**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

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<td>E. Strands of Model Performance Indicators</td>
</tr>
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PRIME Part 1: Provide Information about Materials
Provide information about each title being correlated.

Publication Title(s): **Prism Reading and Writing and Prism Listening and Speaking**

Publisher: **Cambridge University Press**

Materials/Program to be Reviewed: **Prism Reading and Writing and Prism Listening and Speaking**
(Note: Representative samples for this correlation are taken from the Intro, Level 2, and Level 4 texts)

Tools of Instruction included in this review: **Student Book, Teacher’s Manual, Online Workbook**

Intended Teacher Audiences: **Secondary ESL Teachers (Grades 9-12)**

Intended Student Audiences: **Secondary ESL Students (Grades 9-12)** (Note: The materials do indicate they are geared towards the college-level ESL student)

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

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).

**WIDA Language Proficiency Levels included:** WIDA Language Proficiency Levels are not used in the program. The program instead uses the Common European Framework of Reference (CEFR) Levels.

Most Recently Published Edition or Website:
[www.cambridge.org/us/cambridgeenglish/catalog/english-academic-purposes/prism](http://www.cambridge.org/us/cambridgeenglish/catalog/english-academic-purposes/prism)

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

Today’s students need to develop a range of academic skills. They need to learn how to analyze information, look at things in new ways, formulate their own opinions, and express themselves clearly. Prism takes a fresh approach to EAP, by focusing strongly on critical thinking, skills for academic life, and teaching the most useful language.

**Critical Thinking:** Each book integrates the full pyramid of Bloom’s taxonomy, from remember to create, so students are prepared to do more.

**On Campus:** A dedicated section in each unit teaches important skills for being an engaged and
successful university student, both inside and outside of the classroom.

The Most Important Words: Each book’s target vocabulary focuses on the General Service List (GSL) and the Academic Word List (AWL), ensuring that students learn the most useful words.

Online Workbooks: Students learn more, and teachers can track their progress.

Video Program: An engaging start to each unit’s topic, these fascinating videos pique student interest and set them up to explore the topic further.
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) Student assets and contributions are considered in the Prism materials. Both books, Prism Listening and Speaking (L/S) and Prism Reading and Writing (R/W) materials integrate opportunities for students to express their interests, as well as their unique backgrounds and cultures. See examples below, from Level 2, R/W, Unit 4:

See additional examples from Intro, L/S, , Unit 4 regarding Customs and Traditions:

2) Student assets and contributions are systematically considered throughout the materials. The program begins each unit with a video for the students to watch. As it says in the “How Prism Works” section of each book, the video is meant to serve “as a springboard for the unit and introduces the topic in an engaging way.” There are always questions following the video clip that allow students to engage with a partner and express their
own opinions, beliefs, and provide a unique perspective. See examples of these questions:

**Listening and Speaking:**

<table>
<thead>
<tr>
<th>ACTIVATE YOUR KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with a partner. Discuss the questions.</td>
</tr>
<tr>
<td>1 What are the people in the photo doing? Why do you think they're doing it?</td>
</tr>
<tr>
<td>2 What advice would you give to someone who wants to live to be 100 years old? What should the person do or not do?</td>
</tr>
<tr>
<td>3 Do you think it is easier or harder to stay healthy now than it was 100 years ago? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVATE YOUR KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with a partner. Discuss the questions.</td>
</tr>
<tr>
<td>1 What can young people do in your country to earn money?</td>
</tr>
<tr>
<td>2 How do you save money?</td>
</tr>
<tr>
<td>3 Is it worth spending money on things like designer clothes and expensive cars?</td>
</tr>
</tbody>
</table>

**Reading and Writing:**

<table>
<thead>
<tr>
<th>ACTIVATE YOUR KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with a partner. Discuss the questions.</td>
</tr>
<tr>
<td>1 Is the weather changing in your country? How?</td>
</tr>
<tr>
<td>2 What are some ways that humans have affected the environment?</td>
</tr>
<tr>
<td>3 What is the biggest environmental problem in your country?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVATE YOUR KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with a partner. Discuss the questions.</td>
</tr>
<tr>
<td>1 Do you like looking at old family photos or old letters and postcards? Who keeps these things? How do they keep them (in photo albums, in shoeboxes, in boxes in the attic)?</td>
</tr>
<tr>
<td>2 Do you like to visit old buildings or museums that show something about our past? Why or why not?</td>
</tr>
<tr>
<td>3 How important is it to preserve the past: buildings, records, art? Is preserving the past more important than creating new things?</td>
</tr>
</tbody>
</table>

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?**

   **Yes**  **No**

2) **Are the language features at the discourse dimension addressed systematically 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) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. All units begin with a video that the students
watch to introduce and support the content. The scripts are all included in the back of each book. See an example of a script from Intro, L/S, page 202, here:

Professor: OK, so today I want to talk about a place with extreme temperatures. Take a look at the photos. What seasons do you see?
Student 1: Summer
Professor: Uh, huh.
Student 2: Winter
Professor: Yes, that’s right.
Student 3: Fall
Professor: And?
Student 4: Spring?
Professor: Yes, and they’re all from one place—Minnesota—in the United States. It’s in the middle of the country next to Canada. So, there’s cold air from the north and warm air from the south. This can create extreme temperatures. Let’s look at photo “a”. What can we see? Well, it’s a hot day in summer. And, there’s a beautiful lake and a beach. There’s a blue sky, and it’s sunny. There are 10,000 lakes in Minnesota, so people like to swim and fish. Now here, in photo “b”, it’s winter. There’s lots of snow and a forest. It’s also very cold. The temperature can get to minus 30 degrees F. In photo “c”, you can see it’s fall. The temperature is a little cold, and the trees change color to red and orange. There are many forests in Minnesota, so it’s very beautiful.

The R/W books also have videos for students to watch at the beginning of each unit as well as reading passages and writing practice at the discourse level. See an example of a multi-paragraph essay from Level2, R/W, page 151:

Is fast fashion taking over?

1. The fashion industry has changed significantly in recent years. Traditionally, fashion retailers created two clothing collections per year, called seasons. Each season had a collection of clothes that spring/summer and fall/winter. Nowadays, in contrast, they can design and manufacture clothes in as little as four weeks. Fast fashion means that the latest designs shown on the fashion shows in Paris, London, New York, and Milan can be copied and sold in shopping malls within a month. A typical fast-fashion retailer can stock 10,000 designs annually, compared with 2,000 for its high-fashion competitors. The largest fast-fashion retailers have annual sales in the billions of dollars.

2. The advantage of rapidly changing fashions is clear. Shortening the life cycle of a product means that if a design doesn’t sell well within a week, it is taken out of the stores and replaced with a new one. This is good for manufacturers but means a greater volume of sales. It is also good for customers, who can keep up with fashion developments cheaply and who can enjoy finding something new every time they visit the store.

3. However, there are also a number of drawbacks to the fast-fashion approach. Perhaps the biggest concern is the impact of wasted clothes on the environment. The low cost of new fast fashion enables shoppers to buy several new sets of clothes each season instead of wearing the same outfit year after year. This means that huge amounts of clothing are thrown away. Furthermore, with fashions changing so quickly, cotton growers need to produce more cotton more cheaply, and this means using more pesticides and chemicals. A third problem is the theft of ideas. Fashion houses invest a lot of time and money in new designs, only to see them copied freely and copied by fast-fashion companies.

4. Fast fashion is not new. At the other end of the fashion scale, the rich and designer clothing, where prices change are also happening. At the same time as fast fashion is becoming more and more popular, wealthy consumers worldwide are buying more and more expensive, luxury brands. Many well-off customers buy designer clothes just to show that they can afford them. But others choose luxury brands for their quality, saying that they will last longer. They have a point. Due to their long-term lifespan, expensive designer clothes are more environmentally friendly.

5. In short, these days it seems that the fashion industry is changing almost as fast as the fashion it produces—but, what do you think? We would like to hear your comments about the fashion industry today.
2) Language features at the discourse dimension are systematically addressed throughout the materials. As mentioned above, each unit begins with a video that the students will watch to help ground the unit and encourages discourse through all four language domains. See examples at the discourse level for all four domains, from Level 4, R/W, pages 118 and 124:

**DISCUSSION**

7 Join another pair to form a small group. Discuss the questions.
1. Why do you think people with psychological problems are more likely to be tolerated in a community of artists?
2. What do you think is the source of creativity? Can it be taught or learned?
3. Do you know of someone who has psychological problems and who is also very creative? Describe this person.

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**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?**
   - Yes
   - No

2) **Are the language features at the sentence dimension appropriate for the identified proficiency levels?**
   - Yes
   - No

3) **Are the language features at the sentence dimension addressed systematically 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) The materials address language features at the sentence dimension for all of the identified proficiency levels. Every book’s Scope and Sequence has a “Language Development” column that outlines, for each unit, the sentence dimension focus. See an example from Intro, L/S:

<table>
<thead>
<tr>
<th>LANGUAGE DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject pronouns and possessive adjectives</td>
</tr>
<tr>
<td>The verb be</td>
</tr>
<tr>
<td>Seasons</td>
</tr>
<tr>
<td>Weather</td>
</tr>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>There is / There are</td>
</tr>
<tr>
<td>The simple present</td>
</tr>
<tr>
<td>• Statements</td>
</tr>
<tr>
<td>• Questions</td>
</tr>
<tr>
<td>Verb collocations</td>
</tr>
<tr>
<td>Vocabulary for places</td>
</tr>
<tr>
<td>Prepositions of place</td>
</tr>
<tr>
<td>The imperative</td>
</tr>
</tbody>
</table>

Each unit incorporates activities around these language development features, like this fill-in-the-blank activity regarding prepositions of place, from the, Intro, L/S, Unit 4:
The Teacher’s Manuals explain in more detail, the purpose and function of the Language Development section. Some of the stated purposes of this section are “to practice language and structures that will improve student accuracy and fluency in the Speaking task,” “to introduce and practice grammar that is relevant to the Writing Task,” and “to introduce and practice grammar that often presents trouble for students at this level of academic writing.” See below, an example of the Writing Task Rubric, which outlines the criteria for various sentence level features:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Development</td>
<td>• Writing completes the task and fully answers the prompt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Content is meaningful and interesting.</td>
<td></td>
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<tr>
<td></td>
<td>• Main points and ideas are fully developed with good support and logic.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>• Writing is well-organized and follows the conventions of academic writing;</td>
<td></td>
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<tr>
<td></td>
<td>• Paragraph – topic sentence; supporting details; concluding sentence</td>
<td></td>
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<tr>
<td></td>
<td>•Essay – introduction with thesis, body paragraphs, conclusion</td>
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<tr>
<td></td>
<td>•Rhetorical model(s) used is appropriate to the writing task.</td>
<td></td>
</tr>
<tr>
<td>Coherence, Clarity, and Unity</td>
<td>•Sentences within a paragraph flow logically with appropriate transitions;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paragraphs within an essay flow logically with appropriate transitions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sentences and ideas are clear and make sense to the reader.</td>
<td></td>
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<tr>
<td></td>
<td>• All sentences in a paragraph relate to the topic sentence; all paragraphs in an essay relate to the thesis.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>•Vocabulary, including expressions and transition language, is accurate, appropriate, and varied.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Writing shows mastery of unit key vocabulary and Language Development.</td>
<td></td>
</tr>
<tr>
<td>Grammar and Writing Skills</td>
<td>• Grammar is accurate, appropriate, and varied.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Writing shows mastery of unit Grammar for Writing and Language Development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Sentence types are varied and used appropriately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Level of formality shows an understanding of audience and purpose.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Mechanics (capitalization, punctuation, indentation, and spelling) are strong.</td>
<td></td>
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<tr>
<td></td>
<td>•Writing shows mastery of unit Academic Writing Skills.</td>
<td></td>
</tr>
</tbody>
</table>

2) Language features at the sentence dimension are appropriate for the identified proficiency
levels. Prism utilizes the Common European Framework of Reference (CEFR) Levels, seen here:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>CEFR Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prism Intro</td>
<td>Beginner</td>
<td>A1</td>
</tr>
<tr>
<td>Prism 1</td>
<td>Low Intermediate</td>
<td>A2</td>
</tr>
<tr>
<td>Prism 2</td>
<td>Intermediate</td>
<td>B1</td>
</tr>
<tr>
<td>Prism 3</td>
<td>High Intermediate</td>
<td>B2</td>
</tr>
<tr>
<td>Prism 4</td>
<td>Advanced</td>
<td>C1</td>
</tr>
</tbody>
</table>

Sentence level tasks in the Prism materials are appropriate for these levels as evidenced by the scope and sequence charts found at the beginning of each Level. The Intro Level (Beginner, A1) Listening and Speaking Language Development activities range from using the simple present to the simple past. In contrast, the Level 4 materials are more appropriate for the targeted Advanced level as students will be using more sophisticated language features like cause and effect phrases and adjectives of strong disapproval. See an example of the latter here:

3) Language features at the sentence dimension are addressed systematically throughout the materials. As mentioned above, each Level has a Scope and Sequence that addresses the language development targets for each Unit. All Units contain multiple activities at the sentence level to develop and build skills that they can use to advance to the next level within the program.
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?

   Yes  No

2) Are words, expressions, and phrases represented in context?

   Yes  No

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?

   Yes  No

4) Is the general, specific, and technical language systematically presented 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) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The Prism program outlines, in the Teacher’s Manuals, the purpose of each level, which includes vocabulary review and development. As mentioned above, each unit begins with a video meant to ground the upcoming lessons in the unit. Along with this video are “Preparing to Watch” discussion questions as well as a glossary of terms that the students will encounter. See an example here, from Level 4, L/S, Unit 6:

   General 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.
2) Words, phrases, and expressions are represented in context. Although the program does teach explicit vocabulary, it also integrates these words into whatever text, video, or other medium the unit is about. See an example below, from Level 2, R/W, Unit 3:

All Units revolve around a particular theme and vocabulary is integrated in a variety of different ways for each unit.

3) General, specific, and technical language are appropriate for the targeted proficiency levels in the Prism program. The program explains its vocabulary choices in the Introduction section of each level, where there is a blurb about Vocabulary Research which addresses academic and general vocabulary:

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**Vocabulary Research**

**Learning the right words**

Students need to learn a wide range of general and academic vocabulary in order to be successful in college. *Prism* carefully selects the vocabulary that students study based on the General Service List, the Academic Word List, and the Cambridge English Corpus.
4) General, specific, and technical language are systematically presented throughout the materials. As mentioned above, each level contains the Vocabulary Research behind word choice and difficulty in the materials. The lessons also explicitly teach key vocabulary that will be essential to understand from the text or audio. See an example here from Level2, L/S, Unit 1:

![Example Text]

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 WIDA 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) The materials reference the CEFR levels, but not the WIDA language proficiency levels.

2) While the program is leveled and provides multiple opportunities for students to become familiar with the topic in a variety of ways, there is no explicit differentiation of language proficiency within each leveled text.

3) The materials do not differentiate for language.
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? Yes No

2) Are the targeted language domains presented within the context of language proficiency levels? Yes No

3) Are the targeted language domains systematically integrated 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) All four language domains are targeted in the Prism materials. The program itself consists of two sets of materials, each covering 5 levels (Intro–4). One set addresses the language domains of Listening and Speaking (L/S) and the other set Reading and Writing (R/W). Although the program is separated into these domain pairs, every Unit of every level begins with a video for students to watch to ground the unit topic as well as related exercises for students to collaborate. Students are engaging in all language domains in every unit. See an example of the video introduction (Listening) and Speaking exercises here, from Level 2, R/W, Unit 5 (Health and Fitness):

![Video Introduction](image)

2) The targeted language domains are presented within the context of language proficiency levels. Each level of the program corresponds to one of the CEFR Levels. The program description states that “Prism is a five-level paired skills series for beginner to advanced level students of North American English.” The paired domains (L/S and R/W) are represented at each of the five levels. See below, a chart of the Series Levels that are covered for each paired domain:

![Chart of Series Levels](image)
3) The targeted language domains are systematically integrated throughout the materials. The program has a systematic design, with each paired domain represented at each of the five levels. Although the targeted paired domains (L/S and R/W) are the main focus of the materials, every level integrates all language domains into various activities. See an example below, from Level 4, L/S, where the students are asked to read sentences with key words and write the word next to the definition, and also listen for and write about generalizations:

3 Read the sentences and write the words in bold next to the definitions.
1. I don’t have enough information about the situation, so I am not going to speculate about why it happened.
2. He is an excellent jazz musician, but that doesn’t necessarily make him competent to lead the school orchestra.
3. This type of dog is known for its dominance and aggressive behavior.
4. It is difficult to learn a new language as an adult just from exposure to it. You’ll need to take some classes while you’re in Mexico, too.
5. This new software will have many applications; for example, it is already being used in driverless cars.
6. For plants, the amount of daylight is a more important cue than temperature. Trees begin to lose their leaves when the days become shorter, not when they become colder.
7. I heard an intriguing story on the radio about a man who was in a coma after a car accident and just woke up after twenty years! Can you imagine?
8. Everyone told me that the boss was very serious and rather cold, but I found him very approachable.

a. ________ (adj) skilled: able to do things well
b. ________ (adj) experiencing something by being in a particular place or situation
c. ________ (v) to guess when there is not enough information to be certain
d. ________ (adj) friendly and easy to talk to
e. ________ (adv) a way in which something can be used
f. ________ (adj) behavior that aims to control others
g. ________ (adj) very interesting because of being unusual or mysterious
h. ________ (v) a signal: something that causes a response
Listening for generalizations and summaries

Speakers often help listeners understand their main ideas by providing signals that they are going to offer a generalization or summarize what they have said. Here are some signals to listen for:

In general, ...
Generally, ...
... a generalization ...
Overall ...
A rule of thumb, ...
In short ...
In a nutshell, ... (informal)
To conclude, ... / in conclusion ...
We/They can conclude that ...
X leads us to conclude that ...
To summarize ...
In summary ...
To sum up ...
The bottom line is ...
Bottom line ...

5 a) 51 Listen again. Write down the generalizations that you hear after these signal phrases, paraphrasing as needed.

1 OK, if I had to draw one generalization from all the readings, it would be ____________________________.

2 For first impressions, in a nutshell, it's ____________________________.

3 The scientists who conducted the study speculate that, in general, ____________________________.

4 Overall, it turns out the judgments were pretty accurate. Most participants ____________________________.

5 Well, the authors of the study had an interesting explanation... They conclude that ____________________________.

6 Can you just summarize it? ____________________________.

7 Bottom line – he was able to ____________________________.
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 WIDA language development standards to the state academic content standards? Yes  No

2) Are the academic content standards systematically represented throughout the materials? Yes  No

3) Are social and instructional language and one or more of the remaining WIDA Standards present in 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) The materials do not mention the WIDA language development standards nor any state academic content standards.

2) While the Prism program does identify “Academic Disciplines” in its program there is no
evidence that academic content standards are systematically represented.

3) The Prism program does not utilize WIDA’s Language Development Standards.

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? 

   - Yes
   - No

2) Are opportunities for engaging in higher order thinking systematically addressed in 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) The Prism program uses and emphasizes Bloom’s taxonomy at all five levels (Intro-4). Critical thinking is an integral part of the program, as evidenced by this description, found in the beginning of every Level book:

   ![Bloom's Taxonomy Image]

   In order to truly prepare for college coursework, students need to develop a full range of thinking skills. Prism teaches explicit critical thinking skills in every unit of every level. These skills adhere to the taxonomy developed by Benjamin Bloom. By working within the taxonomy, we are able to ensure that your students learn both lower-order and higher-order thinking skills.

   Critical thinking exercises are accompanied by icons indicating where the activities fall in Bloom’s Taxonomy.

The program also separates out higher and lower order thinking skills and how the program utilizes them to ensure student success:
2) Opportunities for higher order thinking are systematically addressed in the materials. As mentioned above, Prism “teaches explicit critical thinking skills in every unit of every level.” The Scope and Sequence document, found at the beginning of each Level book, contains a section called “Critical Thinking” which outlines the skill from Blooms the students will be engaging with. See an example from the Scope and Sequence from Level 4, L/S:

Additionally, throughout the units in each book, students will find in the margins, the specific critical thinking skill the activity is connected to. See an example here from
C. Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level?  
   *Yes*  *No*

2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?  
   *Yes*  *No*

3) Are scaffolding supports presented systematically 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) The materials provide scaffolding supports for students to advance within a proficiency level. There are five levels to the Prism program and within each level are eight units that allow for multiple opportunities to engage with the language and content at the designated level and prepare students to move on to the next level. See below, descriptions from the Teacher’s Manual for Listening, regarding how the units are structured to provide support and scaffolding within a unit:
LISTENING 1

Listening 1 includes a listening passage on an academic topic. It provides information on the unit topic, and it gives students exposure to and practice with language and listening skills while helping them begin to generate ideas for their Speaking Task.

PREPARING TO LISTEN

PURPOSE

• To prepare students to understand the content of the listening
• To introduce, review, and/or practice key pre-listening skills
• To introduce and build key academic and topical vocabulary for the listening and for the final Speaking Task

TEACHING SUGGESTIONS

Encourage students to complete the pre-listening activities in this section in pairs or groups. This will promote a high level of engagement. Once students have completed the activities, check for understanding and offer any clarification.

Encourage or assign your students to keep a vocabulary notebook for new words. This should include new key vocabulary words, parts of speech, definitions (in the students’ own words), and contextual sentences. To extend the vocabulary activity in this section, ask students to find synonyms, antonyms, or related terms for the vocabulary items they just practiced. These can then be added to their vocabulary notebooks.

Key vocabulary exercises can also be assigned ahead of time so that you can focus on the listening content and skills in class.

LISTENING 2

Listening 2 is a listening passage on the unit topic from a different angle and often in a different format than Listening 1. It gives students additional exposure to and practice with language and listening skills while helping them generate and refine ideas for their Speaking Task. It generally provides a structured model for the Speaking Task.

PREPARING TO LISTEN

PURPOSE

• To prepare students to understand the content of the listening
• To help students anticipate content using visuals and prior knowledge
• To introduce and build key academic and topical vocabulary for the listening and for the Speaking Task

TEACHING SUGGESTIONS

Encourage students to complete the pre-listening activities in this section in pairs or small groups to promote a high level of engagement. Circulate among students at this time, taking notes of common areas of difficulty. Once students have completed the activities, check for understanding and offer clarification, paying particular attention to any problem areas you noted.

If you wish to extend the vocabulary activity in this section, elicit other word forms of the key vocabulary. Model pronunciation of these word forms so that students are able to recognize them in context.

POST-LISTENING

PURPOSE

• To analyze, expand on, and/or practice key pronunciation or listening skills from the previous section
• To introduce, review, and/or practice key critical thinking skills applied to content from the listening passage

TEACHING SUGGESTIONS

Have students complete the activities in pairs or small groups; do not play the audio again at this point. After checking answers, survey students on what they found most challenging in the section. Then have students listen to the audio again for homework and take additional notes on the challenging skills and content, to be shared at the beginning of the next class or in an online forum.
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. The program is systematically designed to move students from CEFR Levels A1 (Beginner) to C1 (Advanced) by engaging in a variety of activities that promote developing proficiency within a level before moving on to the next. Each level contains eight units which cover a variety of language development skills, each more complex than the previous. See examples of Reading Skills and Language Development, from Level 2, R/W:

**Units 1-4:**

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Skill</strong></td>
<td><strong>Academic verbs</strong></td>
</tr>
<tr>
<td>Reading for main ideas</td>
<td>Comparative adjectives</td>
</tr>
<tr>
<td><strong>Additional Skills</strong></td>
<td>Understanding key vocabulary</td>
</tr>
<tr>
<td>Understanding key vocabulary</td>
<td>Using your knowledge</td>
</tr>
<tr>
<td>Predicting content using visuals</td>
<td>Reading for details</td>
</tr>
<tr>
<td>Reading for main ideas</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Scanning to find information</td>
<td>Making inferences</td>
</tr>
<tr>
<td>Identifying purpose</td>
<td>Synthesizing</td>
</tr>
<tr>
<td>Previewing</td>
<td>Environment collocations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Skill</strong></td>
<td><strong>Academic vocabulary</strong></td>
</tr>
<tr>
<td>Reading for details</td>
<td>Environment collocations</td>
</tr>
<tr>
<td><strong>Additional Skills</strong></td>
<td>Using your knowledge</td>
</tr>
<tr>
<td>Understanding key vocabulary</td>
<td>Reading for main ideas</td>
</tr>
<tr>
<td>Predicting content using visuals</td>
<td>Reading for details</td>
</tr>
<tr>
<td>Reading for main ideas</td>
<td>Using your knowledge</td>
</tr>
<tr>
<td>Scanning to find information</td>
<td>Making predictions with modals and adverbs of certainty</td>
</tr>
<tr>
<td>Identifying purpose with modals and adverbs of certainty</td>
<td>Environment collocations</td>
</tr>
<tr>
<td>Previewing</td>
<td>Making inferences</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Synthesizing</td>
</tr>
</tbody>
</table>

**Units 5-8:**

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Skill</strong></td>
<td><strong>Verb and noun forms</strong></td>
</tr>
<tr>
<td>Making inferences</td>
<td>Health and fitness collocations</td>
</tr>
<tr>
<td><strong>Additional Skills</strong></td>
<td>Understanding key vocabulary</td>
</tr>
<tr>
<td>Understanding key vocabulary</td>
<td>Using your knowledge</td>
</tr>
<tr>
<td>Reading for main ideas</td>
<td>Making predictions with modals and adverbs of certainty</td>
</tr>
<tr>
<td>Reading for details</td>
<td>Vocabulary for the fashion business</td>
</tr>
<tr>
<td>Using your knowledge</td>
<td>Making inferences</td>
</tr>
<tr>
<td>Reading for main ideas</td>
<td>Environment collocations</td>
</tr>
<tr>
<td>Scanning to find information</td>
<td>Making predictions with modals and adverbs of certainty</td>
</tr>
<tr>
<td>Scanning to find information with modals and adverbs of certainty</td>
<td>Environment collocations</td>
</tr>
<tr>
<td>Making inferences</td>
<td>Making predictions with modals and adverbs of certainty</td>
</tr>
<tr>
<td>Synthesizing</td>
<td>Vocabulary for the fashion business</td>
</tr>
</tbody>
</table>

3) The scaffolding supports are presented systematically throughout the materials. As mentioned above, the Prism program is organized in an eight unit per level system to
allow students ample time and support developing the language skills necessary to advance to the next level. Using lower to higher order thinking skills throughout each unit helps to achieve this goal.

D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate grade-level content present in the materials? Yes  No

2) Is grade-level content accessible for the targeted levels of language proficiency? Yes  No

3) Is the grade-level content systematically presented 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) While the program does have some linguistically and developmentally appropriate grade-level content for grades 9-12, the program is designed for university students, so some of the content is not grade-level appropriate.

2) While the program does have some linguistically and developmentally appropriate grade-level content for grades 9-12, the program is designed for university students, so some of the content is not grade-level appropriate.

3) While the program does have some linguistically and developmentally appropriate grade-level content for grades 9-12, the program is designed for university students, so some of the content is not grade-level appropriate. The content for university level students is systematically presented throughout the materials.

E. Strands of Model Performance Indicators

1) Do materials include a range of language functions? Yes  No

2) Are the language functions incorporated into a communicative goal or activity? Yes  No

3) Do the language functions support the progression of language development? Yes  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 range of language functions. Each level contains eight units, and every unit incorporates a variety of language functions. See an example from Level 4, L/S, Unit 6, where students need to compare and infer:

See additional examples from Intro, R/W, Unit 6 where students are asked to ask and answer, match, and compare:

2) Language functions are always incorporated into a communicative goal or activity in the Prism materials. Each unit contains multiple activities around a particular theme which involves a variety of language functions. Students always begin each unit by discussing
questions that are intended to activate their knowledge about the upcoming unit. See an example from Level 2, R/W, Unit 7:

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.
1. Which clothing companies are popular in your country? Why are they popular?
2. Why do people buy designer clothing?
3. Do you prefer designer clothing or clothes that are not designer? Why or why not?
4. Are stores that sell cheap clothes popular in your country?

Throughout each unit, in the margins, students will see the language function that they are to be using for each activity. See additional examples from Level 2, R/W, Unit 7:

2 Work with a partner. Look at the photos from the video and discuss the questions.
1. What industry do you think the men work in?
2. Do you think these clothes are made by machine or by hand?
3. Where would people wear clothes like these?

5 Work with a partner. Discuss the questions and give reasons for your answers.
1. Does the designer prefer formal or informal clothes?
2. Do you think his company makes a large number of jackets each year?
3. How do you think the speaker feels about the way many young people dress today?
4. What does the speaker mean when he says that he wants his clients to step out of their comfort zone?

5 Complete the sentences with words from the article.
1. In 2014, the United States imported almost ____________ dollars’ worth of textiles.
2. ____________ companies outsource their factories to countries where workers are paid less than they are in developed countries.
3. One study found that workers in offshore factories earned only ____________ percent of the money they needed each month, even though they worked 14 hours a day.
4. In developing countries, worker-protection laws often ____________.
5. ____________ people died in the Dhaka fire in 2012.
6. David Schneider is an ____________.
3) The language functions support the progression of language development. As mentioned above, student’s progress through each level of Bloom’s taxonomy during each unit, beginning with lower level skills and moving up to higher level ones by the end of the unit: