

## **HOOPOE BOOKS - ALL ABOUT ME SERIES**

### **Common Core State Standards & WIDA PRIME Correlations**

Both the Common Core & WIDA correlations were completed by Philip Farson, B.Ed., B.S., a WIDA-trained and certified correlator.

#### **Common Core State Standards & WIDA PRIME Correlations**

These correlations of the All About Me Series to the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects and the WIDA PRIME Inventory complement the existing correlations to national content area standards that have been undertaken. Like the national psychology, science and health standards to which All About Me has been correlated, the Common Core State Standards are or are soon to be national in scope, having been adopted by 44 states and the remainder expected to adopt these or standards of comparable rigor.

Similarly, for English language proficiency/English language development standards, there is a trend underway in the states to adopt common standards. At present, the ELD standards developed by the WIDA Consortium appear to have the momentum, having been adopted by 29 states and the District of Columbia. The All About Me Series correlation to the WIDA PRIME Inventory was commissioned with this in mind.

This report will address the WIDA PRIME Inventory correlation and the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects correlations separately and then examine the implications of the various correlations when taken together – as certain features of the texts become apparent only by this alignment of correlations.

#### **All About Me WIDA PRIME Correlation**

The WIDA PRIME Inventory is the WIDA Consortium's approach to correlating curriculum to English language development standards. Unlike other correlation tools, the WIDA PRIME Inventory asks how materials approach the learning needs of English language learners. It seeks explanations as well as supporting examples. Accordingly, the WIDA PRIME/All About Me correlation provides extensive narrative as well as examples that describe how the All About Me series addresses social and instructional language, the language of language arts, science, social studies and health.

As can be seen in the correlation narratives and examples as well as directly from the texts, All About Me sequences tasks from the more interactive to the more reflective when introducing concepts and topics. This sequencing creates a natural linguistic progression from that of everyday constructions and vocabulary to those

more technical linguistic forms and terms specific to content area writing and discourse. This enables English language learners to access the content of the texts at succeeding levels of linguistic sophistication, providing inbuilt scaffolding in content area language.

The All About Me / WIDA PRIME correlation to the WIDA Consortium's standards for English Language Learners are posted to the WIDA PRIME correlated materials page:

<http://prime.wceruw.org/instructionalMaterials/> (listed under the grades 6-12 column) or can be viewed directly through the link provided on the All About Me Series correlations page.

### **All About Me Correlations to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

As stated above, the All About Me series of texts contain material that can be considered both social studies and science and have been correlated to national psychology and science standards. Accordingly a correlation to that portion of the Common Core State Standards that addresses standards for literacy in History/Social Studies, Science, and Technical Subjects was undertaken. These literacy standards, while not supplanting the need for correlations to content area standards, supplement them in states that have adopted the CCSS. In all, a set of nine correlations, three (grades 6-8, 9-10 & 11-12) for each published All About Me title, were completed on October 26, 2011. Each correlation addresses approximately 30 statements regarding literacy in history/social studies, science and technical subjects. For each correlation, samples from each chapter or section of a text that addressed the standard were noted and placed in a separate document.

A notable feature of the Common Core State Standards is their attention to text complexity and the challenge these standards present to educators to elevate student capacity to handle complex text. As the Common Core State Standards' preferred method for calculating the reading levels for texts is to determine lexile levels, lexile levels for sample passages from each text were compiled in order to determine the range of reading levels found in each text. The tool used for this process was the [Lexile analyzer](#). Lexile analysis yielded text complexity ranging from the third grade level up to and beyond the 12<sup>th</sup> grade and beyond. Each level of complexity was associated with a particular type of passage that can be found in each of the All About Me Series titles.

### **Looking at Content, Language and Literacy Standards Together**

When the content, language and literacy components of the All About Me texts are considered together through the standards, an unique feature of the series becomes apparent: the simultaneous scaffolding of content knowledge, content area

language and content literacy. The range in textual complexity that is documented in the Common Core State Standards correlations and the system of which is described in the WIDA PRIME correlation is unique to the All About Me series. Content area texts typically treat content, language and literacy as separate tasks and tend to emphasize one in the main text and provide support for the other two in a supplementary fashion. The All About Me series addresses all three in an integrated fashion. Further it does this through activities designed to promote personal connection and engagement with the content. And while maintaining that engagement, gradually increases the level of textual complexity.

Thus, a single chapter may have sections that range from a third grade level to twelfth grade plus level, but so introduced as to facilitate comprehension of each successive level in a manner that is both engaging and relevant to students. Again, it is an integrated approach to addressing the diverse language and literacy needs of learners in content-based courses. This is no mean feat. It makes the texts suitable for use in a wide variety of classroom settings at the secondary level, not just in psychology. It also makes them user-friendly for both students and teachers in a way not easily attained in other approaches that treat language, literacy and content as separate areas of emphasis.

For more information on the Hoopoe Books All About Me Series, please go to:  
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