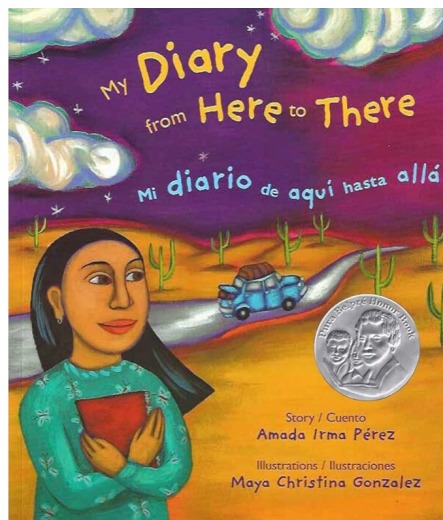


Materials Critique & Redesign
Carly Croteau
EDPN 673
Dr. Jasmin Cowin
November 20th, 2025

Being a General Education Teacher within a Fourth Grade ENL classroom for the last four years has taught me a lot in regards to material selection, instructional methods, modifications, differentiations, and the importance of the Four Domains for my ENL/ELL/ML students. I work in a district that is known for both its size and its diversity. Our district purchases curricula with our students at the forefront for success. Our newly purchased reading program provided educators with an abundance of materials. It is available in Spanish for our bilingual and dual language classrooms and offers educators a lot of instructional support for ENL/ELL/ML students. HMH into Reading is the program that we implement within our reading instructional blocks for both whole and small group instruction. The materials included within each grade for HMH into Reading are academically rigorous and culturally responsive for all students, especially our ENL/ELL/ML students.

I. Critical Analysis & Standards Alignment



A grade-level material that I selected for this assignment was the story, *My Diary from Here to There* by Amada Irma Pérez. This is an autobiographical fiction story, based on the author's own experiences. In this story, Amanda, the main character, learns that her family is going to be moving from Mexico to California. The book is written as a series of journal entries;

through this first-person perspective, the audience is able to understand her hopes,

dreams, and fears about leaving everything she knows behind and starting a new life.

There are a variety of instructional strengths regarding this text. This text allows students to explore personal narratives and diary writing. This assists in helping students understand the first-person narrative, or the first-person point of view within a text, in addition to a variety of New York State Next Generation Learning Standards. As mentioned, this corresponds to “RL.4.6: Compare and contrast the point of view from which different stories are narrated” (New York State Education Department, 2017). This text addresses immigration and cultural transition, which a lot of students are able to relate to. Either they have experienced this themselves, or know about this through someone in their family. This then fosters not only empathy, but critical thinking as well. Students are also able to make cross-curricular connections, since it correlates with social studies and language arts; corresponding to geography and immigration, in addition to journals and autobiographies. This text presents various opportunities for students to reflect and encourages students to share their stories through written or oral communication. Other curriculum activities are aligned with vocabulary building, discussion prompts, and lessons that ensure standards based instruction.

This text has resonated with students since a lot of students are facing all kinds of transitions. This is effective for social-emotional learning and building a classroom community. This is a text that can be used alongside other immigration or multicultural materials and perspectives. This text has a high engagement with students, cultural relevance, and strong connections to our writing curriculum and style that students are taught.

As mentioned, this text ensures that lessons are based on standards, specifically New York State Next Generation Learning Standards. Whether it is reading literature, writing,

speaking, and listening, or language, there are a variety of standards that this text corresponds to. For example, R.L.4.2, determine a theme of a story, drama, or poem from details in the text; summarize the text (New York State Education Department, 2017). A student would be able to gain a better understanding of courage and resilience during change since this text shows readers how Amanda and her family face change from leaving their known life in Mexico to a brand-new, unknown one in the United States. As for speaking and listening, SL.4.1, has students engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts (New York State Education Department, 2017). This curriculum provides students with discussion questions before, during, and after reading; I often allow students to write their responses and then share

in a small group or a

Turn and Talk

throughout the lesson. As

for language, specifically

L.4.4, determine or

clarify the meaning of

unknown and

multiple-meaning


words and phrases

based on grade 4

reading and content,

choosing flexibly

from a range of strategies (New York State Education



1 **D**ear Diary, I know I should be asleep already, but I just can't sleep. If I don't write this all down I'll **burst**! Tonight after my brothers—Mario, Víctor, Héctor, Raúl, and Sergio—and I all climbed into bed, I overheard Mamá and Papá whispering. They were talking about leaving our little house in Juárez, Mexico, where we've lived our whole lives, and moving to Los Angeles in the United States. But why? How can I sleep knowing we might leave Mexico forever? I'll have to get to the bottom of this tomorrow.

2 **T**oday at breakfast, Mamá explained everything. She said, "Papá lost his job. There's no work here, no jobs at all. We know moving will be hard, but we want the best for all of you. Try to understand." I thought the boys would be upset, but instead they got really excited about moving to the States.


3 "The big stores in El Paso sell all kinds of toys!"

4 "And they have escalators to ride!"

5 "And the air smells like popcorn, yum!"

6 Am I the only one who is scared of leaving our home, our beautiful country, and all the people we might never see again?

burst If you feel like you will burst, you feel great energy that you want to use up.



TARGETED CLOSE READ

Point of View

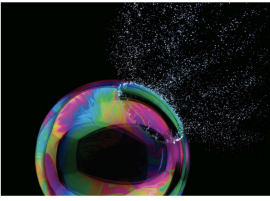
Have students reread paragraph 1 to analyze the text for point of view.

From what point of view is this story being told? (*first person*) Why do you think the author chooses this point of view to tell the story? (*The author uses the first-person point of view to show the narrator's perspective through her thoughts and feelings as she is experiencing them.*)

ANNOTATION TIP: Have students underline the words that let us know how the narrator is feeling.

DOK 3

burst




burst (v.)

If something is about to **burst**, it is about to break open.

- Read the word and its meaning above.
- Read this sentence: We felt like we were going to **burst** with excitement on the first snow day of the year.
- Use the word **burst** in your own sentence.
- Make a list of synonyms and antonyms for the word **burst**.

COLLABORATIVE DISCUSSION With a partner, remember a time when you thought you could **burst**. Then discuss these questions: Was this a bad feeling or a good feeling? Why did you feel like you could **burst**?

Grade 4 • Module 1 • Week 3



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burst If you feel like you will burst, you feel great energy that you want to use up.

Department, 2017). Throughout the text, critical vocabulary words are highlighted and provided with definitions at the bottom of each page. These words also have vocabulary cards, which display the image, the part of speech, the definition, and the word in context. I show these before reading the text, and when we encounter the word in the text. As mentioned, these are some, and not all of the NYS Next Generation Learning Standards that correspond to this text.

The HMH story, *My Diary from Here to There*, is more than a children's story. This text contains layers of exploration for students, from identity to immigration to resilience. As mentioned, this text is available to students in English and in Spanish, and some of the parts of the text are written in Spanish. Emphasizing to students that cultural preservation is critical, especially when adapting to new cultures. This allows students to really think about the role that language plays when attempting to maintain identity. As mentioned, this book also speaks towards the fear of the unknown, in this case, the United States, for Amanda. This is accompanied by leaving behind everything that she knows, having to make new friends, having to live in a new country, and the fear of fitting in. In life, students are going to have numerous times when they have to be resilient in certain situations. Allowing students to truly think about this main character, and how she may be feeling or viewing this situation from her perspective, instills students to be lifelong learners.

This text also serves as a tool for social-emotional learning, particularly helping students articulate how they feel about change. In addition to implementation, communication opportunities about immigration, diversity, and cultural identity both in and out of the classroom. Explaining to students that a diary is also a form of reflection, and even a hobby that they could partake in. *My Diary from Here to There* truly conveys to readers that immigration is a human experience that a lot of children can relate to, especially being an ENL/ELL/ML student.

This text is not only valuable for students but also a powerful tool for educators to utilize in their instruction. As an educator, my philosophy is focused on equity rather than equality. I believe and understand that all students learn differently, and all students may need different instructional materials and methods in order to achieve, exceed, and even approach grade-level standards. HMH into Reading at the fourth grade level, truly corresponds to my philosophy, providing a variety of content that is suitable for all learners and learning styles within my classroom. Even though I've used this program for a few years now, I am consistently learning more about it through research, and professional development opportunities within my district and building, another component of my philosophy. As mentioned, these materials within the curriculum allow educators to foster connections, affirm identity, acquire language, and monitor student progress with various assessment forms.

II. Non-Negotiable Criteria Evaluation

The text, “My Diary from Here to There” by Amada Irma Pérez, truly is a wonderful resource for Grade 4 ENL/ELL/ML students. This is placed in the Grade 4 into Reading Curriculum, and aligns with the New York State Next Generation Learning Standards. The suggested activities, in addition to the comprehension questions of the text, truly require analyzing the text based on characters, themes, cultural contexts, etc. However, ensuring that rigor continues to be preserved.

Since this text is a personal narrative, written as diary entries,

Let's Practice!

What do you know about each word?
Select the best answer.



If a family went through an **immigration**, what did they do?

☐ The ate dinner together.

☐ They moved to a new country.

☐ They went on vacation.

Check

<p>burst</p> <p>If something is about to burst, it is about to break open.</p>	<p>opportunities</p> 	<p>immigration</p> <p>Immigration is the process of coming to live in a new country.</p>
<p>refugees</p> 	<p>amazing</p> <p>If something is amazing, it is very surprising and wonderful.</p>	

this allows students to build their understanding of the first-person point of view and build on their knowledge of genre, being that this text is an autobiographical fiction story. The vocabulary activities associated with the critical vocabulary for this text also target academic language, in addition to fostering discussions regarding comprehension.

The text ensures cultural relevance and representation as well. As mentioned, the story is about a young girl named Amada, who is moving from Mexico to the United States. Bringing themes of immigration, identity, and resilience to light. This represents some of the Mexican-American experiences that are shared with students in the classroom, in addition to affirming the identity and belonging of other students who share a similar story.

HMH is known for rigorous language development. Within the teacher edition of these student books, teachers are emphasizing discussion prompts, as mentioned below, in addition to writing prompts or text evidence-based questions. All of these opportunities allow students to express their ideas either orally or in writing, in English, while engaging in this rich cultural content.

1. Reread page 211.

How are Amada's thoughts about moving different from her brothers'? What do you learn about her from this?

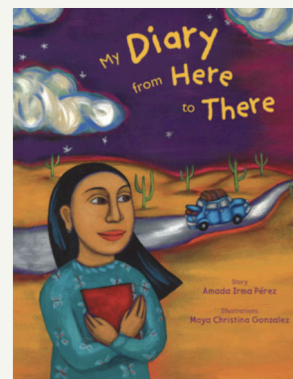
2. Review pages 214–216.

What do Amada's relatives do to try to help her family?
How were the things they did useful?

3. What helped Amada meet the challenges she faced when she moved to a new country?

PROMPT

Respond to the Text The author of *My Diary from Here to There* tells the story of her family's journey from their homeland in Mexico to the United States. Think about the challenges Amada and her family had to face on their journey. How did they react to those challenges? What do their actions say about their personalities? Cite evidence from the text in your response.



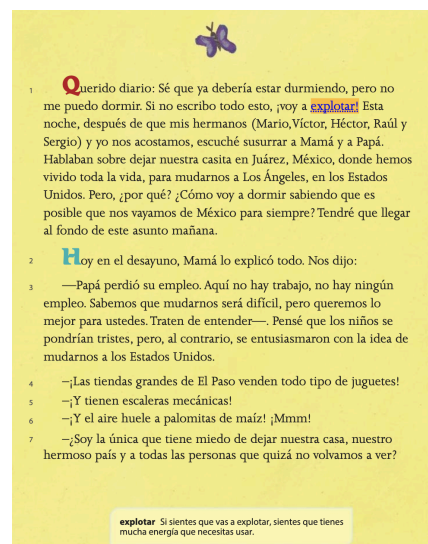
HMH is a platform that truly provides full access to grade-level content, especially for our ENL/ELL/ML students. Again, the teacher version of the student books provides educators with teacher supports, such as guided questions. There is even a Spanish version of the same text. This again reiterates that ENL/ELL/ML students can all access grade-level material.

HMH into Reading also provides educators with editable lesson plans. The lesson plans correspond to pre-reading activities, vocabulary previews, and comprehension checks. These instructional methods and materials work together to instill the gradual release of responsibility with students. For example, it starts by having educators scaffold for students, and gradually minimizes instructional support for ENL/ELL/ML students.

The text also becomes more complex as the students read, emotionally and thematically. Having students start on a more basic level of comprehension, and challenge them to think deeper as the text progresses. Students are gaining more of an understanding of migration and identity as they read, allowing them to be more challenged towards the end of the text.

As mentioned, this text truly allows students to make connections to themselves. Again, students can engage in writing prompts that correspond to personal experiences, reinforcing interdisciplinary learning. Also, having the text available in Spanish allows educators to bridge the gap between HLA and ELA.

My Diary from Here to There is a highly effective text for ENL/ELL/ML instruction. It provides students with rigor, implements cultural relevance, and provides students with scaffolded support in more than one language.



III. Selection Nationale

It was very difficult to select just one text from my reading curriculum for my grade level. HMH into Reading and HMH into Math are known for their variety and abundance of resources. However, the reason I selected this text was because of the connection that my students have been able to make with this story year after year. Before using and implementing HMH, our students within our district indicated on a survey that they don't see children like them in the books that they read, meaning that this connection was not there with our students in the previous program. However, since HMH into Reading has been implemented, our students have been able to relate to texts on a more personal level, rather than just the pictures or visuals. This text is rich in various grade-level learning standards and is something that they enjoy reading. It provides a lot of additional materials to correspond, and support the content being taught for all students, especially our ENL/ELL/ML students.

IV. WIDA Prime Analysis

The text, *My Diary from Here to There* is something that can be differentiated for a variety of English Language Learner proficiency levels. For the text, there are opportunities for language learners to practice all four modalities in correspondence to this text. This can be done for recounting narrative experiences and events, explaining and further clarifying the text, arguing or making claims with evidence, further discussing the text and more; all in correspondence with The WIDA Can Do Descriptors. The WIDA Can Do Descriptors apply in all modalities applying to recounting. For listening, students can process recounts by sequencing events as they listen to the story read aloud (Board of Regents of the University of Wisconsin System, 2016). As for speaking, to build further upon the text, students can retell Amanda's experiences or share their own family stories (Board of Regents of the University of Wisconsin System, 2016). As for reading, students can identify the who, what, when, and where in Amanda's diary entries (Board of Regents of the University of Wisconsin System, 2016). As for writing, students can also have the opportunity to write their own diary entries recounting a personal move or change (Board of Regents of the University of Wisconsin System, 2016).

These activities can be modified and differentiated based on the proficiency levels of students present in the class. My students are both Expanding and Transitioning leveled students. For example, my Expanding level students would need to be provided with sentence frames, graphic organizers, and word banks for transitional phrases. Whereas my Transitioning students would be encouraged to use vocabulary from the story independently, and be provided with extended writing and oral elaboration. I could

even challenge my students to compare Amanda's story to an informational text regarding the same topic that is presented in the text. This differentiates tasks so that Expanding students build structure and clarity, while Transitioning students are deepening their analysis and independence in relation to the grade-level text.

V. ESL Evaluation Checklist

Textbook Evaluation Checklist									
HMH IntoReading Grade 4 myBook My Diary from Here to There									
I. Textbook		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
A. Content									
i.	Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)	4	3	2	1	0	M	O	N
ii.	Does the content serve as a window into learning about the target language culture (American, British, etc.)? (2,18)	4	3	2	1	0	M	O	N
iii.	Are the reading selections authentic pieces of language? (5,10)	4	3	2	1	0	M	O	N
iv.	Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)	4	3	2	1	0	M	O	N
v.	Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)	4	3	2	1	0	M	O	N
B. Vocabulary and Grammar									
i.	Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)	4	3	2	1	0	M	O	N
ii.	Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)	4	3	2	1	0	M	O	N
iii.	Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)	4	3	2	1	0	M	O	N
iv.	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3)	4	3	2	1	0	M	O	N
v.	Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)	4	3	2	1	0	M	O	N
C. Exercises and Activities									
i.	Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)	4	3	2	1	0	M	O	N
ii.	Do instructions in the textbook tell students to read for comprehension? (6)	4	3	2	1	0	M	O	N
iii.	Are top-down and bottom-up reading strategies used? (17)	4	3	2	1	0	M	O	N
iv.	Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)	4	3	2	1	0	M	O	N
v.	Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)	4	3	2	1	0	M	O	N
vi.	Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)	4	3	2	1	0	M	O	N
vii.	Do the exercises promote critical thinking of the text? (2)	4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up									
i.	Is the cover of the book appealing? (1,2,3)	4	3	2	1	0	M	O	N
ii.	Is the visual imagery of high aesthetic quality? (1,2,3,14)	4	3	2	1	0	M	O	N
iii.	Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)	4	3	2	1	0	M	O	N
iv.	Is the text interesting enough that students will enjoy reading it? (15)	4	3	2	1	0	M	O	N

II Teacher's Manual									
A. General Features									
i.	Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)	4	3	2	1	0	M	O	N
ii.	Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)	4	3	2	1	0	M	O	N
B. Background Information									
i.	Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferring? (7)	4	3	2	1	0	M	O	N
ii.	Is there a list of true and false cognates for vocabulary words? (1,2,3)	4	3	2	1	0	M	O	N
C. Methodological Guidance									
i.	Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)	4	3	2	1	0	M	O	N
ii.	Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)	4	3	2	1	0	M	O	N
iii.	Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)	4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials									
i.	Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)	4	3	2	1	0	M	O	N
ii.	Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)	4	3	2	1	0	M	O	N
iii.	Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)	4	3	2	1	0	M	O	N
III. Context									
A.	Is the textbook appropriate for the curriculum? (1,2,19,20)	4	3	2	1	0	M	O	N
i.	Does the text coincide with the course goals? (1,2,3,19,20)	4	3	2	1	0	M	O	N
B.	Is the textbook appropriate for the students who will be using it? (1,2)	4	3	2	1	0	M	O	N
i.	Is the text free of material that might be offensive? (1,6,16)	4	3	2	1	0	M	O	N
ii.	Are the examples and explanations understandable? (1)	4	3	2	1	0	M	O	N
iii.	Will students enjoy reading the text selections? (1,2,3,15)	4	3	2	1	0	M	O	N
iv.	Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)	4	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)									
i.	Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	N

VI. Material Redesign with CoPilot

For the Material Redesign section, I wanted to redesign the comprehension questions that students typically encounter at the end of the story. These questions are used to assess comprehension for each text, and the students do this at the end of each story within the myBook. These questions often vary in complexity, and they rely on students incorporating text evidence into their written responses. My students typically do very well with this; however, it is not formatted very well for English Language Learners. Meaning that there are no resources provided for English Language Learners that can be used in correspondence to assist in their understanding and response formation of these

comprehension questions. When I placed this into CoPilot, the following response was produced by the artificial intelligence. I created my own algorithm based on the assignment, before inputting the desired algorithm that was pre-generated to reflect on the outcomes produced by the platform.

The screenshot shows a dark background with three light-colored thought bubbles at the top. The first bubble contains the text "11. thoughts about moving to a new country? What do you learn about them?", the second contains "214-216. relatives do to try to get to a new country?", and the third contains "Amada meet the challenge?". Below the bubbles is a dark blue rounded rectangle containing the instruction: "Create one substantive redesigned comprehension activity for ENL students, in Fourth Grade using these images." At the bottom, a paragraph reads: "Here's a redesigned, **scaffolded comprehension activity** tailored for Fourth Grade ENL students, using the three questions from the images. It emphasizes **language development**, **text-based evidence**, and **social-emotional connection**, while supporting multilingual learners through visuals, sentence frames, and collaborative discussion."

Moving to a New Country: Amada's Journey

Comprehension & Reflection Activity for ENL Students

Objective:

Students will compare character perspectives, identify supportive actions, and reflect on coping strategies using text evidence and personal connections.

Part 1: Character Comparison – Amada vs. Her Brothers

Text Focus: Page 211

Activity: "Thought Bubble Match"

Instructions:

- Read or listen to page 211 together.
- Use the chart below to sort thoughts into the correct character's bubble.

Thought	Amada	Her Brothers
Nervous about leaving friends	✓	
Excited about new adventures		✓
Unsure about learning a new language	✓	
Looking forward to new food		✓

Sentence Frames:

- “Amada feels __ because __.”
- “Her brothers think __, which shows __.”

Discussion Prompt:

What do these differences tell us about Amada’s personality?

Part 2: Family Support – Actions That Help

Text Focus: Pages 214–216

Activity: “Helping Hands Web”

Instructions:

- Read or listen to pages 214–216.
- In small groups, draw a web with “Amada’s Family” in the center.
- Add branches showing what each relative did to help.

Examples:

- “Her aunt gave advice.”
- “Her cousin shared stories about school.”

Sentence Frames:

- “Amada’s __ helped by __.”
- “This was useful because __.”

Extension:

Students write a short thank-you note from Amada to one relative.

Part 3: Coping with Change – Amada’s Strengths

Text Focus: Whole selection

Activity: “Resilience Reflection Journal”

Instructions:

- Reflect on what helped Amada face challenges in her new country.
- Use sentence starters to write a short journal entry.

Sentence Starters:

- “One thing that helped Amada was __.”
- “She stayed strong by __.”
- “This reminds me of a time I __.”

Optional Visual Support:

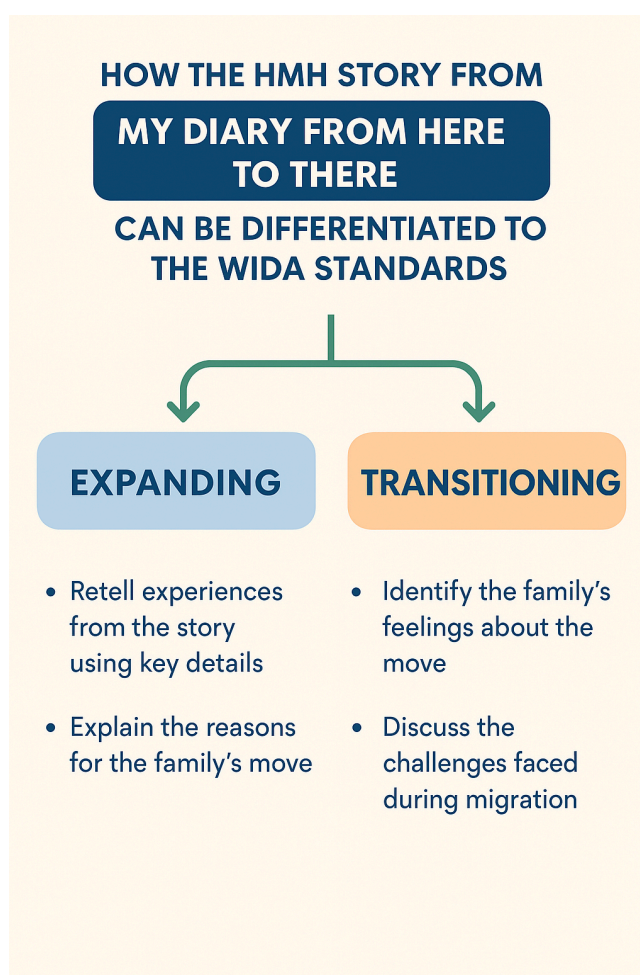
Provide a picture sequence showing Amada packing, arriving, meeting family, and going to school.

Language Supports:

- Visuals and graphic organizers
- Partner talk and sentence frames
- Word bank: nervous, excited, advice, support, challenge, brave

I believe that it is important that CoPilot placed emphasis on the learning objective for this activity, and took the content input into the artificial intelligence and truly enhanced it (Microsoft, 2025). It kept the content the same, and didn’t take away from what was originally inputted (Microsoft, 2025). However, it provided more support for English Language Learners, such as a matching activity, sentence frames, discussion prompts, and extension activities for students to build on their learning as well (Microsoft, 2025). As seen above, it produced language supports as well for students,

such as visuals, graphics organizers, and a word bank with example words associated with the text (Microsoft, 2025). I thought that this was a thoughtful response produced by CoPilot, and I would've loved to see it come to life as a worksheet for students. However, when prompting the platform, I faced extreme difficulty obtaining this information into a worksheet. When prompting CoPilot to visualize these strategies as an infographic, CoPilot produced an engaging visual that could be directly implemented into my learning environment for my ENL students.



However, this needed to be further refined. That is when I input the algorithm provided with this assignment, which generated a visual comic strip for my Fourth Grade ENL students at the WIDA Transitioning level. This included words that were focused on

in the text, “My Diary from Here to There”, placing them in bold or large print. Within the visual comic strip, it allowed students to engage in the content topic as they truly would experience it outside of the classroom (Microsoft, 2025). English language learners are provided with a visual scaffold that reinforces the meaning, emotions, and actions seen in the visual comic strip (Microsoft, 2025). These visuals allow students to comprehend both the language and the content being presented as well. The language in the comic strip is simplified, and the content is offered at a developmentally appropriate level for Fourth Grade students (Microsoft, 2025). The protagonist within the visual comic strip is a young Latina girl, and she makes references to familiar cultural elements (Microsoft, 2025).

This visual comic strip is something that directly applies to the WIDA-Aligned



Language Functions for students of all proficiency levels, specifically the transitioning students within my classroom. It can support, recount, or retell experiences, explaining cause and effect, discussion based on the family dialogue seen in the visual, and generate an argument on opinions regarding safety and opportunities associated with the content topic.

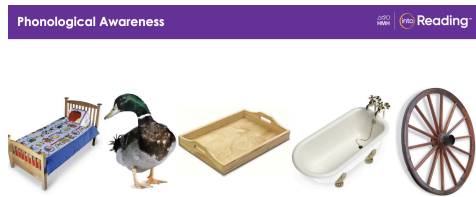
As mentioned, being a fourth-grade teacher, I understand that primary grades have different standards and expectations for students. For this assignment, I wanted to look toward the primary grades because these grades lay the foundation for the intermediate grades within

elementary school. Within the primary grades, students are learning to read; however, this approach begins to switch once students enter the intermediate grade levels. In other words, from kindergarten to about second grade, the focus is on building those foundational literacy skills that students will need for the entirety of their educational life. This encompasses print awareness, print concepts, phonological awareness, phonemic awareness, phonics, decoding, oral language development, vocabulary development, beginning fluency, and even comprehension foundations. For ENL students, phonics and vocabulary are scaffolded with visuals, in addition to providing students with the opportunity to engage in oral language practice.

I. Critical Analysis & Standards Alignment

Within the second grade, into Reading Grade 2, there are even more resources available, since students are still learning how to read. Within the second-grade reading curriculum, there are materials for instruction, differentiation, designated ENL development, decodable texts, foundational skills, and even structured literacy. HMH into Reading truly embodies the Science of Reading, which was a professional development opportunity we had within our district to attend, hosted by Michelle McCabe. The Science of Reading is not just a single program or method, but a focus on decoding and language comprehension. Which is where these additional skills and instructional materials and methods cater to our students within second grade who are learning how to read, rather than reading to learn. Since this is still HMH into Reading, just at a different level, it is also available for our bilingual classes, in addition to our dual language classes. Similarly, it offers educators a lot of support for our ENL/ELL/ML students, but all students who are learning to read. Especially since these foundational skills have been instructed differently over time. Again, HMH at the primary level is something that is implemented within

whole group instruction and small group instruction. It is something that takes up more time at



the primary level because of the structured literary and foundational skill lessons, which focus on phonics, phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension.

A primary grade-level material that I selected for this assignment was the text, “Wilma Rudolph: Against All Odds” by Stephanie E. Macceca. This is a biography story about Wilma

GENRE STUDY

Biographies tell about real people's lives. As you read *Wilma Rudolph: Against All Odds*, notice:

- what the person did
- photos of the person
- a timeline that shows the order of events

SET A PURPOSE

As you read, summarize the text. Use your own words to retell the central idea and the relevant details in an order that makes sense.

POWER WORDS

rare
relay
honored
success

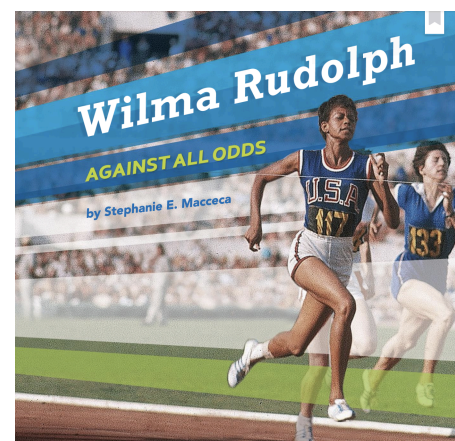
Rudolph, who was an American sprinter who overcame polio as a child (Macceca, 2010). She was the first U.S. woman to win three gold medals in track and field at a single Olympic Games in 1960 (Macceca, 2010). In this story, students can learn about the life of Wilma Rudolph through a third-person perspective, and the audience can understand what her life was like in chronological order from when she was born until she passed.

Build Background: The Olympics: Track and Field Events

Listen to the audio to find out about track and field events at the Olympics.

There truly are various instructional strengths in relation to this text. This text allows students to explore a

biography and engage with numerous text features while reading. This assists in helping students understand the third-person perspective, or third-person point of view, within a text. This also corresponds to multiple New York State Next Generation Learning Standards. For example, “RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe” (New York State Education



Department [NYSED], 2017). This text addresses childhood challenges, a journey through athletics, and Olympic triumphs, in addition to themes and lessons about perseverance, equity, representation, and inspiration (Macceca, 2010). Students will be able to relate to this text in some capacity. This is a text that fosters empathy, along with critical thinking, which is something that they are going to experience again within their educational careers, time and time again. Students are able to foster cross-curricular connections, since it correlates with social studies, especially the Civil Rights Movement, women in history, timeline skills, growth mindset, perseverance, etc. This text allows students to make connections, presents students with the opportunity to reflect, and encourages them to share their stories through written or oral communication. Other curriculum activities are aligned with vocabulary building, discussion prompts, and lessons that ensure standards based instruction.

This text is likely to resonate with students because of the large challenge that Wilma had to overcome in her life presented in the text. Students would also be able to recall with perseverance, from her journey with polio to winning three gold medals. Students are able to foster social-emotional connections with this text as well. For example, growth mindset, establishing role models, empathy, and understanding, etc. This text would be highly engaging for students, and be able to connect to the writing curriculum where students would be generating a personal essay parallel to this story.

As mentioned, this text ensures that lessons are based on standards, specifically the New York State Next Generation Learning Standards. Whether it is reading, writing, speaking, and listening, or language, there are a variety of standards that this text corresponds to. For example, RL.2.3 Describe how characters in a story respond to major events and challenges (New York State Education Department [NYSED], 2017). Students are able to see how Wilma reacted and

responded to a major life event at a very young age, close to the age of the audience. As for language, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content (New York State Education Department [NYSED], 2017). The text is at a second-grade level, and students are constantly being exposed to powerful



words or critical vocabulary words, in addition to words that they could define in context based on the content of the story. As seen in Grade 4, these words are highlighted for students, and they are given the definitions for those words in their edition of the book. These words have vocabulary cards as well.

Again, they have the image, the part of speech, the definition, and the word in context. This is something that can be shown before reading the text, to expose students to the words that they are going to engage with in the story. They can also

be revisited when they are found within the text while reading. In addition to SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts (New York State Education Department [NYSED], 2017). Students are able to have conversations about the text within a whole-class discussion, within a small group, or within a Think-Pair-Share opportunity that is often prompted within the Teaching Pal for educators. Since this model



is the same format as the HMH into Reading Grade 4, students are allowed to ask and answer questions before, during, and after reading the text for the week. Meaning that students can share their thinking, and then write their responses, or vice versa.

With HMH there are numerous opportunities for student to build their understanding beyond the text. Within the curriculum, students are exposed to more than one type of text. For instance, students are reading a biography about Wilma Rudolph currently in the curriculum, but they might have already read another biography or are bound to read another one in the future. Students can then compare and contrast the biographies that they have read. Students are even connecting to this in writing, since they would be writing a personal essay during this time. However, they can do a Read and Respond that is opinion-based on this text using text evidence. This is a story that is encountered towards the end of November. They can recall this story in February for Black History Month, in addition to March for Women's History Month. During these months, we do a wax museum in our school, in addition to a parade. Students have the opportunity to recall the information that they were presented and that they obtained from this story.

This text truly serves as a wonderful resource for cross-curricular connections, in addition to interdisciplinary exploration. This corresponds to my philosophy of teaching as well, being that resources are abundant for students and for teachers to implement within their instruction, instructional materials, and learning environment. Particularly immersing in primary student content, this is something that I would need to be a student of as well. I would seek more professional development within the primary resources embedded within the HMH Grade 2 for students that correspond to structured learning and foundational skills. I know that I would fully commit myself to understanding and applying these resources for my students because they are

all different learners who need different resources rather than the same; equity versus equality. As mentioned, instruction is more reliant on the components emphasized within the science of reading, specifically phonetic awareness and phonics, which aren't explicitly taught in fourth grade, being that students are expected to have mastered them by now.

II. Non-Negotiable Criteria Evaluation

The text, “Wilma Rudolph: Against All Odds” by Stephanie E. Macceca, is a wonderful text for students to have the opportunity to engage with for Grade 2 students, especially the ENL/ELL/ML students. This is embedded in the Grade 2 into Reading Curriculum, and aligns with the New York State Next Generation Learning Standards. The suggested activities, in addition to the comprehension questions of the

text, require students to understand characters, summarize the text, review text features, etc.

There are corresponding vocabulary activities associated with this text; however, in Grade 2, they are referred to as Power Words rather than Critical Vocabulary Words. Students are able to be assigned interactive vocabulary lessons on their


district-issued devices. They can

interact more with digital

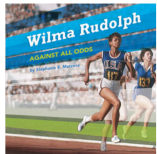
vocabulary cards, complete a

corresponding multiple-choice

activity for each of the Power Words. Similar to what students would then access in the HMH into the Reading Grade 4 platform.



Wilma Rudolph: Against All Odds




You can use words from Wilma Rudolph: Against All Odds when you talk and write.

Let's review the Power Words you learned in the text.

Flip each card to review the word's meaning.

rare

Something that is **rare** does not happen often.




relay

If you participated in a **relay**, what did you do?

A ran a race all by yourself

B ran a race in the summer

C ran a race as part of a team



However, in the second-grade reading curriculum, some lessons are geared towards structured literacy and foundational skills as well; again referring back to learning to read rather than reading to learn. These lessons are used to provide students with explicit and systematic instruction within foundational reading. This is phonemic awareness, phonics, spelling, fluency, and comprehension, which need to be delivered daily for students. Within this grade level, there are numerous resources for students to practice their phonemic awareness. They are allowed to identify, blend, segment, and manipulate sounds that they are going to encounter in their whole-class reading, but again, these are done at another time, separate from reading. Again, this is something that builds the foundation for both decoding and spelling. Educators within this grade level are given a variety of resources to further instruct students in phonics and word recognition. These are resources and materials that can be physically implemented into whole-class learning, small group instruction, and even one-on-one, depending on what the students need. It is something that can even be done digitally or physically; again, educators can select what they know is going to work best for their students. When educators are implementing the spelling resources for students, it is a

[illegible]

are

Spelling



i
ie
ie
igh
-y

Long i sound as in **ICE CREAM**

write
kind
night
spy



i
ie
ie
igh
-y

00:24/01:05

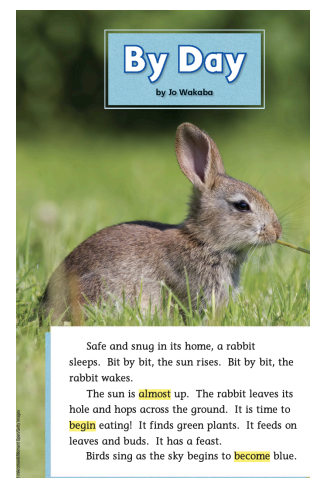
kind

i soundable
e soundably wonderful
igh soundable
y silent

Reading

dictation exercise that reinforces phonics patterns and those spelling rules discussed within the instructional block. Decodable texts are also provided to correspond with the phonics lessons being taught; these can be selected based on the student or small group. This ensures that students are building expression, accuracy, and automaticity. These are the resources that truly differentiate between the primary grades to the intermediate elementary grade levels.

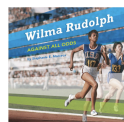
Oftentimes, I am pulling these resources for the students who have demonstrated gaps in these second-grade foundational skills.



All of these foundational skills and structured literacy resources are user-friendly for educators and our ENL/ELL/ML students. They possess clear and simple language, all of the resources typically have a lot of visual supports. The teacher manuals and teaching materials have sections specifically designed for supporting ENL students, such as articulation videos, sentence frames, discussion frames, audio recordings, videos, etc. Again, this program is fully accessible in Spanish as well, meaning that bilingual resources are also available for educators, students, and even parents/guardians of students. All of these resources provide educators with step-by-step or scaffolded steps for implementing with students. This is extremely beneficial for educators who are unfamiliar with the program or these kinds of instructional lessons as well. ENL/ELL/ML students truly can have a lesson involving all four domains in their learning experience every day: listening, speaking, reading, and writing.

As mentioned, HMH is known for explicit instruction and great implementation of all kinds of

Turn
and
Talk



Use details from *Wilma Rudolph: Against All Odds* to answer these questions with a partner.

1. **Summarize** What did you learn about Wilma Rudolph's life? Use your own words to summarize the central idea and the relevant details in an order that makes sense.
2. What problems did Wilma face as a child?
3. Why do you think the author included a timeline on the last page? How can you use the timeline to find and understand information about Wilma Rudolph?

Write Advice

PROMPT

What advice do you think Wilma Rudolph would give about believing in yourself? Use details from the text and photographs to explain your ideas.

PLAN

First, make notes about the challenges Wilma Rudolph faced. Then make notes about her accomplishments.

WRITE

Now type the advice you think Wilma Rudolph would give about believing in yourself.

Remember to:

- Include details from her life that support your ideas.
- Use words like *I believe* or *I feel*.

skills that students need as they are learning to read or as they are reading to learn. It is a curriculum that encourages collaboration amongst students, such as Think Pair Shares, small group discussions, and sharing written expressions with peers. This platform allows students to be hands-on in a variety of ways, again making this platform and curriculum truly equitable within the classroom. Students have the opportunity to discuss the text in both oral and spoken language explicitly in second grade.

Since there truly are even more resources at the

primary levels, HMH has editable lesson plans readily available for educators, in addition to a color coordinated week at a glance. This allows educators to gain a better understanding of how to implement the given resources, when to implement them, and even how long they should be implementing them, giving a day-by-day and weekly breakdown. Oftentimes, this is where these modifications are suggested for our ENL/ELL/ML students.

The ENL/ELL/ML students can make connections through listening, reading, writing, speaking, and vocabulary using these HMH Grade 2 resources. They can foster connections in regard to culture and equity. This truly is accessible through teacher scaffolds and access to New York State Next Generation Grade Level Learning Standards. While also providing students with the opportunity to build their background knowledge and affirm their cultural identity through

text. Yet providing educators with the opportunity to implement sentence frames, visuals, scaffolds, and even bilingual vocabulary directly into instruction, ensuring equity and rigor.

III. Selection Nationale

Being an intermediate elementary school teacher, was very difficult to select just one material to truly highlight for this assignment. However, I decided to select the Whole Group or Whole Class Reading, *Wilma Rudolph: Against All Odds* by Stephanie E. Maccea, because it was something that is similar to the other material I selected for this assignment, *My Diary from Here to There* by Amanda Irma Pérez. As mentioned, since in second grade students are learning to read, rather than reading to learn, there are a plethora of resources available to educators to ensure that all students and all learners are getting the foundational skills in the way that works best for them. All components associated with this text truly embody the science of reading. ENL/ELL/ML students are able to blend this accessible language with rich themes that support literacy and identity development. There are opportunities for students to foster cross-curricular links, in addition to building upon their learning in extended learning activities associated with the text. There are supports in place specifically for our ENL/ELL/ML students, and there are a variety of resources to be implemented for differentiated instruction that are visually dominant. As mentioned, there are tiered vocabulary activities, and the narrative has a clear structure; great for sequencing and using chronological order. It provides educators with opportunities to scaffold instruction for students, further develop their language through verb tenses and transition words seen in the text, and engage in collaborative learning with their peers. It is a text that goes beyond teaching reading; it is culturally responsive, it is a chance for students in our classrooms to foster an emotional connection with the text as well.

IV. WIDA Prime Analysis

This text also corresponds to the WIDA Can Do Descriptors at various proficiency levels. This text allows students to recount, explain, argue, and discuss concepts within and beyond the text. For example, if students were focusing on explaining ideas from the text, this is something that corresponds to the WIDA Can Do Descriptors. For instance, if a student is at the emerging level, they may be asked to identify the who, what, when, and where in the text (WIDA, 2016). Whereas an expanding student could take the opportunity to connect details to the main idea of the text (WIDA, 2016). Since this text can be scaffolded in a variety of ways for all students, at all proficiency levels, this allows students to further develop in all four domains for language development: speaking, listening, reading, and writing.

V. ESL Evaluation Checklist

Textbook Evaluation Checklist		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
HMH intoReading Grade 2 myBook Wilma Rudolph: Against All Odds									
I. Textbook									
A. Content									
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)		4	3	2	1	0	M	O	N
ii. Does the content serve as a window into learning about the target language culture (American, British, etc.)? (2,18)		4	3	2	1	0	M	O	N
iii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N
iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N
v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N
B. Vocabulary and Grammar									
i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N
ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N
iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)		4	3	2	1	0	M	O	N
iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3)		4	3	2	1	0	M	O	N
v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)		4	3	2	1	0	M	O	N
C. Exercises and Activities									
i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)		4	3	2	1	0	M	O	N
ii. Do instructions in the textbook tell students to read for comprehension? (6)		4	3	2	1	0	M	O	N
iii. Are top-down and bottom-up reading strategies used? (17)		4	3	2	1	0	M	O	N
iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)		4	3	2	1	0	M	O	N
v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)		4	3	2	1	0	M	O	N
vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		4	3	2	1	0	M	O	N
vii. Do the exercises promote critical thinking of the text? (2)		4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up									
i. Is the cover of the book appealing? (1,2,3)		4	3	2	1	0	M	O	N
ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N
iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)		4	3	2	1	0	M	O	N
iv. Is the text interesting enough that students will enjoy reading it? (15)		4	3	2	1	0	M	O	N
II Teacher's Manual									
A. General Features									
i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	N
ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)		4	3	2	1	0	M	O	N
B. Background Information									
i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferring? (7)		4	3	2	1	0	M	O	N
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
C. Methodological Guidance									
i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	N
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	N
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials									
i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)		4	3	2	1	0	M	O	N
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)		4	3	2	1	0	M	O	N
III. Context									
A. Is the textbook appropriate for the curriculum? (1,2,19,20)		4	3	2	1	0	M	O	N
i. Does the text coincide with the course goals? (1,2,3,19,20)		4	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)		4	3	2	1	0	M	O	N
i. Is the text free of material that might be offensive? (1,6,16)		4	3	2	1	0	M	O	N
ii. Are the examples and explanations understandable? (1)		4	3	2	1	0	M	O	N
iii. Will students enjoy reading the text selections? (1,2,3,15)		4	3	2	1	0	M	O	N
iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)		4	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)		4	3	2	1	0	M	O	N
i. Is the teacher proficient enough in English to use the teacher's manual? (1)		4	3	2	1	0	M	O	N

VI. Material Redesign with CoPilot

When completing the redesign the first time with CoPilot, I discovered that it was very difficult to input the material that I wanted to design at a fourth-grade level. However, I was able to understand that when putting a specific algorithm in place, the desired results are produced faster and more accurately, based on what I had wanted to get from the artificial intelligence. For the HMH intoReading Grade 2 redesign, I decided to embark on my journey by taking the curated algorithm and directly placing it into the artificial search engine. Even using the clear and

concise algorithm, the result was something that would not be great for students, especially at a second-grade, emerging proficiency level. The artificial intelligence produced a research-style result (Microsoft, 2025). However, it was sectioned into different panels, but again, this is something that would

need to be modified and redesigned for emerging proficiency students in second grade (Microsoft, 2025). I then promoted CoPilot to turn the script into a printable comic panel. This is when I was given the desired result, and the resource that ultimately came to mind that wasn't

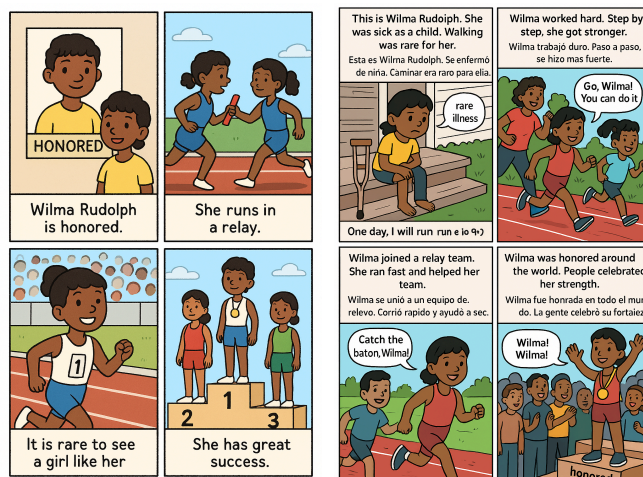
"Create a comic strip script for multilingual learners in grade 2, focused on the topic of Wilma Rudolph. Use the following vocabulary words: rare, relay, honored, and success. The comic should feature Wilma Rudolph, a historical figure, and present the content in a way that supports students at the emerging stage. Include simplified academic language, visual cues, and culturally inclusive examples. Provide panel-by-panel descriptions and suggested dialogue."

Here's a **comic strip script** tailored for Grade 2 multilingual learners at the *emerging stage*. It uses simplified academic language, clear visual cues, and integrates the target vocabulary: **rare, relay, honored, success**.

 **Comic Strip Script: Wilma Rudolph – Running Toward Success**

Panel 1: Introduction

- **Visual:** A young Wilma sitting on a porch with crutches, looking at children running.
- **Text/Dialogue:**
 - Narrator box: "This is Wilma Rudolph. She was sick as a child. Walking was rare for her."
 - Wilma (thinking bubble): "One day, I will run too!"
- **Visual cue:** Crutches labeled "rare illness."



included in the curriculum (Microsoft, 2025). I was even able to have it translated into Spanish for students who are participating in the lesson in either a bilingual or dual language learning environment (Microsoft, 2025). These even look similar to the Anchor Charts that are embedded within HMH intoReading at various grade levels. This directly corresponds to principles associated with TESOL programs, being that it is relevant to the content. The visuals include simplified language and scaffolded vocabulary. Having another visual in Spanish, and visual cues included, allows them to be used across proficiency levels and instructional settings. It even corresponds to the following second grade standards of RI.2.3, RI.2.4) Students identify key details and use context to determine word meaning (e.g., *rare*, *relay*), (L.2.4, L.2.5, L.2.6) students acquiring and using academic vocabulary through context-rich materials, and (SL.2.1, SL.2.4) the comic inviting oral retelling, discussion, and presentation using target vocabulary (New York State Education Department [NYSED], 2017). Connecting these visuals to the WIDA Can Do Descriptors, specifically for emerging grade 2 students, they can make connections across all four domains. For listening, they can match oral descriptions to visuals, for speaking, they can use and apply sentence frames, they can practice reading by using context clues to identify key words, and for writing, students can be asked to label components in the visual (WIDA, 2016).

Having this visual redesigned allows students to make connections as learners while also connecting to grade-level standards, as well as instructional goals.

Connection to TESOL Course Reading

Our course text, “Teaching English as a Second or Foreign Language” by Celce-Murica, Brinton, Snow, and Bohlke, speaks towards the theoretical and methodological foundation for ENL/ELL/ML instruction. HMH into Reading provides practical, in addition to texts aligned

with specific grade-level Next Generation Learning Standards. The connection between these two materials lies within the application of TESOL strategies. This includes but is not limited to communicative language teaching, scaffolding, and integrating content with language. These practices lie within the daily literacy modules, text sets, and skill lessons that correspond to HMH intoReading. “Language learning is most effective when it is integrated with meaningful content” (Celce-Murcia, Brinton, Snow, & Bohlke, 2014). As discussed, there are a variety of materials available for educators to implement within all types of environments for all types of learners. The program ensures that this content is able to be connected with, and is being provided by, using meaningful content. “The field of TESOL continues to evolve, drawing on insights from linguistics, psychology, education, and sociocultural studies.” (Celce-Murcia, Brinton, Snow, & Bohlke, 2014). That is why there are so many practices that can be included within instruction, and modifications applied to resources that are being used by our ENL/ELL/ML students.

Infographic

SUPPORTING MULTILINGUAL LEARNERS

ENHANCING COMPREHENSION AND ENGAGEMENT

VISUAL SUPPORTS

Use images, diagrams, and graphic organizers.

SIMPLE LANGUAGE

Speak slowly, use shorter sentences.

BILINGUAL MATERIALS

Provide materials in both languages.

CULTURAL CONNECTIONS

Include examples from diverse cultures.

Resources:

Board of Regents of the University of Wisconsin System, on behalf of WIDA. (2016). *WIDA Can Do Descriptors: Key Uses Edition, Grades 4–5* (Version 1.1). WIDA Consortium.

<https://www.wceps.org/Store/WIDA>

Celce-Murcia, M., Brinton, D. M., Snow, M. A., & Bohlke, D. (2014). *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning/Cengage Learning.

Microsoft. (2025). *Copilot (GPT-4)* [Large language model]. <https://copilot.microsoft.com/>

Macceca, S. E. (2006). *Wilma Rudolph: Against all odds*. Teacher Created Materials.

New York State Education Department. (2017). *New York State Next Generation English Language Arts Learning Standards*. Albany, NY: Author. Retrieved from <https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.

Pérez, A. I. (2002). *My diary from here to there*. Illustrated by M. C. Gonzalez. Houghton Mifflin Harcourt. (Pérez, 2002)