

PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 INVENTORY





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

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

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Perspectives

Publisher: National Geographic Learning/CENGAGE

Materials/Program to be Reviewed: Perspectives 1-4

Tools of Instruction included in this review: Student Book, Student Workbook, Lesson Planner

Intended Teacher Audiences:

Intended Student Audiences: Upper Secondary Level ELL High School students, potentially college ELL students also.

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

Check which set of standards will be used in this correlation:

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language, Language of Science, Language of Social Studies

WIDA Language Proficiency Levels included: The WIDA Proficiency Levels are not explicitly mentioned in the materials, but the program is aimed at students at the Pre-Intermediate-Advanced level.

Most Recently Published Edition or Website: 2018

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

Perspectives is a four-skills series in American and British English that teachers learners to think critically and to develop the language skills they need to find their own voice in English. The carefully-guided language lessons, real-world stories, and TED Talks motivate learners to think creatively and communicate effectively.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

- 1) **Are the student assets and contributions considered in the materials?** Yes No
- 2) **Are the student assets and contributions systematically considered throughout the materials?** Yes No

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

1) Students assets and contributions are considered in the materials. Many of the lessons contain a section called "My Perspective" which asks the students a question or questions related to their personal experience and has a follow up activity related to the question(s). An example is seen here, from the level 4 Student Book:

7 MY PERSPECTIVE

Where would you like to go on a gap year? Why would you like to take one? How do you think a gap year could benefit you?

Prior to this activity, there is another activity where the students are considering their personal experiences and incorporating them into an oral activity:

6 Make notes about these things. Then discuss them in groups.

- 1 something I've done that I'm proud of
- 2 something I've been doing for the past few years
- 3 something I do regularly that I'd rather not do
- 4 something that's changing in my life
- 5 something I think I'll be doing in two years

2) Students assets and contributions are considered systematically throughout the materials. The My Perspective section, discussed above, occurs in all four levels of the materials and asks the students about their opinions, experiences and understanding from the materials. See this example here, from the level 1 Student Book:

7 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 What did you learn from the article?
- 2 Did the article change your thinking about animals and emotions?
- 3 Do you think it's true that some discussions should be had face to face? Why? Give examples.

A further discussion of the My Perspective section is found in the Lesson Planner Introduction:

My Perspective activities

In every unit there are several activities called My Perspective, which ask students to reflect on the content of the lesson from their personal point of view. Sometimes you'll find a My Perspective activity at the beginning of the unit to engage students in the theme and get them thinking about what they already know about it. Here are three ways to use them:

- Conduct a class discussion. Let students read the questions, then call on individuals to share their ideas. Encourage others to respond and welcome contrasting points of view.
- Put students into discussion groups. Group work can get more students talking, even quieter, less confident class members. Consider giving students specific roles like chairperson and spokesperson, the chairperson's job being to make sure everyone is focused and gets to speak, while the spokesperson summarizes the group's discussion to the whole class.
- Let students work on their own to answer the questions in writing or by recording themselves speaking. Not only does this allow students time to prepare, it also provides a private space, which some students need to be able to express themselves.

The Workbooks also contain activities to highlight student perspectives and contributions, as seen here, from the Level 2 Workbook, page 5:

23 Write answers that are true for you.

1 What is your favorite type of movie?

2 How often do you go out to eat?

3 How many English classes have you taken?

4 When is your mother's birthday?

5 How many times have you seen your favorite movie?

2. Academic Language

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

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

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

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

- 1) The discourse dimension is present for all the identified proficiency levels in a consistent manner in the materials. A unique feature of the materials is that students will view and listen to a variety of TED talks throughout the program. According to the Lesson Planner, "TED Talks help students understand real-world English at their level, building their confidence and allowing them to engage with topics that matter." The TED talks are accompanied by scaffolded activities and lessons to support students at all identified language levels. Students are also engaging in discussions and other discourse level activities throughout the materials. See an example below, from the Level 3 Student Book, page 9:

● **Work in groups. Look at the words and phrases in Activity 2. Discuss the questions.**

- 1 Which are the most connected to visitors to your country? The least?
- 2 Which have you done, or which have happened to you? When?
- 3 Which three do you most want to remember and use? Why?

● **Work in pairs. Look at the photo and discuss the questions.**

- 1 How is the market different from markets near where you live? How would visiting this place make you feel? Why?
- 2 Which words and phrases from Activity 2 can you use to describe what is happening? Make a list. Then explain your choices to a partner.

2) Language features at the discourse dimension are addressed systematically throughout the materials. The aforementioned TED talks occur throughout each level and each Student Book and Lesson Planner contains a table, an example of which is seen below, describing the TED talk, and the grammar and domain features it covers:

GRAMMAR		TED TALKS		SPEAKING		WRITING	
Modals and infinitive forms Pronunciation Weak form of <i>have</i>		LATIF NASSER Latif Nasser's idea worth spreading is that in science, and in life, we are making surprising discoveries that force us to reexamine our assumptions. Authentic Listening Skills Understanding fast speech	You have no idea where camels really come from	Telling anecdotes	A problem-solution essay Writing Skill Topic sentences		
<i>Wish, if only, would rather</i> Pronunciation Elision of final consonants <i>t</i> and <i>d</i>		ERIN MCKEAN Erin McKean's idea worth spreading is that making up new words will help us use language to express what we mean and will create new ways for us to understand one another. Authentic Listening Skills Speeding up and slowing down speech	Go ahead, make up new words!	Offering solutions	A report Writing Skill Cohesion		
Patterns after reporting verbs		SAFWAT SALEEM Safwat Saleem's idea worth spreading is that we all benefit when we use our work and our voices to question and enlarge our understanding of what is "normal." Authentic Listening Skills <i>Just</i>	Why I keep speaking up, even when people mock my accent	Challenging ideas and assumptions	A complaint Writing Skill Using appropriate tone		
Participle clauses Pronunciation <i>ing</i> forms		BECCI MANSON Becci Manson's idea worth spreading is that photographs hold our memories and our histories, connecting us to each other and to the past. Authentic Listening Skills Intonation and completing a point	(Re)Touching Lives through Photos	Countering opposition	A letter of application Writing Skill Structuring an application		
Emphatic structures Pronunciation Adding emphasis		JANINE SHEPHERD Janine Shepherd's idea worth spreading is that we have inner strength and spirit that is much more powerful than the physical capabilities of even the greatest athletes. Authentic Listening Skills Collaborative listening	A Broken Body Isn't a Broken Person	Developing conversations	A success story Writing Skill Using descriptive verbs		

Grammar Reference 128 Irregular Verbs 148 Writing Bank 149 Word Lists 154

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|------------------------------------------------------------------------------------------------------------------------------|-------------------|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

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

- 1)** The materials address language features at the sentence levels for all identified proficiency levels. As mentioned above, the TED Talks table in each Lesson Planner and Student Book features a Grammar column, which highlights the grammatical structure found within each TED Talk. See this example here:

GRAMMAR
Talking about the present
Narrative forms Pronunciation <i>Used to</i>
Present perfect and present perfect continuous Pronunciation <i>For</i>
Making predictions Pronunciation Sentence stress with the future continuous and future perfect

Each Unit of each Level of the Student Books contains sections on Grammar and what each Unit covers. In the Level 1 Student Book, the grammar covered begins with the simple present and simple continuous as seen here:

GRAMMAR Simple present and present continuous

Simple present and present continuous

Simple present

a *They play really good music.*

Present continuous

b *They're playing really good music.*

11 Look at the Grammar box. Underline the verb in each sentence. Then answer the questions.

- 1 Which tense describes an activity happening right now?
- 2 Which tense describes something that happens all the time or is true right now?

By the time students reach Level 4, they are working on more complex structures like first and second conditional:

GRAMMAR First and second conditional

First and second conditional

- a *If we don't change our course before 2050, most of the fisheries of the world **will have collapsed**.*
- b *If everyone **made** smart choices, it **would make** a huge difference.*
- c *Coral reefs **would not be disappearing** so fast **if there were** more marine reserves.*
- d *If we can **inspire** world leaders to create marine reserves, we **will be able** to protect more species.*

- 2) The language features at the sentence dimension are appropriate for the pre-Intermediate to Advanced proficiency levels the materials are targeted for. As stated above, the Level 1 Grammar structures focus on the simple present, verb patterns such as verb + -ing, and conditional statements. By the time students reach Level 4, they are working on more complex forms, as seen in the example below:

GRAMMAR Modals of permission and obligation

- 11 Work in pairs. Look at the extracts from the podcast in the Grammar box. Which other ways can you think of to express the words in bold in each context?

Modals of permission and obligation

- a *In some schools in Mexico you're **allowed** to use phones... in class.*
- b *But in my school, you **can't** use them at all, except for emergencies.*
- c *We're **supposed to** leave them in our lockers.*
- d *... shouting "I **must** be punctual" or "I **must not** be late."*
- e *... students who break the rules **have to** do jobs like cleaning the classrooms.*
- f *At Japanese elementary schools, children usually **don't have to** wear a uniform.*

The sentence level features in the materials are appropriate for the more intermediate to advanced level students that will use the program.

- 3) The language features at the sentence dimension are systematically addressed throughout the materials. Every Unit at each level contains a variety of grammar exercise. As is described in the Lesson Planner introduction:

Listening and Grammar 1

Listening and grammar exercises continue to develop structures and skills through authentic content. Grammar 1 usually reviews previous knowledge before building on it.

Grammar 2

Grammar 2 continues to develop students' understanding of grammar with a new topic.

Each unit contains multiple opportunities for students to practice these grammar structures both orally and in writing. Some examples, all from Level 2, Unit2, are seen here:

GRAMMAR Narrative forms

1 Listen and complete the sentences. 18

- 1 She _____ soccer practice _____.
- 2 He _____ on the weekends.
- 3 They _____ the dog _____ a loud crash.
- 4 I _____ my dad _____ I _____ in Tokyo.
- 5 Cars _____ as safe as they are today.
- 6 We _____ breakfast at the hotel because _____ too late.
- 7 _____ my email, Carol _____ her sister.

4 Underline the past perfect verbs.

When Omar was in high school, he studied math, physics, chemistry, and biology. In his last year, he got an opportunity to take a class at a local college. He was studying all the time, taking tests for his regular classes and at the college! Omar had always enjoyed biology and chemistry in school and wanted to learn more about biochemistry. He'd talked to some of his friends who had done courses at the college while they were still at school, and they all said that they'd learned a lot and had enjoyed it. Omar had been a little worried that his schedule might be too full, but he didn't really mind because he loved the college classes—they were so interesting and the professors were amazing. Omar especially loved being able to use the college library, and did all his homework there. He'd told so many of his friends about his great experience that they all wanted to take classes at the college, too.

5 Choose the correct options to complete the questions and answers.

- 1 A** What did you read when you were at the beach last summer?
B I *read / had read* a book by Barbara Kingsolver.
- 2 A** When did you listen to the latest podcast?
B I listened to it while I *was walking / had walked* to school.
- 3 A** How much money did he have when he went into town?
B He *was having / had* \$100.
- 4 A** Did you *use / used* to see your grandparents a lot?
B Yes, we *saw / used to saw* them every summer.
- 5 A** Does Pete have a boat?
B He *used to have / use to have* one, but then he *had sold / sold* it.
- 6 A** *Were you trying / Had you tried* pineapple pizza before we went to Pizza Palace last night?
B No, I *hadn't tried / wasn't trying* it before.
- 7 A** How many times did you *take / taken* the test?
B I *took / was taking* it twice before I finally passed.
- 8 A** Did you like living in Los Angeles?
B It was great! I *used to walk / use to walk* along the beach every day.

The units are all similar in this way.

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context? | <u>Yes</u> | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | <u>Yes</u> | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | <u>Yes</u> | No |

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

- 1)** The materials address the features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Every Unit in each Level contains a variety of vocabulary-based activities for students to work through to help with understanding. The vocabulary information in the Lesson Planner is seen here, from the Unit Walkthrough:

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

states in the Unit Walkthrough: “Words are taught with collocations, definitions, and/or opposites and practiced in context.” The tables in the Student Books and Lesson Planners that outline the TED Talks also address the vocabulary addressed in the talks:

UNIT	VOCABULARY
 <p>1 Travel, Trust, and Tourism Pages 8–19</p>	<p>Experiences abroad</p> <p>Vocabulary Building Phrasal verbs</p>
 <p>2 The Business of Technology Pages 20–31</p>	<p>Setting up a new business</p> <p>Vocabulary Building Adjective and noun collocations 1</p>
 <p>3 Faster, Higher, Stronger Pages 32–43</p>	<p>Describing athletes</p> <p>Vocabulary Building Synonyms in texts</p>
 <p>4 Cultural Transformation Pages 44–55</p>	<p>Cultural events</p> <p>Vocabulary Building Adjective and noun collocations 2</p>
 <p>5 It's Not Rocket Science Pages 56–67</p>	<p>Science in action</p> <p>Vocabulary Building Adjective endings</p>

Unit 1 of Level 3 is about Travel, Trust and Tourism. The vocabulary introduced is all related to this topic in a variety of ways. In the example seen below, students are learning about phrasal verbs commonly used in the context of asking for a

ride:

VOCABULARY BUILDING

Phrasal verbs

Phrasal verbs are often used in conversation instead of more formal words. They are very common in English. The meaning of a verb often changes when it is used in a phrasal verb.

- 1 Rewrite the words in italics using the correct forms of these phrasal verbs.

break down	come down to	line up
pick up	pull over	turn out

- 1 They offered to give me a ride to the airport and *got me* from the hotel at eight o'clock. **picked me up**
- 2 The bus *stopped working* on the way there, so we were five hours late. **broke down**
- 3 It was New Year's Day, so I had to *wait in line* for hours to get a train ticket. **line up**
- 4 I think the changes *are basically because of* two things: wealth and technology. **come down to**
- 5 A car *stopped by the side of the road* and the driver asked us for directions. **pulled over**
- 6 I was worried because I'd never been abroad before, but everything *was* great in the end. **turned out**

- 3) The general, specific, and technical vocabulary words are appropriate for the targeted age and proficiency levels. The materials are geared for pre-intermediate to advanced students, which is reflected in the vocabulary. Many of the lessons contain a "Useful Language" section which provides real-world, authentic words and phrases that students might encounter in everyday life. An example can be see here, from the level 4 Student Book:

Useful language

Making a request

Any chance you could...?

I don't suppose you could... Do you think you could...?

Making a suggestion

Why don't you...?

I think it'd be a great idea to...

We could...

Resisting

Yes, but the thing / problem is...

What's the point / use of...?

You must be joking.

I'm afraid I'm busy. I have to...

I'm not sure if I'm into...

Sorry, there's no way I'm doing that.

It's a waste of time / money.

Persuading

Oh, come on!

That's no excuse.

It's for a good cause / It'll be fun.

It's a great way to...

Don't be lazy.

You'll never know until you try.

You could (easily)...

Giving in to persuasion

Oh, fine.

OK, you've convinced me.

A more simple version of the Useful Language section is seen here, from the Level 1 Student Book:

Useful language

Making suggestions

How about...

I think we should have...

We could cook...

Why don't we ask people to bring...

Why don't we...

Maybe we should...

What about...

Describing food

It's a kind of...

It's popular in...

It's really good with...

*It's a little salty / fairly sweet / kind of
sour / delicious.*

Making decisions

*We'll have plenty of pizza and
the salad.*

I'll put that on the invitation.

- 4) The general, specific, and technical language is systematically presented throughout the materials. Each lesson contains a section that reinforces vocabulary already learned and builds upon that to introduce new vocabulary. These sections often combine the general, specific, and technical vocabulary in the context of a real-world situation, as seen below in a lesson from Level 1 on Food and Flavors from Around the World:

7A Food and Flavors from Around the World

VOCABULARY Foods, drinks, and flavors

1 Work in pairs. Discuss the questions.

- 1 What's your favorite food? Would you like the food in the photo?
- 2 Is there any food you really don't like? What is it?

2 Match each food or drink with a type and a flavor. Use your dictionary if necessary.

Foods / Drinks	Types	Flavors
chili powder	fruit	salty
lemon	vegetable	sweet
coffee	meat	sour
strawberry	spice	bitter
potato chip	drink	spicy
tomato	dessert	
chocolate	snack	
chicken		

3 Think of at least one more food or drink for each of the five flavors. Make a list.

4 Match each popular international food with the best description. Two foods do not have a description.

- | | |
|-------------------|---------------|
| 1 ____ curry | 5 ____ pasta |
| 2 ____ french fry | 6 ____ tea |
| 3 ____ shrimp | 7 ____ tomato |
| 4 ____ ice cream | 8 ____ apple |

These types of activities continue through each of the four levels, another example of which is seen below, from Level 4, in a unit about transportation:

7A Getting There

VOCABULARY Everyday commutes

1 Look at the photo. Is public transportation busy where you live? Could a scene like this happen?

2 Complete the text about getting to school with these words and phrases.

breakdowns	carpool	commute	commuters	commuting
congested	congestion	connection	drop them off	exhaust
shuttle service	smog	stuck	subway	

Some trips to school can be as simple as walking ten minutes down the road, but, increasingly in our urbanized world, the daily (1) _____ is taking longer and uses several methods of transportation, making it more complicated.

In Tokyo, Japan, students regularly take the train, bus, or (2) _____ to get to school, and (3) _____ can be as young as six. Their journeys can easily be an hour or more and can include several types of transportation. Although public transportation in Japan is reliable, (4) _____ can happen, so the youngest kids have yellow flaps on their backpacks so that adults know to look out for them if they miss a (5) _____ or appear lost.

In UK towns and cities, the trip to school is usually by school buses or public transportation (i.e., trains, buses, and the Tube in London), though a lot of parents take younger kids by car and (6) _____ at school. This adds to the volume of rush-hour traffic and can result in vehicles getting (7) _____ in gridlock. One way of helping the problem may be to (8) _____—several people traveling to school in a single car. Another may be encouraging students to bike or walk to school. While that may ease the (9) _____, students will then be among the cars and therefore breathing in (10) _____.

If you live in Istanbul, Turkey, (11) _____ to school can involve changing continents! Crossing the Bosphorus, a waterway in the city, means going from Asia to Europe or vice versa. In a city known to be badly (12) _____, the ferry (13) _____ is the most pleasant means of avoiding the (14) _____ that can occur in parts of the city, and it has connections to the city's bus and subway services.

3. Performance Definitions

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

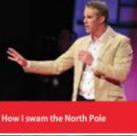
A. Representation of Levels of Language Proficiency

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

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

1) Although the materials do not explicitly define the language proficiency levels, nor mention the WIDA levels, the program is described as a four level series, beginning at the Pre-Intermediate level. The progression of language is evident as one examines the four levels in the scope and sequence documents, a portion of which can be seen below, beginning with Level 1:

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS	SPEAKING	WRITING
<p>1 Who are you? Pages 9-19</p>	<p>Personality Vocabulary Building Collocations</p>	<p>A conversation where students greet each other and discuss their interests</p> <p>Pronunciation -s verb endings</p>	<p>Simple present and present continuous</p> <p>Pronunciation -s verb endings</p>	<p>It's Written All Over Your Face Tip: Previewing</p>	<p>Verb patterns: Verb + -ing or infinitive with to</p>	<p>FRANK WARREN Frank Warren's idea worth spreading is that sharing secrets can help us connect with others and know ourselves better. Authentic Listening Skills Word stress Critical Thinking Identifying the main idea</p>	<p>Talking about likes and dislikes</p>	<p>An introductory postcard Writing Skill Introducing yourself</p>
<p>2 Where the Heart Is Pages 20-31</p>	<p>Describing where you live Vocabulary Building Suffixes -ion</p>	<p>A news report about a special city</p>	<p>Simple past</p> <p>Pronunciation /z/ and /s/ endings of used</p>	<p>All the Comforts of Home Tip: Skimming Critical Thinking Analyze fact and opinion</p>	<p>Past continuous Pronunciation -ing in fast speech</p>	<p>ELORA HARDY Elora Hardy's idea worth spreading is that bamboo is an incredibly adaptable and strong building material that pushes the boundaries of what we can create with sustainable materials. Authentic Listening Skills Listening for gist</p>	<p>Giving reasons</p>	<p>A travel review describing a house Writing Skill Answering Wh-questions</p>
<p>3 Health and Happiness Pages 32-43</p>	<p>Being well Vocabulary Building Synonyms</p>	<p>A lecture about "whole-person" healthcare</p>	<p>Quantifiers: How much / How many? Pronunciation Nuclear stress</p>	<p>Feeling No Pain Tip: Identifying the order of events Critical Thinking Making ideas clear</p>	<p>Phrasal verbs</p>	<p>LATIF NASSER Latif Nasser's idea worth spreading is that pain is a testament to a fully lived life, an essential part of the human experience that all of us—including doctors—must acknowledge and deal with. Authentic Listening Skills Collaborative listening</p>	<p>Agreeing, disagreeing, and conceding a point</p>	<p>An opinion essay Writing Skill Hedging</p>

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS	SPEAKING	WRITING
 <p>1 In Touch with Your Feelings Pages 8-19</p>	Describing emotions Pronunciation -ed adjectives Vocabulary Building Suffixes	Descriptions of three National Geographic explorers' work	Subject / object questions	Why do people smile? Critical Thinking Rhetorical questions	Talking about the present	 <p>THIS app knows how you feel—from the look on your face.</p>	RANA EL KALIOUBY Rana el Kaliouby's idea worth spreading is that by teaching computers how to understand emotions on the faces of users, we can make more personal connections with the devices we use. Authentic Listening Skills Content words	Asking follow-up questions Writing Skill Emphasis
 <p>2 Enjoy the Ride Pages 20-31</p>	Travel Vocabulary Building Compound nouns	A description of three unusual ways to get to school	Adjectives ending in -ed and -ing	Urbesners—Life on the Edge of the City Critical Thinking Selecting information	Narrative forms Pronunciation Used to	 <p>Happy maps</p>	DANIELE QUERCIA Daniele Quercia's idea worth spreading is that the fastest route may be efficient, but there are times when taking a different route can be more interesting and memorable. Authentic Listening Skills Understanding accents	Asking for and giving directions Writing Skill Just
 <p>3 Active Lives Pages 32-43</p>	Sports Vocabulary Building Phrasal verbs	A podcast about Ashima Shiraishi	Simple past and present perfect	Can sports protect Africa's lions? Critical Thinking A balanced view	Present perfect and present perfect continuous Pronunciation For	 <p>How I swam the North Pole</p>	LEWIS PUGH Lewis Pugh's idea worth spreading is that sometimes we have to do extraordinary things to make people pay attention to important issues. Authentic Listening Skills Signposts	Agreeing and disagreeing Writing Skill Giving your opinion

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS	SPEAKING	WRITING
 <p>1 Travel, Trust, and Tourism Pages 8-19</p>	Experiences abroad Vocabulary Building Phrasal verbs	A podcast about study-abroad programs	Present and past forms	Hitchhiking Critical Thinking Evaluating ideas	Used to and would Pronunciation To in natural speech	 <p>How Airbnb designs for trust</p>	JOE GEBBIA Joe Gebbia's idea worth spreading is that we can design products, services, and experiences that feel more local, authentic, and that strengthen human connections. Authentic Listening Skills Reporting	Advice / Making recommendations Writing Skill Adding comments
 <p>2 The Business of Technology Pages 20-31</p>	Setting up a new business Vocabulary Building Adjective and noun collocations 1	A lecture about young entrepreneurs	Present perfect forms and the simple past	Online Crime Critical Thinking Interpreting data	Verb patterns (-ing or infinitive with to)	 <p>This is what happens when you reply to spam email</p>	JAMES VEITCH James Veitch's idea worth spreading is that spam email can lead us to some surprising, bizarre, and often hilarious exchanges with others. Authentic Listening Skills Intonation and pitch	Persuading Writing Skill Getting people's attention Pronunciation Intonation for persuasion
 <p>3 Faster, Higher, Stronger Pages 32-43</p>	Describing athletes Vocabulary Building Synonyms in texts	Four people talking about athletes they admire	Determiners	Olympic Gold Critical Thinking Supporting arguments	Comparatives and superlatives Pronunciation Linking words together in fast speech	 <p>Are athletes really getting faster, better, stronger?</p>	DAVID EPSTEIN David Epstein's idea worth spreading is that the amazing achievements of many modern-day athletes are thanks to a complex set of factors, not just natural ability. Authentic Listening Skills Slowing down and stressing words	Reporting findings Writing Skill Describing statistics

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS	SPEAKING	WRITING
 <p>1 Hopes and Dreams Pages 8-19</p>	Dreams and ambitions Vocabulary building Employment collocations	People talking about dreams and ambitions	Review of tenses: Future forms, Present and past tenses	Living the Dream Critical thinking Understanding attitude	Continuous and perfect aspects	 <p>Five ways to kill your dreams</p>	BEL PESCE Bel Pesce's idea worth spreading is that we're more likely to achieve our dreams if we follow a few basic principles. Authentic listening skills Dealing with accents	Concession and counter-arguments Pronunciation Intonation patterns in two-part sentences
 <p>2 Reading the World Pages 20-31</p>	Adjectives describing books or movies Vocabulary building Phrasal verbs with two particles	Description of two books	Modifying adjectives	An African in Greenland: House of Day, House of Night Critical thinking Figurative language	Narrative tenses and future in the past Pronunciation Using stress to change meaning	 <p>My year reading a book from every country in the world</p>	ANN MORGAN Ann Morgan's idea worth spreading is that books and stories can help us see the world through different eyes and connect us across political, geographical, cultural, social, and religious divides. Authentic listening skills Following a narrative	Telling and responding to a story Writing skill Using colourful language
 <p>3 Pristine Places Pages 32-43</p>	Ocean environment Vocabulary building Greek prefixes	An interview with National Geographic explorer and marine ecologist, Eric Sala	First and second conditional	Exploring the Okavango Delta Critical thinking Emotional responses	Third and mixed conditionals: I wish / If only Pronunciation Contractions	 <p>An underwater museum, teeming with life</p>	JASON DECAIRES TAYLOR Jason deCaires Taylor's idea worth spreading is that we need to open our eyes to the amazing beauty, imagination, and fragility of nature. In this way, we will be inspired to cherish and protect our environment. Authentic listening skills Chunking	Making and explaining promises Writing skill Informal language

2) Differentiation of language is developmentally and linguistically appropriate for the designated language levels. As seen above, level one begins with such language structures as the simple present and present continuous, continuing through to

level four where students are using the conditional tense and also more advanced linguistic skills such as using relative clauses with prepositions and the more nuanced question intonation:

 <p>9 A Healthy Life Pages 104–115</p>	<p>Health and fitness</p> <p>Vocabulary building Adjective suffixes <i>-able</i> and <i>-ible</i></p>	<p>A radio show about healthy living</p>	<p>Relative clauses with prepositions</p>	<p>The Healthiest Places in the World?</p> <p>Critical thinking Checking facts</p>
 <p>10 Ideas Pages 116–127</p>	<p>Making your point</p> <p>Vocabulary building Adjectives ending in <i>-ful</i> and <i>-less</i></p>	<p>An interview with Dr. Emily Grossman on conveying the concept of electricity to students</p>	<p>Advanced question types</p> <p>Pronunciation Question intonation</p>	<p>Earthise</p> <p>Critical thinking Understanding quotations</p>

- 3) Differentiation of language is systematically addressed in the materials. Often there are Teacher Tips which offer teachers additional ideas for differentiation or support and also an Expansion area where students who are ready can take the lesson a little further:

Teaching Tip

You could ask students before they listen to the audio to think of words they associate with the listed emotions and write them on the board. For example, words associated with *anger* include *furious*, *red*, *shout*, and so on. This might help students predict and process what they'll hear in the audio quicker. You might want to highlight students' suggestions that appear in the audio.

Expansion

Ask students to discuss the following question in pairs or as a class: *When was the last time you felt any of the emotions the explorers talk about? Why? What happened?*

These components can be found throughout the materials.

B. Representation of Language Domains

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

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

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

- 1) All four language domains are targeted in the materials. Every unit contains a variety of activities targeting each domain. In the beginning of the lesson below, from Unit 1, level 4, there is a vocabulary activity where the students are reading the vocabulary words/phrases then discussing the answers to follow up questions orally:

1A A Dream Come True

VOCABULARY Dreams and ambitions

- 1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

be famous	be successful	do volunteer work
go to college	make a difference	pass my driving test
raise a family	see the world	set up a business

- 1 Which have you already achieved?
- 2 Which appeal to you?
- 3 Which don't appeal to you?
- 4 Are there any you are not sure about?

The students have several writing options within this same lesson, from matching collocations to writing an essay:

8 You have been discussing your career options with a number of people, including the career guidance counselor at school, your teachers, your parents, and your friends. You have made the notes below.

Which career should I pursue?

- working at an art gallery
- becoming a visual artist
- training as an art teacher

Some opinions expressed during the discussions:

"It's unrealistic to make a living from art. Law or accounting would be better."

"You're really creative! You should follow your own dreams no matter what!"

"Get some good qualifications first. Later you can decide what you want to do."

Write an essay discussing two of the career options from your notes. Explain which option is more important to you, giving reasons to support your answer.

Within a lesson, students will also be listening to a TED Talk that will be followed up by other reading and writing activities:

TEDTALKS

AUTHENTIC LISTENING SKILLS

1 Listen to the extracts from the TED Talk and complete the sentences. (4)

1 When we think about the dreams we have, and the dent we want to leave in the universe, it is striking to see how big of an overlap there is between the dreams that we have, and _____ that never happen.

2 Your overnight _____ story is always a result of everything you've done in your life through that moment.

3 No one else has the perfect answers for your life. And you need to keep _____ those decisions, right?

4 When I launched my first book, I worked really, really _____ to distribute it everywhere in Brazil.

5 When you're _____ towards a peak, you need to work harder than ever and find yourself another peak.

6 And one last tip, and this one is really important as well: Believe that the only things that matter are the _____ themselves.

7 Yes, you should enjoy the _____ themselves, but people think that you have dreams, and whenever you get to reaching one of those dreams, it's a magical place where happiness will be all around.

8 If every step becomes something to learn or something to celebrate, you will for sure enjoy the _____

2) The targeted domains are presented within the context of the language levels. Although the levels are only really identified as 1-4, the domains are represented

in each of the levels and throughout the units within the levels. The scope and sequence for each of the four levels contains a chart with the skills used at each of the domains. See the example below from level 3:

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS	SPEAKING	WRITING
 <p>1 Travel, Trust, and Tourism Pages 8-16</p>	Experiences abroad Vocabulary Building Phrasal verbs	A podcast about study-abroad programs	Present and past forms	Hitchhiking Critical Thinking Evaluating ideas	Used to and would Pronunciation To in natural speech	 <p>How Airbnb designs for trust</p>	JOE GEBBIA Joe Gebbia's idea worth spreading is that we can design products, services, and experiences that feel more local, authentic, and that strengthen human connections. Authentic Listening Skills Reporting	Advice / Making recommendations A review Writing Skill Adding comments
 <p>2 The Business of Technology Pages 20-31</p>	Setting up a new business Vocabulary Building Adjective and noun collocations 1	A lecture about young entrepreneurs	Present perfect forms and the simple past	Online Crime Critical Thinking Interpreting data	Verb patterns (-ing or infinitive with to)	 <p>This is what happens when you reply to spam email</p>	JAMES VEITCH James Veitch's idea worth spreading is that spam email can lead us to some surprising, bizarre, and often hilarious exchanges with others. Authentic Listening Skills Intonation and pitch	Persuading A persuasive article Writing Skill Getting people's attention Pronunciation Intonation for persuasion

- 3) The four language domains are systematically presented throughout the materials. As mentioned above, the scope and sequence document for each level outlines the skills targeted at each domain within a unit. Each lesson follows a similar format, which incorporates all four domains multiple times throughout a lesson, allowing for an authentic language learning experience.

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|--------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 1) Do the materials connect the language development standards to the state academic content standards? | Yes | <u>No</u> |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | <u>No</u> |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

- 1) The materials are designed for both American and British English speakers and because of its International approach, do not specifically reference any particular state content standards. The materials also do not explicitly mention the WIDA Language Development Standards.

2) See above response.

3) Although the materials do not explicitly reference the WIDA Language Development Standards, the nature of the Units reflect social and instructional language and the language of science. In Level 2 for example, most of the units reflect content one would consider in the social and instructional vein:

CONTENTS				
UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>1 In Touch with Your Feelings Pages 8–19</p>	Describing emotions Pronunciation -ed adjectives Vocabulary Building Suffixes	Descriptions of three National Geographic explorers' work	Subject / object questions	Why do people smile? Critical Thinking Rhetorical questions
 <p>2 Enjoy the Ride Pages 20–31</p>	Travel Vocabulary Building Compound nouns	A description of three unusual ways to get to school	Adjectives ending in -ed and -ing	Urbexers—Life on the Edge of the City Critical Thinking Selecting Information
 <p>3 Active Lives Pages 32–43</p>	Sports Vocabulary Building Phrasal verbs	A podcast about Ashima Shiraishi	Simple past and present perfect	Can sports protect Africa's lions? Critical Thinking A balanced view
 <p>4 Food Pages 44–55</p>	Describing food Vocabulary Building Compound adjectives	A podcast about cooking in schools	Future plans, intentions, and arrangements	Could the best street food in the world be Filipino?
 <p>5 Work Pages 56–67</p>	Describing work Vocabulary Building Ways of seeing	A podcast about the world of work	Verb patterns: verb + -ing or infinitive with to	A Real-Life Crime-Fighting Superpower! Critical Thinking Exaggerating

Lesson 5 in Level 3 addresses the Language of Science. See below the overview of the unit:

Unit Overview

In this unit, students will talk about science in their lives—what they know about it and the scientists who practice it, how students' lives are better for it, and how they learn it.

Students will learn about life hacks and the Internet, inventions, and the importance of collaboration and teamwork for “pushing the envelope” of scientific innovation. They'll read about how curiosity is necessary for learning and watch a TED Talk about the similarities between play and experimentation—and how this makes young people natural scientists! Finally, students delve into the scientific method and design and write about an experiment.

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|
| 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level? | <u>Yes</u> | No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? | <u>Yes</u> | No |

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

- 1) Students have the opportunity to engage in higher order thinking throughout the materials regardless of their language level. The Introduction section of the Lesson Planner summarizes this below with their definition of a “critical eye”:

A critical eye

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share. Being able to critically evaluate and assess ideas and information is becoming increasingly important as young people have to deal with fake news and one-sided presentations of facts, often distributed online via social media. Being able to think critically involves a range of different skills, including developing the ability to interpret data, ask critical questions, distinguish between fact and opinion, see other points of view, detect bias, and recognize and assess the merit of supporting arguments.

- 2) Opportunities are present throughout the materials for students to engage in higher order thinking skills. This is evident in the chart below, from the Level 3 Lesson Planner which shows students Evaluating ideas, interpreting data, supporting arguments, understanding, and asking critical questions throughout the units:

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>1 Travel, Trust, and Tourism Pages 8–19</p>	Experiences abroad Vocabulary Building Phrasal verbs	A podcast about study-abroad programs	Present and past forms	Hitchhiking Critical Thinking Evaluating ideas
 <p>2 The Business of Technology Pages 20–31</p>	Setting up a new business Vocabulary Building Adjective and noun collocations 1	A lecture about young entrepreneurs	Present perfect forms and the simple past	Online Crime Critical Thinking Interpreting data
 <p>3 Faster, Higher, Stronger Pages 32–43</p>	Describing athletes Vocabulary Building Synonyms in texts	Four people talking about athletes they admire	Determiners	Olympic Gold Critical Thinking Supporting arguments
 <p>4 Cultural Transformation Pages 44–55</p>	Cultural events Vocabulary Building Adjective and noun collocations 2	A podcast about art projects	Future forms 1	A System That's Leading the Way Critical Thinking Understanding and evaluating ideas
	Science in action Vocabulary Building Adjective endings	A radio program about life hacks	Passives 1 Pronunciation Stress in passives	Back to the Future? Critical Thinking Asking critical questions

Students evaluate ideas in Unit 1 through a variety of activities, such as this “My Perspective” activity:

● MY PERSPECTIVE

Work in pairs. Think of two more benefits and three possible issues students might face when doing a study-abroad program. Then discuss the questions.

- 1 What do you think the biggest benefit is? Why?
- 2 What do you think the biggest issue is? Why?

C. Supports for Various Levels of Language Proficiency

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

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

- 1) The materials provide scaffolding supports for students to advance within a proficiency level. The Perspectives series contains four levels, and each Level 10 units. According to the Introduction in the Lesson Planners, each unit “explores one theme from a variety of perspectives and fresh contexts.” The units all provide a variety of supports for students to be able to advance in their English language proficiency. Each lesson begins with vocabulary activities that help prepare students for the content that will be presented in the lesson. An example is seen here, from Unit 2 in Level 1, a unit on where we live:

2A Different Places

VOCABULARY Describing where you live

1 Look at the inside of the house. What things do you see?

- | | | |
|-----------------------------------|------------------------------------------|----------------------------------|
| <input type="checkbox"/> stairs | <input type="checkbox"/> a refrigerator | <input type="checkbox"/> a couch |
| <input type="checkbox"/> a window | <input type="checkbox"/> a table | <input type="checkbox"/> a door |
| <input type="checkbox"/> a chair | <input type="checkbox"/> art/decorations | <input type="checkbox"/> a light |

2 MY PERSPECTIVE

Work in pairs. Look at the photo. Answer the questions.

- 1 What do you think living in a house like this is like?
- 2 Would you like to live in this house? Why?

3 Complete the city descriptions with the words in the boxes.

business lively old-fashioned residential shopping district walkable

A new city: Songdo, South Korea

Songdo International Business District is a "planned" city in South Korea. It includes a (1) _____ area where companies like Samsung have offices, a (2) _____ with stores and restaurants, and also (3) _____ areas where people live. This includes a skate park and a lake with boats to rent. There's also a (4) _____ and exciting entertainment area with a concert hall, an arts center, and movie theaters. The city is (5) _____, so people don't need to use their cars much. Bikes are very popular, too. None of the buildings in the city are (6) _____ because the city is only a few years old.

crowded ~~historic~~ modern rural suburban traditional ~~urban~~

An ancient city: Mexico City

Mexico City is about seven hundred years old. The city center is very busy and (7) urban, with busy shopping streets which sometimes feel (8) _____. However, Chapultepec Park, in the middle of the city, is the largest city park in Latin America. It has an amusement park, a swimming pool, and an old castle. There aren't many (9) _____ buildings in the (10) historic city center. Construction began in the 1500s, so many buildings are old and (11) _____. There are, however, modern office buildings in Santa Fe, the city's business district. And there are homes and apartment buildings in the more quiet (12) _____ areas, which grew around the city center in recent times. There are also many beautiful (13) _____ areas—areas without many buildings—near Mexico City, like Desierto de los Leones National Park, which is actually within the city limits.

4 Work in pairs. Answer the questions.

- 1 Are there cities like Songdo or Mexico City in your country? How are they similar?
- 2 Would you prefer to live in an urban, suburban, or rural area? Why? Consider:
 - shops and restaurants
 - entertainment (movie theaters, arts, parks)
 - green spaces / parks
 - living in a house or an apartment
 - transportation

Students have a photograph, word bank, and peer interaction as scaffolding supports in the lesson.

2) The students are provided scaffolding supports to be able to progress from one level to the next. Each Level gets progressively more challenging and the materials provide a variety of supports along the way to help students advance through the levels. One scaffolding example is in the pronunciation area of the lessons, where the students have access to a variety of scaffolds to help support understanding of how to pronounce a target vocabulary word or phrase. The example below, from Level 3 Unit 1, has student reading sentences written on the board, using a pronunciation box, listening to a recording of the pronunciation, and working in pairs to practice:

- 5 PRONUNCIATION** *To in natural speech*
- **5a** Write two sentences on the board: *We'd drive to my grandmother's house. / We'd driven to my grandmother's house.* Ask what word the 'd' stands for in each sentence (*would, had*) and find out how students can tell the difference (*would* is followed by the infinitive; *had* by the past participle).
 - Tell students to read the Pronunciation box. Then say the sentences on the board, first carefully (*We'd drive . . .*), then quickly, as in normal speech, running the words together (*We'drive*).
 -  **4** Tell students to close their books and listen to the sentences on the recording. Have them write each one exactly as they hear it. Play the recording, pausing after each sentence.
 - Then put students in pairs and let them compare their sentences. Ask them what contraction they heard and what it stands for. (*you'd; you would*)
 - **5b**  **4** Call on students to read the sentences aloud naturally. Finally, play the recording again. Have students listen and repeat.

Activity 5, what 'd stands for

- | | |
|-----------------------|---------------------|
| 1 would | 4 had |
| 2 had | 5 would |
| 3 would, would | 6 would, had |

3) Scaffolding supports are presented systematically throughout the materials. Every unit in the levels follows the same, or very similar format, which includes a variety of supports at all four levels. Supports such real-world, engaging photographs, TED talks, word banks, and a lot of opportunity for peer interaction to practice new language, are just some of the supports found in the materials. Students also often have a choice of activities, depending on their comfort level, as seen here, from

Level 4, Unit 7:

10 CHOOSE

Choose one of the following activities.

- Research how different towns around the world are becoming more sustainable. Write a report on an initiative that you find interesting.
- Work in pairs. Write a paragraph for how a town or city in your country could become more sustainable. Then read your paragraph and explain your ideas in groups.
- Work in pairs. Find four or five interesting facts in this unit. Write a multiple-choice question about each one. Then work with another pair to ask and answer your questions.

For students ready for more, there is often also a “Challenge” section which is an optional activity that includes additional supports:

CHALLENGE

Work in pairs. Imagine you have to design a transportation strategy for a sustainable city. Which three features would you prioritize? Which three would you not include? Make notes on your reasons for each.

- build more bike lanes and paths
- build tunnels and overpasses
- encourage carpooling
- encourage working from home
- only allow parking outside the city center
- expand the subway system
- encourage delivery by drones
- invest in driverless cars
- subsidize all public transportation
- widen existing roads

Now work in groups. Try to agree on a plan to include five different features.

D. Accessibility to Grade Level Content

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

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

1) The grade-level content presented in the materials is linguistically and developmentally appropriate. The materials are targeted towards a mid-Intermediate to Advanced language level and for students who are of upper secondary age and possibly beyond high school. Linguistically, the materials begin at the mid-Intermediate level, presuming some proficiency in the lower levels of English. The content presented is applicable to this age range of student, and connects to the real-world they are soon to enter. As one philosophy of the program states “Every unit explores one idea from different perspectives, giving learners opportunities for practicing language as they look at the world in new ways.” An example can be seen below, in a “Coming of Age” lesson in level 1 where there is a story about a *fiesta de quince años*, information about a Chinese “Guan Li,” and information about turning 18 in Poland:

From child to adult—in one day

5 **33** Dellilah Bermejo, a New Yorker with family history in Puerto Rico and Colombia, says that “it’s the most important day” of a girl’s life. The *fiesta de quince años*—a girl’s fifteenth birthday celebration—is a huge social occasion for Latin American families and is one of life’s biggest celebrations. Friends and relatives come together to celebrate a girl’s passing from childhood into the adult world. It marks a time of important personal change. According to Ed Hassel, manager of a company that provides food for parties in New York, the celebrations are now “bigger than the weddings I do. We’re talking 125, 150, 175 people. And they’re taking Saturday night, my most expensive night.”

10 The event has both personal and historical importance. Families have held special celebrations for fifteen-year-olds for at least 500 years—since the time of the Aztecs in Mexico. At age 15, Aztec boys became warriors—men old enough to fight in a war—and girls became women with adult rights and duties.

15 In the past, parties were usually small, with a few friends and family members. It was a chance for the young woman to meet young men. Only very rich families had big *fiestas*. Since the arrival of Europeans in the Americas, the tradition has become international, spreading through Central and South America and into North America. Nowadays, big celebrations are popular with the nearly 60 million Latinos in the US and Canada.

20 Friends and family take an active part in a traditional Mexican *fiesta de quince años*. A “man of honor,” usually a member of the girl’s family, accompanies the *quinceañera* throughout the celebration. She also chooses a “court,” often fourteen girls and fourteen boys, one for each year of her life. They stay near the *quinceañera*, join all of the dances, and look after her on her special day. The celebration often begins with a formal ceremony before it becomes a more usual birthday party with food and dancing. Families with more money usually have bigger parties. A typical ceremony ends with the girl’s father removing the flat shoes that she wore to the party and replacing them with a pair of more grown-up shoes with a high heel. This can be an emotional moment. It means that the person who walked into the party as a girl leaves the party as a young woman.

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35
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Unit 5 Family and Friends 61

2) Grade level content is accessible for the targeted language proficiency levels. The content is engaging and often connects to real-world topics of interest to the upper

high school/post high school-aged student. The very first unit in level one reflects this with a unit on “Who are you?” seen here:



1 Who are you?

IN THIS UNIT, YOU...

- learn about occupations, interests, and descriptions.
- talk about yourself and others.
- read about how people show emotions.
- watch a TED Talk about people's secrets.
- speak and write about what you like to do.

8

The activities in this unit are accessible to the mid-Intermediate level of student at this age. Grammar exercises using the simple present or present continuous tense around what students like to do, from watching TV to practicing football:

- 13** Complete the sentences with the simple present or present continuous of the verbs in parentheses.
- 1 My sister usually _____ (watch) TV at night.
 - 2 David _____ (be) from Mexico City.
 - 3 Marta isn't here because she _____ (study) in the library.
 - 4 Our football team _____ (practice) on Saturdays.
 - 5 Be quiet, please. I _____ (try) to use the phone.

Students also watch a TED talk in this lesson, by Frank Warren, about secrets:

1D Half a Million Secrets

“Secrets can take many forms. They can be shocking or silly or soulful. They can connect us to our deepest humanity or with people we'll never meet again.”

FRANK WARREN

Read about Frank Warren and get ready to watch his TED Talk. ▶ 1.0

3) Grade level content is presented systematically throughout the materials. Each Unit contains a topic of interest to the students at this age as well as an accompanying TED talk. The example below shows part of a scope and sequence from Level 2:

 7 Shopping Around Pages 85-91	Money and shopping Vocabulary Building Adverbs	Three people talk about alternatives to normal shopping	Passive voice	Nothing for a Year Critical Thinking Reading between the lines	have / get something done Pronunciation Sentence stress	 SUZANNE LEE Suzanne Lee's idea worth spreading is that we can use bacteria to produce materials that we can turn into clothes, as sustainable and biodegradable alternatives to leather, cotton, and plastics. Authentic Listening Skills Inferring	Shopping for clothes An announcement Writing Skill Relevant information
 8 Effective Communication Pages 92-103	Effective communication Vocabulary Building Negative prefixes	A conversation about how Chris Hadfield communicated with Earth from the International Space Station	Reported speech: statements and questions	An Experiment in Intercultural Communication Critical Thinking Using direct speech	Reported speech: verb patterns with reporting verbs Pronunciation Contrastive stress	 CELESTE HEADLEE Celeste Headlee's idea worth spreading is that when we talk and listen with genuine interest in the other person, we will learn amazing things. Authentic Listening Skills Understanding fast speech Critical Thinking Investigating opinions	Responding sympathetically Pronunciation Sympathetic intonation Writing Skill Using formal connectors
 9 Unexpected Entertainment Pages 104-115	Creative arts Vocabulary Building Expressions with make	Four conversations about different types of entertainment	Defining relative clauses	Making a Splash Critical Thinking Using direct speech	Defining and non-defining relative clauses Pronunciation Relative clauses	 THOMAS HELLUM Thomas Hellum's idea worth spreading is that Show 19 provides real-time, surprisingly popular entertainment which viewers can relate to. Authentic Listening Skills Collaborative listening Critical Thinking Supporting your argument	Asking for and making recommendations Writing Skill Paragraphing
 10 Time Pages 116-127	Phrasal verbs about time Vocabulary Building Expressions with time	Eight older people offer advice	Third conditional	John Harrison: the clockmaker who changed the world Critical Thinking Drawing conclusions	Modal: past speculation, deduction, and regret Pronunciation Weak forms: have	 TIM URBAN Tim Urban's idea worth spreading is that procrastination can keep us from chasing our dreams, and we're all affected by it. Authentic Listening Skills Guessing the meaning of new words	Explaining causes and reasons Writing Skill Using discourse markers

Grammar reference and practice: 128 Irregular verb list: 148 Writing bank: 149 Word lists: 154

E. Strands of Model Performance Indicators

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

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

- 1)** The materials include a variety of language functions. Each Unit revolves around a central theme, and the unit contains a wide variety of activities to reinforce the ideas related to the theme. An example of an overview of the speaking and writing skills students will use can be found in the Level 4 Student Book. Students will be asking for and giving information, comparing and contrasting, presenting, and summarizing among other things:

SPEAKING	WRITING
Agreeing and disagreeing Pronunciation Rise-fall-rise intonation	An opinion essay Writing skill Avoiding repetition
Asking for and giving information	A report Writing skill Expressions of approval and disapproval
Showing understanding, offering encouragement and help Pronunciation Intonation to show understanding	An essay comparing advantages and disadvantages Writing skill Interpreting essay questions
Discussing, summarizing, and responding to proposals Pronunciation Intonation in responses	A proposal Writing skill Impersonal style
Giving a presentation Pronunciation Intonation of signpost expressions	A review Writing skill Reference

- 2) The language functions are incorporated into communicative goals and activities. In addition to the table seen above, there is also a column for Reading which incorporates language functions such as identifying, understanding and making

inferences:

READING

Not So Fast

Tip: Recognizing cause and effect

Critical Thinking
Making inferences

The Most Important Farmers

Tip: Identifying main ideas

Saving the Surf

Pronunciation
Compound noun
stress

Tip: Pronoun cohesion

Critical Thinking
Identifying supporting information

Does School Prepare You for the World of Work?

Tip: Understanding different points of view

Critical Thinking
Identifying tone

Playing Against Computers that Learn

Tip: Chunking

Critical Thinking
Counterarguments

Throughout the materials, students engage in activities using a variety of language functions. In this example, from Level 4, Unit 1, students are discussing and

explaining:

1A A Dream Come True

VOCABULARY Dreams and ambitions

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

be famous	be successful	do volunteer work
go to college	make a difference	pass my driving test
raise a family	see the world	set up a business

- 1 Which have you already achieved?
- 2 Which appeal to you?
- 3 Which don't appeal to you?
- 4 Are there any you are not sure about?

2 Add three dreams or ambitions of your own to the list.

3 Work in pairs. Explain your dreams and ambitions from Activities 1 and 2.

My main short-term goal is to pass my driving test.

I've always dreamed of seeing the Great Wall of China.

My long-term ambition is to help people less fortunate than me.

3) The language functions support the progression of language development. In the Level 1 and Level 2 units, students are using such language functions as matching, describing, and completing sentences:

2 Read the article. Match the information (a–e) with the paragraphs (1–5).

- a why sustainable tourism matters _____
- b a positive, alternative form of tourism _____
- c global tourism facts and statistics _____
- d a model of sustainable tourism _____
- e higher education and geotourism _____

7 Complete the sentences with true information about yourself. Use verb + *-ing* and infinitive with *to*.

I like riding my bike on the weekend.

- 1 I like _____ on the weekend.
- 2 I want _____ next summer.
- 3 I usually avoid _____.
- 4 I hope _____ before I'm 20 years old.
- 5 I need _____ for school.

In Levels 3 and 4, students are progressing to additional language functions such as evaluating, recalling, and verifying information:

CRITICAL THINKING Evaluating ideas

Evaluating ideas and judging them against other perspectives helps to form a basis for developing your own point of view.

● Work in groups. Discuss the questions.

- 1 Which is the most important reason the author gives for the decline in hitchhiking? Do you agree? How important are the other reasons?
- 2 What comparison does the author provide from the website Wand'rly? Is it a fair comparison? Why?
- 3 How is the example of hitchhiking in Virginia different from other kinds? Does this make it safer? Why?
- 4 Why do you think the author says he gained a different perspective from other tourists? Do you think that is true? Do you think his perspective was better? Why?

● MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 Do you think hitchhiking is a good idea? What other reasons could there be for doing it?
- 2 How could you make hitchhiking safer?

6C Education Initiatives

GRAMMAR Passive *-ing* forms and infinitives

- 1 Work in pairs. List four things you can remember about the Chinese school experiment.

Passive *-ing* forms and infinitives

- 1 ... a class of relatively well-behaved 13- to 14-year-olds... who are **to be taught** math, science, and Mandarin by highly-experienced and qualified Chinese teachers...
- 2 At the end of the four-week period, the students will **have been exposed** to very different teaching styles than their peers, who they will **be tested** against.
- 3 Will it be possible for their academic performance **to be improved** by a drastic change in teaching methods and educational principles?
- 4 But there was also a competitive element, with students **being timed, tested, and ranked**.
- 5 **Having been exposed** to a different way of learning, would the students prefer **to be taught** using the new teaching methods?
- 6 And would the experiment work the other way around, with Chinese students **taught** by British teachers?

CRITICAL THINKING Checking facts

Some websites and publications contain information that is inaccurate, out of date, or false. Check information carefully from more than one source before accepting it as true. Use this checklist.

- Who is the writer? What experience or qualifications do they have?
- What can you find out about the purpose of the website or publication?
- Does the writer present only one side of the issue or multiple perspectives?
- Does the writer state where they got their information? Can you check it?
- When was the article written? Has the information been updated?

- 8** Find three claims in the article that you would like to investigate. Then investigate them on two or three websites using the checklist to determine the reliability and credibility of the source.