



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation



Awakening Young Minds

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation Form for Educators

Introduction

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

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional 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 assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together 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 page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

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**

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Part 1: Information About Materials

Publication Title(s): Hoopoe Early Literacy Curriculum - Teaching-Stories: Learning that Lasts

Publisher: Hoopoe Books, a division of The Institute for the Study of Human Knowledge

Materials/ Program to be Reviewed: Hoopoe Early Literacy Curriculum story books, teacher activity guides and audio CDs of stories

Tools of Instruction included in this review: all six titles in the curriculum with examples from text, bilingual audio CD and teacher activity guide for The Clever Boy and the Terrible, Dangerous Animal

Intended Teacher Audiences: classroom teachers and caregivers in K-2 school settings

Intended Student Audiences: students in the Kindergarten to 2nd grade age range

WIDA Framework(s) considered: Formative

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

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

WIDA language proficiency levels included: Levels 1-6 (Entering, Beginning, Developing, Expanding, Bridging, Reaching)

Most Recently Published Edition or Website: 2011

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

Hoopoe Early Literacy Curriculum - Teaching Stories: Learning that Lasts is a language-based approach to cognitive & social-emotional development. Central to this approach is a series of tales from a genre known in English as Teaching-Stories. The more students work with the stories the greater the developmental effect. Accordingly, each story has a companion Teacher's Activity Guide that models how work with the stories and the language of the stories can be integrated into the literacy activities typically found in kindergarten through second grade settings so as to promote this development. The activities modeled, while no means exhaustive, show how teachers can provide a variety of supports to children at all levels of language development. These activities enable children not only to access the language of each story in ways appropriate to their level but then to progress in their language development through the shared experiences and interactions that the stories afford, the stories and the illustrations themselves often directly scaffolding in this process. Activities corresponding to the WIDA standards for Social and Instructional Language, the Language of Language Arts, the Language of Science and the Language of Social Studies are included in each of the Teacher's Activity Guides.

For this correlation, representative examples are drawn from The Clever Boy and the Terrible Dangerous Animal, by Idries Shah, one of the six titles in the K-2 curriculum and from its companion Teacher's Activity Guide and bilingual English/Spanish audio CD. An online English version of this Teaching-Story can be viewed at <http://www.hoopoekids.com/readOnlineNew.htm> and bilingual English/Spanish or Dari/Pashto versions may be viewed through the International Children's Digital Library at: <http://en.childrenslibrary.org/>

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. Each illustrated Teaching-Story provides a framework for the development of linguistic knowledge in all the four domains of listening, speaking, reading and writing all the way from the nonverbal and gestural through ranges of complexity beyond what is proficient for children in the 1-2 grade cluster. The corresponding Teacher Activity Guide for each Teaching-Story facilitates this process further by providing models of how to utilize the linguistic potential specific to each story as well as elements common to all the stories in the series.

B. The structure of each Teaching-Story and its accompanying Teacher's Activity Guide address linguistic complexity in a variety of ways that cover the entire range of language proficiency levels within the 1-2 grade cluster.

C. Linguistic complexity is addressed in an integrative fashion throughout the Teaching-Stories series and throughout the Teacher Activity Guides' story hearing, story reading, story response and home/school connection activities which are designed to meet the standards set for quality K-2 early literacy programs.

Examples from the The Clever Boy and the Terrible, Dangerous Animal:

Text contains segments where villagers express fear using single word interjections, such as "Oooo" and "Ohhh". There are short commands such as "Be careful!" Questions and answers. Simple directions. Short embedded narratives: "They sell some, and they eat some ... and they give some away." Cause and effect statements as well as the full narrative.

Examples from the Teacher's Activity Guide:

Section III.A. - Discussion - A variety of questions corresponding to the various concepts and linguistic forms found in the story are posed - ranging from questions that can be answered with a single word (e.g., What was the terrible, dangerous animal?) to questions designed to elicit extended responses (Have you ever been afraid of something because you didn't know what it was? What was it? Did you get over being afraid of it? How did you do this?)

Section VI.B. - Writing - various writing exercises in which students assist in the the joint creation of a narrative or letter to a character or else work in small groups or individually to create sequels to the story. Further modifications for non or limited writers are provided.

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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. Vocabulary is initially introduced through and can be referred back to the context of the Teaching-Story from which it is drawn. Additional vocabulary when specific to an activity is introduced within the context of a story-related task and its performance. Illustrations in the text also provide context, as does the first language support for native Spanish speakers through Spanish language versions of the texts and audio recordings.

B. Vocabulary development and usage is promoted through the stories and the story and home/school connection activities found throughout the materials. These activities are designed to promote vocabulary development through a variety of modalities with a variety of supports that enable students at all levels to further improve their facility with vocabulary and its acquisition.

C. Included vocabulary activities promote the development of vocabulary and language more broadly to perform a variety of general, specific and technical tasks, including: naming, classification, description, explanation, prediction, sequencing, evaluation, selection, and reflection upon experiences.

Examples from The Clever Boy and the Terrible Dangerous Animal:

As is typical of the series, the dramatic structure of the narrative facilitates acquisition of a variety of single words, such as "watermelon", "seeds", "field", "village", etc.; and a variety of expressions ranging from the single word to multiple word such as, "Look!", "Be careful!" and "Welcome to . . ." to the modeling of language to describe processes, such as the planting of seeds and the caring of plants.

Teacher's Activity Guide:

I.B. - Developing Reading Vocabulary - designed to develop acquisition of words for reading as words, phrases and expressions (I.B.d-e.)

III.A. – Developing Comprehension – a variety of questions are designed to develop student understanding of words, their relationships in various sequences as well as their connotations; e.g., "How can you tell if someone is afraid?" or "Do you agree that the boy in the story was clever? Why or why not?"

VI.C.2. – Compare & Contrast: Comparing Clothes – discussion of clothes as well as terms for clothes depicted in story (e.g., "dishdasha") contrasted with the clothes worn by children reading the story; functional aspects of clothing in relation to climate and culture also discussed

VI.D. – Readers' Theater – practice with expressions, movements, and voice appropriate to words in phrases in story in preparation for performance of readers' theater

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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. Activities to promote precision/discrimination in regards to phonemes, rhyme, syllabification, sequencing and fluency can be found, for example, in the Word Study, Putting the Story in Order, Independent Reading, Writing and the Readers' Theater (and Music) activities of each guide.

B. A variety of sensory, graphic and interactive supports are provided to enable learners to demonstrate language control to the degree corresponding to their proficiency level – from an entering level where language mode is primarily oral and communication must often be effected by non-linguistic means, to a Reaching level where students are demonstrating a facility with both oral and literate discourse modes in a manner comparable to English-proficient peers.

C. The texts and audio recordings provide models and the activities provide multiple opportunities to both develop and demonstrate increasing language control for students at all levels.

Examples:

Teacher's Activity Guide:

I & III – 1st/2nd Hearing of the Story – The texts are intended to be read aloud and to provide models for the students of how one's voice can be used to express a variety of feelings and intentions (including fear and amusement, advice and explanation). Retelling of story is also modeled and scaffolded.

I.B. – Developing Reading Vocabulary – Children are scaffolded and given opportunity to practice recognizing, defining, and independently reading words from the story, gradually building both reading vocabulary and experience in combining and recombining written words in patterns.

III.A.3-5. – Discussion Activities – After reading the story, a variety of discussion patterns are modeled, scaffolded and practiced around issues of story comprehension, reflections, and exploring analogies to daily experiences.

III.B. – Word Study – practice with distinguishing intraword patterns.

IV.B. – Paper Bag Puppets – children explore roles and actions from the story through costume and/or puppet play, providing opportunities to practice the language forms and social exchanges modeled in the story.

VI.B. – Writing – scaffolded opportunities to create both narratives and correspondence.

VI.D. – Readers' Theater – provides further practice in precise use of the language forms introduced by the story through enactment of the story and a number of related songs, particularly in fluency, pronunciation, expression, gesture and rhythm.

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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.

A. Materials that address all five standards are present among the guides as a whole, though not all five are found in each guide, and emphasis is on Social and Instructional Language, the Language of Language Arts and the Language of Social Studies. More generally, the tales embody knowledge structures that are recurrent in human thought and action and provide language models for describing such related discourse structures as comparison-contrast, cause-effect, problem-solution, and process and sequence. More specifically, the activities found in each Teacher's Activity Guide provide opportunity for students and their teachers to explore these structures through the specific domains of science, math, social studies, various language and other arts as well as through social and instructional topics.

B. As the Teaching Stories are part of a method to foster social-emotional and cognitive development through language development, social and instructional language is systematically infused throughout activities specific to the development of language and concepts as found in the content areas.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal: models for both explaining a process (planting watermelons) and following the related procedure (villagers follow boy's advice under his guidance); the language of describing a problem and proposing a solution are modeled by the boy and the villagers in relation to the matter of how to deal with the "terrible, dangerous animal"; various examples of reasoning in relation to cause and effect - both faulty (killing something terrible and dangerous = killing as a solution to problems perceived to be dangerous or terrible) and sound (how a peaceful course of action came to benefit an entire community & explaining how a village acquired its name).

Examples from Teacher's Activity Guide

Social and Instructional – Personal correspondence (VI.B.), talking about feelings and emotions (III.A.)

Language of Language Arts – developing reading vocabulary (I.B.), phonics and rhyming (III.B.), retelling and role play (IV.B. & VI.D.), story sequencing (IV.A. & VI.C.1.)

Language of Science – studying seeds and plant growth (II.)

Language of Social Studies – introducing the story (I.A.1.), observations from illustrations (I.A.3.e.), comparing clothes (VI.C.2. & clothing information and templates), discussion of cultural props for puppetry (IV.B.) and readers' theater (VI.D.)

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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.

A. All four domains are targeted through shared reading and writing, through drama and song, through listening and speaking activities of many kinds, as well as in the targeted content areas.

B. The materials are integrative and designed to be used by learners at all levels of proficiency in the development of both language and content knowledge. While designed to be inclusive of the needs of learners at all levels of proficiency, proficiency levels were not used as a framework for the presentation of listening, speaking, reading and writing activities.

C. As language development and the development of knowledge structures through language are integral to working with Teaching-Stories, listening, speaking, reading and writing activities are incorporated throughout the materials.

Examples from the Teacher's Activity Guide:

Listening

read aloud of story (I.A. & III.A.), word study (III.B.), listening to audio version of story (V. & VII.), music activities (VI.D.),

Speaking

questions before, during and after the reading of the story (I.A., III.A. & V.), dramatization activities (IV.B. & VI.D.), reading vocabulary exercises (I.A.), word study (III.B.), and various retelling activities (I.A., III.A., IV.A., V., VI.A.)

Reading

modeling through read aloud (I.A. & III.A.), independent reading (V.), reading vocabulary activities (I.B.), share words at home (I.B.3.), story sequencing activities (IV.A.) and readers' theater (VI.D.)

Writing

running observations list (I.A., III.A.6.), creating list of reading vocabulary words (I.B.2.), group and center writing activities (I.D., II.D.), group and individual writing activities (VI.B.), group compare-contrast activities of before and after, clothing of characters in story and students in classroom (VI.C.)

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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.

A. Hoopoe Early Literacy Curriculum - Teaching-Stories: Learning that Lasts provides instruction in a variety of ways so as to meet the educational needs of students at different language proficiency levels. However, these levels themselves are not specifically differentiated within the materials. Rather, differentiation is designed to result from providing a variety of opportunities for students to interact with the language and structures of the tales and by the students taking from the materials what most suits their developmental needs and interests – both in terms of language and content. Accordingly, the materials were examined so as to determine what they contained in terms of language tasks suited to the needs and abilities of students at each of the respective language proficiency levels.

B. The Teaching-Stories and associated activities in the Teacher’s Activity Guides were selected from a larger corpus for their appropriateness for children in the early primary grades (K-2) – both in terms of language and content demands.

C. Differentiation, while treated as a function of student capacity and choice, rather than as an array of differentiated tasks, is consistently present in the whole group, small group, partner, individual and home/school activities.

Examples from text of The Clever Boy and the Terrible Dangerous Animal:
The tale provides prosody and illustrations that cue the general story line and its social-emotional content (Entering), opportunities to acquire a number of salient words and single word expressions (Beginning), several interchanges comprised of brief questions and short statements (Developing), models of exchanges in which at least one party utters 2-3 sentences (Expanding), and even brief monologues with connected utterances and a variety of logical constructions (Bridging).

Examples from the Teacher's Activity Guide:
Opportunities to respond to reading through a variety of means from the non-verbal (I.B.f.) to extended oral response (III.A.3-5.), reading of short words to sentences (I.B.).
The Word Study (III.B), Putting the Story in Order (IV.A.), Writing (VI.B.), and Dramatic activities (IV.B & VI.D.) explore language in a variety of ways - sounds, words, songs, writing a letter (to a character), sequencing with elements from story, and others that provide learning for students at all levels.
Listening support during Independent Reading (III.), Fun With Seeds (II.A.), Retelling with Art (VI.A.) as well as the home/school activities (VII) also contain many tasks that address the language needs of students from the non-verbal to the highly verbal.

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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. The materials centered on a particular story are designed to function with it as a thematic unit that transpires over several weeks – an ongoing daily process that leads to greater facility with the language and the language framework provided by each story over time. The effect is further enhanced if more than one story and its accompanying materials are utilized.

B. The interactive, visual and graphic supports found throughout the materials work in conjunction with the language of each Teaching-Story to advance language development over time.

C. The approach uses carefully crafted Teaching-Stories and practical group, small group, individual and home/school connection activities to systematically scaffold internalization of language and conceptual structures provided by the materials.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:
The text provides visual and dialogic scaffolds for developing the language of both internal and interpersonal dialogue both in face to face and more distant interactions.

Examples from the Teacher's Activity Guide:
Read Aloud and Discussion sections (I.A. & III.A.) provide guidance in converting the language of the story from an experience of what happened to what is happening - through such things as props (realia), the sharing of the illustrations and the use of one's voice to dramatize the tale. The questions are varied and of sufficient quantity to facilitate discussions of increasing complexity and developmental effect over the course of several readings.
Through such activities as the Retelling with Art (VI.A.) and the Developing Reading Vocabulary (I.B.) development of an understanding of the meaning of words, phrases, and language sequences from the story are built up and with the art retelling made into a classroom book for students to read on their own.
The bilingual audio recordings provide an additional scaffold for students during independent reading practice (III.).
In both the puppet play (IV.B.) and Readers' Theater (VI.D.) teachers are provided with ideas for props that cue characters (patterns for puppets are also included in the guides), costumes and other elements from the stories so as to facilitate dramatic enactment of the language of the story.
In general, the activities serve to promote the extension and application of the language of the story with the story and its illustrations serving as the scaffold.

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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.

A. The materials contain a wide variety of language functions, including, but not limited to: predict, compare/contrast, pair, match, retell, sequence, describe, distinguish, identify, follow oral directions, compose, sort, repeat, produce stories, recite, point out, simulate, classify, make up, draw, relate, find, organize, and give reasons for.

B. All language functions occur within the context of activities related thematically to a particular Teaching-Story.

C. All language functions are presented within the framework of both a particular Teaching-Story and within the context of thematic activities connected to a particular story so as to scaffold students in the use of the language and knowledge structures inherent in this type of analogically structured discourse. At the same time, language functions have been selected so as to provide simultaneous development in the content areas as typically found and organized in K-2 primary classroom settings.

Examples specific to the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

attend to and understand (I.A. & III.A.), state predictions orally (I.A.1-2.) recall and retell (I.A.3. & III.A.2.b-c.), give reason for prediction (I.A.2.b.), name objects from illustrations (I.A.3.e.), recognize and read written words (I.B.1-2), arrange words into sentences and read with partner (I.B.2.d.), describe attributes (II.2.), recite experiences (III.A.3.), share opinions (III.A.4-5), make analogies (III.A.5.), distinguish rhyming words aurally and in print (III.B), sequence events or cycle using cards (IV.A.) retell story with puppets (IV.B.), draw and describe scenes (V.1.), retell story through with support of art (VI.A.), write a group story and/or letter (VI.B.1-2.), make a story sequel (VI.B.3.), compare/contrast (VI.C.), recite lines from script (VI.D.), and sing a song (VI.D.4.)

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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. In this curriculum the Teaching-Stories themselves are the primary means to engage students in higher order thinking. “Teaching-Stories contain, in the movement and thoughts of characters, in what happens to them, and in the challenges they face, information that informs and prepares us for similarly structured events in our own lives” (p. 1 of each Teacher’s Activity Guide). This sort of analogous discourse is designed to have a little something for everyone, according to their cognitive stage and linguistic level and then to develop further ranges of understanding, social-emotional learning, and capacity for both problem-framing and problem-solving with repeated exposure to and interaction with the stories.

E. The primary purpose of the Teaching-Stories: Learning that Lasts curriculum is to engage students systematically in higher order thinking so as to facilitate cognitive and social-emotional development through the language framework Teaching-Stories provide.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:
Each tale invariably contains some element of surprise intended to disrupt lower level thinking and to facilitate the development of higher order thinking. In this particular tale the agent of this transformation is realization by the reader or listener of what the terrible, dangerous animal turns out to be.

Examples from the Teacher’s Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

As the tale itself is the primary vehicle for the development of higher order thinking skills, the activities centered directly on the story, especially the questions designed to develop analogical thinking are of particular note (III.A.5.).

The writing activities (VI.B.) such as composing a letter from one of the villagers to Clever Boy’s mother (VI.B.2.) and the independent creation of a sequel story (VI.3.) require both linguistic and conceptual synthesis of a higher order.

The compare/contrast activities centered on the understanding of the villagers and the comparisons of character/student clothing (VI.C.) require students to analyze elements of the story, illustrations and their own personal experiences.

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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.

A. The Hoopoe Teaching-Stories Early Literacy Curriculum is aligned with the Common Core State Standards for English Language Arts, California History and Social Science content standards, as well as California Visual Arts and Theatre Arts content standards. These standards alignments are contained both in the back of each guide and in separate documents posted on the Hoopoe Books website. The guides cover such early primary Social and Instructional and Language Arts topics as feelings and emotions, sharing and cooperation, personal correspondence, story sequence, retelling, literature response, vocabulary and word study. Each guide also covers a number of social studies, science and/or mathematics topics typical of state and local standards.

B. The various sensory, graphic and interactive supports found throughout the materials are designed to scaffold language learners at all levels of proficiency in accessing the content topics addressed.

C. Example topics are presented so as to provide development of understanding of Teaching-Stories systematically and to engage students in meaningful access to content of Teaching-Stories through the type of structures typically found in early primary classrooms.

Specific content topic examples from the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

Social and Instructional:

follow sequence to create egg carton garden (II.), discussion around fear and being afraid (III.A.3-5)

Language Arts:

listening and responding to literature (I. & III.), developing reading vocabulary (I.B.), word study (III.B), putting the story in order (IV.A.), writing stories (VI.B.), drama (IV.B. & VI.D.)

Mathematics:

not present in guide for this story (see guide for The Old Woman and the Eagle for an example)

Science:

Fun with Seeds (II.) – scientific inquiry, prediction, recording observations in a journal

Social Studies:

cultural information from illustrations (I.A.3.e.); comparing clothes (VI.C.2)

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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 illustrated Teaching-Stories texts and various whole group, partner, individual, and home/school connection activities in this series are selected for their suitability to the linguistic and developmental needs of children in the targeted grade span.

E. The various activities seek to make the content of the stories accessible to students at all levels of language proficiency as well as to make the targeted content areas topics more accessible by means of the language and knowledge framework each Teaching-Story provides.

F. Grade-level content is systematically presented through the activities contained in each Teaching-Story's Teacher's Activity Guide.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:

Story is both linguistically and developmentally appropriate for children in kindergarten and the 1-2 grade cluster. Illustrations are colorful and convey both objects and actions and provide both support for the comprehension of the narrative as well as cultural and contextual information not found in the narrative.

Examples from the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal: Story and activities centered on story are both aligned to content standards for kindergarten and the 1-2 grade cluster and designed to integrate well with the structures found in most quality early primary literacy programs. The approach to both content and language used in the series is natural for both first- and second-language learners in the K-2 range covered by the guide. The read aloud, discussion, sequencing, writing, vocabulary, word study, dramatization and other language arts activities are structured so as to be appropriate for students in the K-2 range. The cross-curricular connection activities with art, music, science and social studies are also structured so as to be appropriate and in alignment with K-2 standards in these disciplines.

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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. All the Teaching-Stories text are illustrated trade books. In addition, the Teacher's Activity Guides include suggestions for the use of realia when reading the stories aloud, for the generation and use of word and picture cards, paper bag and finger puppet materials, various tactile art projects, other forms of dramatic play, science experiments, songs and chants, audio recordings and more.

B. Sensory supports are selected for their capacity to support students in their understanding and use of the both the language and concepts of the Teaching-Stories and their appropriateness for use in K-2 classroom settings.

C. Through the story and other group activities, through the various partner, individual and home/school connection activities, sensory supports are ever-present and systematically presented.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:
Story is illustrated in bright colors with elements that support understanding of the narrative. Siting of words such as "watermelon" or the emotional content of interjections like "oooo", "ahhh" and "ohhh" also lend to their acquisition in both oral and written form.

The Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal provides directions for the use of such sensory supports as the following:

the illustrated text (I.A., III.A. & V.); felt board characters or puppets (IV.B.); illustrated cards for story sequence cards activities (IV.A.); practice with vocabulary meaning through dramatization (I.B.1.g. & I.B.2.b.); retelling with puppets (III.B.); readers' theater (VI.D.); rhythm, songs and movement to music (VI.D.); audio version of illustrated text (V.); watermelon village clothes templates (I.A.e., VI.C.2.); retelling with art (VI.A.) cut-out pictures, collages & mobiles (VI.B.4-5.); realia, posters and banners (II.); a variety of sensory supports that facilitate home/school communication (VII.)

Templates for paper bag and finger puppets as well as felt board objects included along with picture cards for sequencing story elements and templates for clothes from watermelon village.

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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.

D. The most common graphic organizer in the Teacher Activity Guides is the Venn Diagram which can be found in the Compare and Contrast section of each guide and which is employed in a variety of ways. Use of charts is also present in some guides.

E. The graphic supports are designed to scaffold knowledge construction using information contained in the Teaching-Stories and everyday experiences of young children and to develop the capacity of children to communicate about such experiences regardless of their current language proficiency levels.

F. Venn diagrams are systematically used in the Compare and Contrast section of each guide in order to elicit structures found in the stories or to facilitate use by students of background knowledge.

Examples from the Teacher's Activity Guide for The Clever Boy and the Terrible Dangerous Animal:

Venn diagrams are used in the Compare and Contrast section (VI.D.) to compare villagers both before and after they come to understand what a watermelon is and/or a small group compare and contrast of clothing as exhibited in the story with what students in classroom typically wear.

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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.

G. Interactive supports are found throughout the group, small group and partner exercises as well as in the home/school connection activities detailed in the Teacher’s Activity Guides. There is, in addition, L1 support for Spanish-speakers through Spanish or bilingual Spanish/English bilingual texts and Spanish language audio recordings.

H. Interactive supports are present and serve to facilitate concept formation and linguistic development of students at all levels.

I. A variety of interactive supports are provided and appear consistently and systemically throughout this series of teacher activity guides (see below). They are generally presented in a sequence that moves from models and scaffolds of target behaviors in whole group settings towards individual and independent practice with materials or medium.

Examples from the text of The Clever Boy and the Terrible Dangerous Animal:
For Spanish speakers both the text and the audio recordings are available in bilingual formats. Also, story provides models for both the use of language in interactions and the use of interactions to develop both concepts and language - asking permission, seeking information, the volunteering of assistance, requesting guidance and the providing of information.

Examples from the Teacher's Activity Guide:
Whole-group sharing of a story with dialogical development of both story retelling and higher order thinking (I.A. & III.A.); whole group and partner work around developing reading vocabulary followed by partner and independent practice (I.B.); use of wait time when asking questions (III.A.); partner and small group work for story sequencing and sequencing games (IV.A.); joint construction of/shared writing and language experience and independent writing (VI.B.); dramatic play, improvisation with more formal dramatization in readers' theater (II.B.); shared reading and art work at home to scaffold family literacy activities in home and home/school interactions (VII.).

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.

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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.