structures of everyday social & instructional exchanges to the more complex structures typical of scientific discourse. This movement is also accomplished by attention to the wordings used to develop the relationship between the author and reader. Content is introduced and scaffolded through the more interactive forms of discourse likely to be familiar to adolescents and students new to English. Yet the forms of interaction and registers of language more typical of academic science writing are also presented once knowledge of the topic has been adequately developed.

C. The system employed for addressing linguistic complexity is to move back and forth between the more oral and informal forms of interaction and the more formal, written styles of interaction typical of academic writing in these fields of study, providing both models and opportunities to practice use of the forms.

**Examples of transitions from social & instructional to more content specific language:**

Me & My Memory

- Try This/What's Going On? sequences: simple timed memory quiz experiment followed by discussion of memory principles & terms exemplified in experiment, pp. 13-14; find & write about a favorite kitchen treat, its smell and a memory associated with the smell, then discussion of sense memory research, pp. 25-26; draw picture of recent memorable event, list those things about event not remembered, discussion of memory principle this illustrates, p. 55

Me & My Feelings

- Try This/What's Going On? sequences: write about recent time when afraid, followed by discussion of autonomic nervous system & physiological responses, pp. 10-11; brainstorm list of emotions, then categorize listed emotions, followed by discussion of scientific classifications of emotions, pp. 25-26; write story about what will make one happy followed by discussion of research regarding role such narratives play, pp. 118-119

What's the Catch?

- Try This/What's Going On? sequences: ask friend for money, reduce request if refused, discussion of scientific principle involved follows, pp. 29-30; try out power of a secret to get attention of friend or family member, discussion of scarcity & reflexive emotional responses follows, pp. 59-61; make list of friends & reasons why they are friends, discussion of peers & peer pressure follows, pp. 78-9

**Examples of scaffolding to more complex, content specific linguistic forms:**

- Me & My Feelings:  Managing Anger sequence, pp. 61-67
- What's the Catch?: Reciprocity Rule sequence, pp. 25-9

**IB. Vocabulary Usage** (specificity of words, from general to specific to technical)

YES   NO

☑   ❑   A.   Is vocabulary usage represented as words, phrases, and expressions in context?

☑   ❑   B.   Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

☑   ❑   C.   Are general, specific, and technical language usage systematically presented throughout the materials?

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

A.   Key words, phrases & other lexical items are bolded and presented in context. Understanding & use is developed through a variety of examples and activities.

B.   Relevant general, specific and technical vocabulary is employed in ways that provide access to the content for students at the Beginning, Developing, Expanding, Bridging, & Reaching levels of language proficiency and which would facilitate their development in this content beyond their current level of proficiency.

C.   General, specific and technical language key to developing field knowledge is presented in context. Activities in which students are given opportunities to see the vocabulary illustrated and in which students can practice using the vocabulary in meaningful contexts are also provided.

**Examples:**

Me & My Memory:

- short-term memory & long-term memory with activities, pp. 30-1; memory as a construction, serial reproduction, etc. in context of an experiment, pp. 40-44; memory principles such as "We remember meaningful events" are presented in context of relevant activities & discussions, pp. 55-58

Me & My Feelings:

- flight-or-fight response & emergency reaction system introduced through experiential & expository context, pp. 33-5; the concepts of core disgusts & interpersonal disgusts are introduced through a compare & contrast, p. 91; terms for varieties of happiness are introduced and connected to student personal experiences, pp. 110-113

What's the Catch?:

- such terms as social comparison & reference group introduced first experientially then as organizers of experience, pp. 14-18; stealth marketing & product placement introduced through discussion of popular films & shows, pp. 43-44; theory of obedience to authority & other concepts introduced in experimental context, pp. 67-74

**IC. Language Control/Conventions** (comprehensibility of language)

YES  NO

☑  ❑    A.  Are opportunities to demonstrate language control presented in the materials?

☑  ❑    B.  Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

☑  ❑    C.  Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

A.  All students are provided with opportunities to develop both oral & written communication, with sensory, graphic & interactive supports provided to scaffold language control.

B.  A variety of opportunities to demonstrate control are presented in the context of oral & written activities that enable a student at any of the Beginning, Developing, Expanding, Bridging, or Reaching levels to demonstrate their language control capabilities.

C.  Attention is paid to practice in gaining control of various oral & written forms, from intonation practice, to the creation of lists and interview questions. Like other language forms, the forms that are emphasized are forms that connect to gaining a deeper understanding of the presented content in some way.

**Examples of opportunities to demonstrate language control in the recurring "Your Turn" & "Try This" sections:**

Me & My Memory:

- Your Turn - dialogue writing, p. 12; Try This - timed write of answers to questions, p. 13; Your Turn - application of metaphor, meaning shift & neologism, pp. 49-50

Me & My Feelings:

- Your Turn - experiment with verbal expression & tone, p. 101; Your Turn - non-verbal & verbal expressions of happiness, p. 115; Try This - incorporate into description of an emotional event 8 key elements of an emotional event, p. 131-2

What's the Catch?

- Try This - interview a collector, asking five key questions in regard to scarcity, p. 55-6; Try This - interviewing of older relative/journal reflection, p. 88; Your Turn - many ways to say no, p.104

## II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

### IIA. Presence of WIDA English Language Proficiency Standards

YES NO

☑ ❑    A.   Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

☑ ❑    B.   Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

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A. The series is designed to help adolescents understand how we as human beings work. While social and instructional language is used both to provide access & to engage students, topics covered in the WIDA Standards of the language of Language Arts, Science & Social Studies are also covered.

B. The materials introduce the targeted content through forms more common to social and instructional language, before introducing concepts and forms more specific to the content areas. This is done in a consistent, systematic way.

**Examples of Social & Instructional Language to the language of Language Arts:**

Me & My Memory

- connecting to examples of cultural memory from literature pp. 47-8; tips for improving memory & recall, pp.102-6

Me & My Feelings

- exploring bias & social comparison through writing exercise, pp. 17-18

What's the Catch?

- journal exercise - opinion & changes of opinion, pp. 50-52,

**Examples of Social & Instructional Language to the language of Science:**

Me & My Memory

- read & recall exercise, pp. 70-71

Me & My Feelings

- fight or flight sequence, pp. 33-37

What's the Catch?

- water bottles & group influence sequence, pp. 81-83

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**Examples of Social & Instructional Language and the language of Social Studies:**

Me & My Memory

- Memory as a Cultural System, pp. 44-47

Me & My Feelings

- fear universals & cultural expressions, pp. 70-72; laughter, pp. 117-18

What's the Catch?

- consistency, commitment, compliance & civic behavior, pp. 45-49

**IIB. Representation of Language Domains**

YES  NO

☑ ❏  A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

❏ ☑  B. Are the targeted language domains presented within the context of language proficiency levels?

☑ ❏  C. Are the targeted language domains systematically integrated throughout the materials?

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

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A. Opportunities to practice in all four domains are integral to the texts. Reading is targeted both through the text itself and through various research activities. Listening and speaking are targeted through discussion, pair, dramatization and other oral language activities, while many other activities target writing as well.

B. While all four domains are targeted in the series and the needs of students in proficiency levels 2-6 are addressed, the language domains are not presented within the context of language proficiency levels, although language domain activities are presented within the context of progression in content knowledge proficiency.

C. Ample opportunities not only to read, write, speak & listen but to develop one's skills in these areas are provided throughout the materials.

**Examples:**

**Listening & Speaking Activities:**

Me & My Memory

- More Fun - ask a friend a set of questions from a memory experiment, p. 17; More Fun - Create own serial reproduction experiment, p. 44; Your Turn & Try This - a pair of interview experiments, pp. 59-60

Me & My Feelings

- Try This - friend interview experiment of memory association, p. 42; Try This - practicing & observing difference between angry & neutral speaking tones

What's the Catch?

- Try This - Ask a friend for money, p. 29; Try This - practice taking both sides in a debate, p. 45; Try This - adding to a list with help from family & friends, p. 90

**Writing Activities:**

Me & My Memory

- Your Turn & More Fun - how-to manual & procedural writing, pp. 20-21; Try This - writing about sensory memory, p. 25; Try This - compare & contrast of memory with actual experience, p. 55

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Me & My Feelings

- Keep it in Mind - Emotions Journal/Log, pp. 21-22; Try This - rewrite a scenario, pp. 64-65; Try This & What's Going On? - therapeutic writing exercise, pp. 79-81

What's the Catch?

- Try This - write an explanation, p. 13; Your Turn - write a journal/notebook entry, p. 51; More Fun - design an advertisement, p. 62

**Additional Reading Activities:**

Me & My Memory
Did You Know?

- illustrative fiction stories, pp. 47-48; feats of memory - online, p. 98

Me & My Feelings

- more research information - online links, pp. 117-118; more research information - primary source, p. 138

What's the Catch?

- Your Turn & More Fun - comparing ads in newspaper & on eBay, p. 55; Your Turn (2x), newspaper & internet searches for examples of theory of obedience to authority, pp. 71-2

**Additional Activities in All Four Domains:**

- Me & My Memory pp. 109-111; Me & My Feelings pp. 147-150; What's the Catch, pp. 121-125

## III.     LEVELS OF LANGUAGE PROFICIENCY

**IIIA. Differentiation of Language** (for ELP levels)

YES   NO

❑   ☑   A.   Do the materials differentiate between the language proficiency levels?

☑   ❑   B.   Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

❑   ☑   C.   Is differentiation of language systematically addressed throughout the materials?

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

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A.   Rather, the materials assume that most students, whether English learners or native English speakers, will have had only a general exposure to the language of the content area concepts presented in this series.  Therefore all students, including students for whom English is their first language, will require scaffolding in this field from a level of proficiency that corresponds roughly to the WIDA English Language Proficiency levels 2 & 3 (Beginning & Developing) towards levels of language sophistication more in keeping with levels 4, 5 & 6 (Expanding, Bridging & Reaching).  No special differentiation for English learners is made.

B.   While no explicit differentiation is made between various language proficiency levels, the structure of the texts and accompanying activities are generally appropriate both developmentally & linguistically for English Learners from about a WIDA ELP level of 2 or 3 and upward.

C.   See A & B above.

**Examples of Activities that are Appropriate for Students at about a WIDA ELP Level 2 or 3 (Beginning or Developing)**

Me & My Memory

- Your Turn & More Fun - creating step-by-step directions for procedural tasks, pp. 20-21; Try This - telephone number activity, p. 29; Test & Keep it in Mind - mind map test & graphic organizers, pp. 52-53

Me & My Feelings

- Emotions At Work & The Cast - comics style introduction to the various emotions pp. viii-x, pp. 1-3; Try This - making lists of feelings, emotions & moods, p. 27; Try This & What's Going On? - compare two facial expressions with modeling, p. 52

What's the Catch?

- Your Turn & Did You Know? - search for "free" ads exercise, pp. 27-28;  Try This - celebrities & product endorsements, p. 42; Try This - "limited time" sales search, p. 54

**IIIB. Scaffolding Language Development** (from ELP level to ELP level)

YES  NO

☑  ❑  A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑  ❑  B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑  ❑  C. Are scaffolding supports presented systematically throughout the materials?

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

A. At each level, whether it be in the more informal & general constructs of the earlier stages of exposure or whether it be when addressing the more technical & formal constructs of the science, materials seek to develop student facility with the field at that level.

B. Series attempts to move student self-understanding from concrete ideas and concepts, familiar situations, informal registers and general vocabulary to more abstract ideas and concepts, unfamiliar situations, more formal registers and technical vocabulary in extended discourse.

C. Pictures, illustrations, illustrated dialogue sequences, pair & group activities, graphic organizers, and other supports are systematically presented throughout the series through a cycle of illustration, activity & explanation that sets the stage for understanding of the more academic passages.

Typical Scaffolding Sequences:

- Me & My Memory - Chapter 3, How Does Memory Work? sets up understanding of the analogies that underlie attempts to understand how memory works and how these analogies are applied to memory. These ways of understanding memory are then further developed through activities that help students apply these approaches to memory both to their own memories and to putting all the analogies in perspective. Students are then walked through some graphic supports that they can use to apply the understandings of memory they have developed to their own studies.

- Me & My Feelings - Chapter 4, Anger, begins with an example from a student's emotions journal. It then presents two faces with which to elicit the distinguishing nonverbal characteristics of a display of anger. Students then practice making angry faces until they can learn to feel these distinguishing characteristics. This is expanded in the next several cycles of activities. Next attention is turned to how anger is verbalized. Anger verbalization and words to describe varying degrees of anger are then developed in a series of activities. These set the stage for activities around anger triggers, and recognizing anger as it develops - both in person and in scenarios and in exploring alternatives to anger. This sets the stage for "The Science" on pp. 66-67.

- What's the Catch? - Chapter 2,The Comparison Effect, begins with a "Try This" activity followed by an explanation of the comparison effect in terms of the activity. This is followed by another activity that helps extend understanding of the comparison effect further, with additional information from commonly cited research, with a further activity that helps to generalize understanding of the comparison effect. And so on. Finally, it sets the stage for more extended scientific discourse in "The Science" section on pp. 16-17.

## IV. STRANDS OF MODEL PERFORMANCE INDICATORS

**IVA. Language Functions**

YES  NO   **Context**

☑   ❑   A.  Do the materials include a range of language functions?

☑   ❑   B.  Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?

☑   ❑   C.  Are language functions presented comprehensively to support the progression of language development?

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

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A.  The goal of the All About Me series is to help adolescents understand themselves as human beings. A variety of language functions is employed to this end.

B.  To be able to better understand and to further their understanding of themselves in the round as human beings, it is imperative that users of the All About Me series use language in a variety of ways and in a variety of contexts - both in school and out. Accordingly, the activities contained in the All About Me series present language functions in contexts the purpose of which is to develop understanding of the content and its application to student lives.

C.  The language functions included in the All About Me series are intended to be of sufficient scope to support content understanding at increasing depth and application of content to a variety of real life purposes. Language functions that support engagement with the content at progressively more advanced levels of language sophistication are integral to this approach.

**Examples from the Continuum of Language Functions**

Me & My Memory

- Try This - write answers to questions about factual & experiential memory, pp. 13-14; Your Turn & Try This - list items & provide examples in which to apply memory metaphors, p. 48; More Fun - create own serial reproduction experiments, p. 44; Try This - context & memory reading/writing exercise, p. 64; Your Turn & More Fun - select reading passage(s), entitle, perform experiment & compare responses, p. 67; Test Your Memory on Chapter 7 - matching exercise, p. 92

Me & My Feelings

- Try This - matching emotions to images, p. 24; Try This - brainstorm list & categorize emotions, p. 25; Keep it in Mind - recall & write down examples of positive & negative experiences for each primary emotion using chart, p. 32; Try This - stay or go, making decisions based on scenarios, p. 33; Try This - recall, write down & analyze two emotional experiences, p. 38; Keep it in Mind - expansion of "emotions

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log" entries using information presented in text, p. 50; Keep it in Mind - logging expressions of disgust & employment of disgust in communication, p. 96

What's the Catch?

• Your Turn - follow a procedure, p. 11; Your Turn - writing to examine one's opinions regarding another group of people, p. 17; Your Turn & More Fun - interview/converse with friends & family regarding "free gifts", p. 32; Try This - debate teams & arguing both sides of an issue, p.45; Your Turn & More Fun - long-term research project of newspaper & online use of scarcity principle, p. 55; More Fun - work as an ad team to create a magazine ad, p. 62

YES  NO  **Higher Order Thinking**

☑  ❏  D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☑  ❏  E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

D. This series takes the approach that environments that facilitate group discussion, the verbal expression and elaboration of ideas and the connection of these to embodied states internal to the individual will most likely lead to both higher order thinking and conceptual change. Accordingly students are given many opportunities to elaborate and express their ideas both verbally and in writing as well as being given opportunities to connect these communicative events to more internal experiences.

E. Scaffolding of experiences with the content is done systematically through careful sequencing of such recurring segments as Try This, Your Turn & More Fun in order to facilitate movement of students beyond simple recall or comprehension of the material into higher order engagement with the materials.

**Some examples of higher order thinking**

Me & My Memory

- More Fun - create own experiments to demonstrate serial reproduction, p. 44; Your Turn - imagine life if cultural memory systems broke down, p. 48; More Fun - modify context experiment using self-selected passage(s), p. 67; Your Turn - compare two accounts of an event - one's own & that of a friend, p. 81

Me & My Feelings

- Your Turn - analyze & evaluate performance of an actor, pp. 17-18; Try This - analyze & evaluate a situation involving either anger or fear, pp. 39-40; Keep it in Mind - analyze in greater depth emotional experiences using information from the text, p. 50; Try This - rewrite/revise a scenario using information on managing anger, p. 64

What's the Catch?

- Your Turn (x2) - assessing rationale for various sales pitches in terms of influence techniques, p. 38; Your Turn - determining elements of experience that led to change of opinions, p. 51; Your Turn & More Fun - determine patterns in ads & listings, p. 55; Your Turn - examine past experience and evaluate outcome, p. 65

**IVB. Content Stem**

YES NO **Coverage and Specificity of Example Content Topics**

☑ ❏    A.  Do examples cover a wide range of topics typically found in state and local academic content standards?

☑ ❏    B  Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

☑ ❏    C.  Are example topics systematically presented throughout the materials?

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

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A.  Alignments have been made to a variety of state & national content standards in the areas of psychology, health & general science and are included in the back pages of all the the titles. Common Core alignments have also been done for titles in the series and will be available for viewing at www.hoopoekids.com .

B.  As indicated elsewhere, effort has been made to make each topic accessible at a general & more informal level and then move students into the more formal & technical.

C.  Each title takes a particular aspect of the self and/or social world of adolescence - memory, feelings, influence, etc. - and uses this as a bridge into the science. Each title is divided into chapters that explore, say, types of memory, or the various basic emotions, or types of influence.

**Some example content area topics:**

Me & My Memory

•  Science - Cycles: The Memory Cycle (pp. 34-7); Social Studies - Cultural perspectives & frames of reference: Memory as a Cultural System; Language Arts - Test Taking Strategies: Improving Memory (pp. 102-106); Health: Traumatic Memories & Healing Narratives (pp. 88-93)

Me & My Feelings

•  Science - Physiology & Adaptation: What are Emotions & Why Do We Have Them? (pp. 9-22); Social Studies - Conflict Resolution: Managing Anger (pp. 61-69); Language Arts - Character Development: Describing Emotional Experiences in Detail (pp. 9-16) & Acting Out & Observing Emotional Displays of Actors (pp. 16-18); Health - Managing Emotions (pp. 129-146)

What's the Catch?

•  Science - Scientific Research & Investigation: The Science (pp. 16-17, 28-29 & 46-49); Social Studies - Behavioral Economics: Scarcity: Wanting What We Can't Have (pp. 53-66); Language Arts - Bias: Mirror, Mirror: We Buy What We Like (pp. 35-52);

For additional examples of the range of topics covered see the table of contents and/or index for each title.

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| YES | NO | **Accessibility to Grade Level Content** |
|:---:|:---:|---|
| ☑ | ❏ | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| ☑ | ❏ | E. Is grade level content accessible for the targeted levels of language proficiency? |
| ☑ | ❏ | F. Is the grade level content systematically presented throughout the materials? |

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

D. The All About Me Series has the dual purpose of helping adolescents understand themselves while familiarizing them with major findings in psychology and related fields. The language used to introduce content area knowledge makes use of a variety of social and instructional language forms likely to be familiar to adolescent learners in order to facilitate understanding of the more typically scientific sections of the texts.

E. By employing simpler social & instructional forms to gain entry into and to provide clarification of key content concepts, students from the Beginning (level 2) or Developing level (level 3) upwards are likely to find the content concepts readily accessible.

F. The chapters and chapter sections present the content in a systematic & logical format.

**Examples from the table of contents of each text**

Me & My Memory

- Following the introduction, the text covers types of memory (pp. 11-33), how memory works (pp. 34-54), key principles of memory (pp. 55-75), and a number of specific memory topics: false memory (pp. 76-83, memory loss (pp. 84-87), traumatic memories & healing narrative (pp. 88-93), powerful memories (pp. 94-101), and improving memory (pp. 102-106).

Me & My Feelings

- This text begins with defining emotions and why we have them (pp. 9-22), clarifying emotions (pp. 23-32), interpreting emotions (pp. 33-50), examination of the specific primary emotions of anger (pp. 51-69), fear (pp. 70-85), Surprise & Disgust (pp. 86-96), sadness (97-109), happiness ( pp. 110-122), secondary emotions (pp. 123-128), and managing emotions (pp. 129-147).

What's the Catch?

- This text is structured around key principles of influence such as the comparison effect (pp. 10-24) reciprocity (pp. 25-34), liking (pp. 35-52), scarcity (pp. 53-66), authority (pp. 67-77), peer pressure (78-108), and influence online (pp. 109-119).

Excerpts from What's the Catch? that demonstrate accessibility (pp. 20 & 29) and also appropriateness (p. 9). Additional excerpts from this & the other titles can be viewed at www.hoopoekids.com.

What's the Catch? How To Avoid Getting Hooked and Manipulated

so on, problems, in comparison, can be kept in a better perspective. They are less likely to turn a molehill into a mountain.

This **mood swing**, however, only lasts for a short while, so you have to try to find the small things throughout the day to boost your outlook and the moods of those around you.

*Shirt Sale*
buy one get one
*1/2 off*



**TRY** THIS
Imagine that you are going shopping for a new T-shirt. You see the same shirt you like in a different store. One store is selling the T-shirt on sale for 25% off; the other store is selling it as - "Buy one at regular price and get a second one for 50%!" Which deal looks better in comparison? Which is actually a better deal: a T-shirt on sale for 25% off OR buy one T-shirt at regular price and get the second for 50% off?

20                    Images © 2010 Jeff Jackson

Chapter 3    Give and Take: IOU

More interestingly, this experiment revealed that it does not matter whether or not you like the person who did you the favor. At the end of the experiment, subjects filled out questionnaires in which they were asked whether or not they liked the accomplice. Those who received a favor repaid the accomplice with more ticket sales - even when they answered that they did not like them.

**TRY** THIS

Sometimes the "gift" comes in a strange form. Ask your friend to borrow $25. Let's say he or she says no. Then ask him or her if you could borrow just $1. Chances are your friend will say yes.



29    Images © 2010 Jeff Jackson

Another fly appears on the surface. The fish zooms in, gets his dinner and a hook. The fish got more than he bargained for. It got hooked. The fisherman understood the **instinctive** (automatic or **preprogrammed**) behavior of fish. He used this knowledge to trick the fish and catch his own dinner.
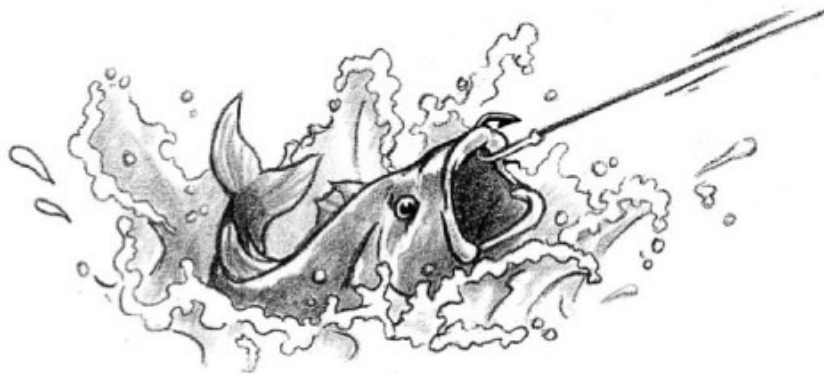
In some ways we are all fish swimming in a giant pond. We are surrounded by messages from the environment that trigger automatic responses, both behaviors and feelings. Most of the time, these automatic responses lead to good things. But all too often we can be manipulated and influenced by those who want to control us, sell us something, or get us to do something.

In this book, we'll look at how people (from parents to peers) and media (from advertising to the internet) try to influence us. In order to get the most of out of this book, you should participate in the "Try This" and "Your Turn," etc., activities scattered throughout the book.

By understanding your own reaction patterns, you can avoid getting hooked. You can learn to see more clearly when you are being helped and when you are being manipulated, brainwashed, and tricked. You can also learn when and how to protect yourself from unwanted influence.

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## IVC. INSTRUCTIONAL SUPPORTS

YES   NO   **Sensory Support**

☑   ❑   A.   Are sensory supports, which may include visual supports, present and varied in the materials?

☑   ❑   B.   Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?

☑   ❑   C.   Are sensory supports systematically presented throughout the materials?

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

A.   Pictures, illustrations, ongoing illustrated storylines, activities to promote highly specific matching between text and body states, facial expressions, memory activation, etc., are found throughout the texts.

B.   The primary purpose of the included sensory supports is to facilitate concept attainment. Depending on its placement in a text, the specific role of a sensory support may be to facilitate access to students' prior knowledge, promote deeper understanding of concepts and/or to consolidate learning.

C.   Sensory supports are made use of where they most effectively lend themselves to concept attainment. The types of sensory supports used vary depending on the nature of the material and the nature of the targeted learners.

**Sensory Support Examples:**

Me & My Memory

- The Complicated Process of Memory - graphic narrative/expository sequences introducing key memory concepts (see excerpt), pp. iv-vii; Try This - serial reproduction illustration, p. 40; Try This - meaningful events & money illustration, p. 56; Try This - using a song to elicit memories, p. 57

Me & My Feelings

- Emotions at Work - Graphic narrative sequence introducing key concepts, pp. viii-x; Try This - panel of images illustrating primary emotions, p. 5; The Science - limbic system diagram, p. 19; Try This - identifying emotional displays from photographs, p. 24; Try This - use of movies or TV to do observations of emotional displays, p. 56; Your Turn - observing emotions at sporting events, p. 61; What's Going On? - illustrations for emotions without English equivalents, pp. 112-113

What's the Catch?

- Out of Her League - graphic narrative vignette introducing key influence concepts, pp. 1-5; Did You Know? - sample advertisements, p. 27-8; The Science - pair of illustrations to augment description of study found in text, p. 48; Hooked - illustrated example of principle, p. 63; Did You Know - contrasting images of before & after of Milgram study, p. 71; The Science - images from conformity study, p. 84

YES   NO    **Graphic Support**

☑   ❑    D.   Are graphic supports present and varied in the materials?

☑   ❑    E.   Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

☑   ❑    F.   Are graphic supports systematically presented throughout the materials?

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

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D.   The types of graphic supports include graphic organizers to promote memory, access to prior knowledge, consolidation of learning & deepening of concept understanding. Graphic organizers are also used to help students generate new knowledge.

E.   The primary purpose of the included graphic supports is to facilitate concept attainment. Depending on its placement in a text, the specific role of a graphic support may be to facilitate access to students' prior knowledge, promote deep understanding of concepts and/or to consolidate learning.

F.   Graphic supports are made use of where they most effectively lend themselves to concept attainment. The types of graphic supports used vary depending on the nature of the material and the nature of the targeted learners.

**Examples:**

Me & My Memory

- Memory & other cycles, pp. 34-7; graphic organizers, pp. 52-3; Try This - chessboards as complex graphic organizer, pp. 97-8

Me & My Feelings

- Your Turn - charting actor display signals, pp. 17-18; Keep it in Mind - organizing positive & negative examples of primary emotions, p. 32; Try This - Stay or Go table, p. 33

What's the Catch?

- Your Turn - graph numerical data from research, p. 55; More Fun - create authority figure/status symbol chart, p. 74; Try This - preferences chart/rater tool, p. 79

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YES  NO  **Interactive Support**

☑  ❑  G.  Are interactive supports present and varied in the materials?

☑  ❑  H.  Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

☑  ❑  I.  Are interactive supports varied and systematically presented in the materials?

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

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G.  There are partner, small group and whole group activities present in all the texts.  There are also interactive activities using websites such as the one found on p. 123 of What's the Catch.  Interviewing, debating, and a variety of other interactive structures are included.  Further, the texts have activities that promote interactions not only within class but outside class and in the home.

H.  The primary purpose of the interactive supports is to facilitate concept attainment.  Depending on its placement in a text, the specific role of an interactive support may be to facilitate access to students' prior knowledge, promote deep understanding of concepts and/or to consolidate learning.

I.  Interactive supports are made use of where they most effectively lend themselves to concept attainment.  The types of interactive supports used vary depending on the nature of the material and the nature of the targeted learners.

**Examples:**

Me & My Memory

•  Your Turn - interview an older relative with music, p. 10; More Fun - replicate an experiment with a friend, p. 17; More Fun - have friend perform procedure written by you, p. 21; More Fun - create & perform own serial reproduction experiment on friends/ relatives, p. 44; Your Turn - time responses of friends to questions at intervals, p. 59

Me & My Feelings

•  Try This - poll friends & family, p. 29; Your Turn - feedback via online sources regarding movie preferences, p. 31; Try This - eliciting an emotional reaction pattern from a friend, p. 42; Try This - help of family & friends to illustrate nonverbal cues, p. 54; Try This - poll friends & family, p. 88

What's the Catch?

•  Your Turn & More Fun - using parents & older relatives to generate a list, p. 32; Try This - Googleganger activity, p. 40; Try This - debating both sides of an issue in teams, pp. 45-46; Try This - interview a collector, pp. 55-56; More Fun - form a small advertising team & create an ad, p. 62; Your Turn - public experiment to elicit reactions, pp. 85-86

Each text has an "Additional Classroom Activities" or "Activities for Teachers to Use in the Classroom" section that contains more activities that provide interactive support.

# Appendix

**I. Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

    **IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation

    **IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context

    **IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context

**II. English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

    **IIA. Five WIDA ELP Standards:**
1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science.**
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

    **IIB. Domains:**
- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing** – engage in written communication in a variety of situations for a variety of audiences

**III. Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

    **IIIA. Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

    **IIIB. Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

    IVA. **Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

    IVB. **Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

    IVC. **Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students' deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.