Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION
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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PRIME Part 1: Provide Information about Materials
Provide information about each title being correlated.

Publication Title(s): Final Draft, Levels 1 through 4

Publisher: Cambridge University Press

Materials/Program to be Reviewed: Student Books

Tools of Instruction included in this review: Student Books

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

Intended Student Audiences: Secondary ESL Students (Grades 9-12)

Language domains addressed in material:

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

☐ WIDA Spanish Language Development Standards
☒ WIDA English Language Development Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).

The WIDA Language Development Standards are not explicitly referenced. Since the focus of instruction is writing, the Language of Language Arts can be found throughout all four Student Books. The themes included in each of the units cover a wide range of topics, which, although not directly linked to the WIDA Standards do include language related to Science and Social Studies. Social and Instructional language is incorporated in the form of directions for various activities throughout each student book.

WIDA Language Proficiency Levels included:

The materials are aligned to the CEFR levels rather than the WIDA Proficiency Levels.

Most Recently Published Edition or Website: 2016
In the space below explain the focus or intended use of the materials:

“Final Draft is a four-level academic writing series for high beginning / low intermediate- to high advanced-level students of North American English. The series prepares students to write in a college or university setting by focusing on the topics, rhetorical modes, skills, vocabulary, and grammar necessary for students to develop their academic writing. Students are given the tools to master academic writing. First, they learn and practice foundational academic writing skills essential to writing paragraphs and essays. Then, following a process-based approach, students move through the writing process, from brainstorming with graphic organizers to organizing and developing their ideas with outlines, before completing the final draft of their unit assignment.”

Key Features include:
- Realistic Writing Models
- Corpus-Informed Vocabulary
- Corpus-Informed Grammar
- Overview of Common Plagiarism-Related Issues
- Online Writing Practice

Each unit comprises five sections that follow a regular sequence of instruction:
1. Prepare Your Ideas
   A. Connect to Academic Writing
   B. Reflect on the Topic
2. Expand Your Knowledge
   A. Academic Vocabulary
   B. Academic Collocations / Academic Phrases
   C. Writing in the Real World
3. Study Academic Writing
   A. Student Model
   B. [Structure or Type of Writing]
4. Sharpen Your Skills
   A. Writing Skill[s]
   B. Grammar for Writing
   C. Avoiding Common Mistakes/Avoiding Plagiarism
5. Write Your Paragraph
   Step 1: [vary based on type of writing]
   Step 2: [vary based on type of writing]
   Step 3: [vary based on type of writing]
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

1) The series considers students’ assets and contributions. At the beginning of each unit, students work in pairs to questions based on a quote. Having students work with partners promotes the assets and contributions each student can bring. The activity itself is designed to help students connect to their background and experiences that relate to the topic of the unit.

2) The series considers students’ assets and contribution systematically throughout the materials since every unit begins with the activity described above.

See next page for an example from another level.
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

1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Because the materials focus on academic writing skills, language at the discourse dimension is considered extensively throughout each unit across all four levels. The standardized organization of each unit into sections that include equivalent subsections across all four levels ensure that the discourse dimension is presented in a consistent manner. (See next page for an example.)
Section 3: Study Academic Language, Part A: Student Model

In every unit, the third section engages students in an exploration of academic language that includes a student model seen below. The annotations highlight features of language at the discourse level.

A Student Model

Read the prompt and answer the questions.

WRITING PROMPT: What techniques help people remember new information? Explain three techniques and how people use them to remember.

1. What will the paragraph be about? Explain it in your own words.
2. What are some techniques that you use to remember?
3. What are some techniques that the writer might talk about?

Read the paragraph twice. The first time, think about your answers to the questions above. The second time, answer the questions in the Analyze Writing Skills boxes. This will help you notice the key features of a paragraph.

Memory Techniques

People often use three techniques to help them learn new information quickly and easily. The first technique is mnemonic device. Mnemonic devices are short words, music, or rhymes to help memorize lists or facts. For example, I learned the acronym FANBOYS to help me remember how to combine my ideas into longer sentences. Each letter in FANBOYS stands for one coordinator: for, and, nor, but, or, yet, so.

The second technique is repetition. People say or write something again and again. Many online shoppers are able to remember their credit card number without looking at their card. They have memorized their credit card number because they have typed it over and over. Finally, chunking is another method that helps memory. Chunking means dividing something into shorter parts. When students learn to spell difficult words, such as Wednesday, they can break them into parts: Wed-nes-day.

Chunking works with numbers as well. For instance, to memorize a phone number, one could break it into parts. Focusing attention on three sets of numbers (206-555-1313) is easier for the brain. In sum, mnemonic devices, repetition, and chunking are helpful techniques that people can use to increase their ability to remember information.

1. Analyze Writing Skills
   Underline the sentence that tells what paragraph 1 will be about.

2. Analyze Writing Skills
   Underline the sentence that introduces the second technique. Circle the sentence that explains this technique. Double underline the sentences that give an example of the technique.

3. Analyze Writing Skills
   Circle the phrase that the writer uses to introduce the phone number example.

4. Analyze Writing Skills
   Circle the phrase that the writer uses to introduce the last sentence.

Level 2, Unit 1, p. 20
The third section engages students in an exploration of academic language that includes some instruction related to structure. The focus is on the structure of a paragraph. The main components of a paragraph are highlighted.

**Paragraphs**

A writer uses a paragraph to discuss one main idea. Readers expect all the sentences in a paragraph to relate to, or be about, the main idea. To clearly develop a main idea, writers include the following parts in their paragraphs:

- **a topic sentence** to introduce the paragraph's main idea to the reader. The topic sentence is often the first sentence of the paragraph. In the topic sentence, writers tell what they will discuss in the paragraph.

- **supporting sentences** to give specific information about the main idea. Writers also include sentences that offer details, or more information about the ideas in the supporting sentences. The information that writers give in their supporting sentences and details includes explanations, examples, and facts.

- **a concluding sentence** to bring the paragraph to a clear and satisfying close. Often writers use this sentence to restate their topic sentence.

An easy way to picture the organization in a paragraph is to think of a sandwich. Look at the sandwich diagram for the Student Model paragraph on page 20.

![Sandwich Diagram]

**Topic sentence:** People often use three techniques to help them learn new information quickly and easily.

**Supporting sentence 1:** The first technique is mnemonic device. (+ Details)

**Supporting sentence 2:** The second technique is repetition. (+ Details)

**Supporting sentence 3:** Finally, chunking is another method that helps memory. (+ Details)

**Concluding sentence:** In sum, mnemonic devices, repetition, and chunking are helpful techniques that people can use to increase their ability to remember information.
The language features at the discourse dimension are addressed systematically throughout the materials. The standardized organization of each unit into sections that include equivalent subsections across all four levels ensure that the discourse dimension is presented systematically within all units across all levels.

Section 3: Study Academic Language, Part A: Student Model
Here is another example of a student model of writing. Again, the annotations highlight features of language at a discourse level by engaging students in guiding questions related to the sample.

Section 3: Study Academic Language, Part B: Problem-Solution Essays
Here is another example of instruction related to a specific text structure.
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

1) The materials address language features at the sentence dimension for all of the identified proficiency levels. Because the materials are focused on developing academic writing skills, every unit includes a section focused on grammar which routinely address language at the sentence dimension. In addition to explicit grammar instruction specific to written language, each unit also includes a section entitled “Avoiding Common Mistakes,” which uses the Cambridge English Corpus to highlight the most errors students make in writing with using the grammar structure(s) addressed in the unit.
2) The language features at the sentence dimension are appropriate for the identified proficiency levels based on the targeted CEFR levels for each book. The grammar point from the “Scope and Sequence” documents below are appropriate for each level, although not all grammar points are focused on language at the sentence dimension.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>CEFR Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Draft 1</td>
<td>Low Intermediate</td>
<td>A2</td>
</tr>
<tr>
<td>Final Draft 2</td>
<td>Intermediate</td>
<td>B1</td>
</tr>
<tr>
<td>Final Draft 3</td>
<td>High Intermediate</td>
<td>B2</td>
</tr>
<tr>
<td>Final Draft 4</td>
<td>Advanced</td>
<td>C1</td>
</tr>
</tbody>
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3) The materials address language features at the sentence dimension systematically throughout the materials. Because the materials are focused on developing academic writing skills, every unit includes a section focused on grammar which routinely addresses language at the sentence dimension. In addition to explicit grammar instruction specific to written language, each unit also includes a section entitled “Avoiding Common Mistakes,” which uses the Cambridge English Corpus to highlight the most errors students make in writing with using the grammar structure(s) addressed in the unit. These are systematically integrated into each unit across all levels.
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

1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Every unit in each of the four levels includes a section on Academic Vocabulary AND Academic Collocations or Academic Phrases, so language at the word/phrase dimension is presented in a consistent manner.

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1 General language refers to words or expressions not typically associated with a specific content area (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, expressions, and phrases are represented in context. Every unit in each of the four student books includes a section on Academic Vocabulary AND Academic Collocations or Academic Phrases, so language at the word/phrase dimension is presented in every unit. Vocabulary is always presented in the context of complete sentences.

Level 3, Unit 2, pp. 46-47

Level 4, Unit 5, pp. 146-147
3) Despite the focus on developing academic language skills, vocabulary is explicitly taught, but not in terms of general, specific and technical language. However, all the vocabulary taught mostly comes from Averil Coxhead’s Academic Word List (AWL), which means that most of the vocabulary would fall into the specific or technical vocabulary category.

4) Since vocabulary instruction is not the main focus of the materials, general, specific and technical language is not systematically addressed, although vocabulary is systematically addressed in relation to the writing skills being presented in each unit.

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

1) The materials do not reference the WIDA language proficiency standards. They are based on the Common European Framework Reference, or CEFR.

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The language in each level is differentiated according to expectations for language comprehension and communication at a given CEFR level.

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<tr>
<td>Final Draft 4</td>
<td>Advanced</td>
<td>C1</td>
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</table>
3) Differentiation of language is systematically addressed throughout the materials. Language is systematically differentiated throughout the materials. As mentioned earlier, each level is designed to address student at a specific CEFR level. The range of topics and skills addressed in each level is appropriately aligned to the language expectations at each level. Below are the CEFR descriptions and the Scope and Sequence for each book.

Level 1 is designed for students with a CEFR Level of A2 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

“Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.”

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All academic vocabulary words appear on the Academic Word List (AWL) for the General Service List (GSL). All academic collocations, academic phrases, and common grammar constructs are from the Cambridge Academic Corpus.

Level 1, Scope and Sequence, pp. 4-5
Level 2 is designed for students with a CEFR Level of B1 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

"Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans."

Level 2, Scope and Sequence, pp. 4-5
Level 3 is designed for students with a CEFR Level of B2 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

“Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.”

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</table>

All academic vocabulary words appear on the Academic Word List (AWL) or the Cambridge Service List (CSL). All academic collocations, academic phrases, and common generic articles are based on the Cambridge Academic Corpus.

Level 3, Scope and Sequence, pp. 4-5
Level 4 is designed for students with a CEFR Level of C1 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

“Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.”
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

1) The language domains are targeted in the materials. Although the focus is on writing, students are required to read extensively. At several points in each unit, students are also engaged with partners, so speaking and listening is also addressed.

Reading and writing are integrated in “Writing in the Real World” section included in each unit.
2) The targeted domains are presented within the context of language proficiency levels. All four domains are presented within the context of language proficiency levels since each book is targeted at students at one of four CEFR levels. Below are the skills and topics for each of the four levels taken from Scope and Sequence documents.

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<td>Paragraphs</td>
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<td>Academic Essays</td>
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<tr>
<td>Technology: Communicating in the Modern World</td>
<td>Education: Brainpower</td>
<td>Environmental Studies: Green Living</td>
<td>Psychology: Consumer Behavior</td>
<td></td>
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<tr>
<td>Introduction to Paragraphs</td>
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<td>2</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Psychology: Characteristics of Success</td>
<td>Essential Features of Effective Writing</td>
<td>Comparing and Contrast Essays 1</td>
<td>Comparison and Contrast Essays</td>
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<td>Narrative Paragraphs</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Health: Health Behaviors</td>
<td>Descriptive Paragraphs</td>
<td>Comparing and Contrast Essays 2</td>
<td>Sociology: Communities and Relationships</td>
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<tr>
<td>Process Paragraphs</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
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<td>Business: Getting Ahead</td>
<td>Definition Paragraphs</td>
<td>Cause and Effect Essays</td>
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<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education: The Value of Education</td>
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3) The targeted language domains are systematically integrated throughout the materials. Although the focus is on writing, all four language domains are routinely and systematically integrated throughout all units across all levels.

Reading and writing are integrated in “Writing in the Real World” section included in each unit.
All four domains are integrated in these sections in each unit across all four levels.
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

1) The materials do not connect the WIDA language development standards to state academic content standards.

2) The academic content standards are not systematically represented throughout the materials because they are not included.
3) Social and instructional language and the language of Language Arts are presented in the materials. Given the focus on academic language skills, the language of Language Arts is addressed extensively. Social language may be incorporated in partner-based speaking and listening tasks. Instructional language is included in the form of directions for each section.

Level 2, Unit 7, pp. 200-201

Level 4, Unit 5, pp. 148-149
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

1) The materials present opportunities for language learners to engage in various cognitive functions (higher-order thinking skills from Bloom’s taxonomy) throughout the units regardless of their language level. In each unit, students are engaged in activities that require them to engage in a range of tasks at higher cognitive levels. Throughout the materials, students are asked to **analyze** and **evaluate** sentences and paragraphs to demonstrate understanding of the writing skills presented in each unit.

Students have to **evaluate** which paragraph is easier to follow.

<table>
<thead>
<tr>
<th>Process Paragraphs</th>
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<tbody>
<tr>
<td>Process paragraphs are sometimes called “how to” paragraphs. They explain how to do or achieve something. When writing about a process, writers list the steps and add support to each step so the reader understands exactly what to do. The steps should be clear and easy for the reader to follow. Read the two paragraphs below. Which paragraph has steps that are easier to follow?</td>
</tr>
<tr>
<td>Paragraph 1</td>
</tr>
<tr>
<td><strong>Steps to Becoming a Chef</strong></td>
</tr>
<tr>
<td>It’s important to have a clear plan in place if you want a career in the culinary arts. Get a part-time job in the field. Learn all you can while trying to get noticed by people in the field. Apply to a culinary arts school. Think about what exactly you want to do in the field of culinary arts. You might work in a restaurant, a school, a hospital, a cruise ship, or even work as a private chef. Follow these steps and you can start your career in the culinary arts.</td>
</tr>
<tr>
<td>Paragraph 2</td>
</tr>
<tr>
<td><strong>Steps to Becoming a Chef</strong></td>
</tr>
<tr>
<td>It’s important to have a clear plan in place if you want a career in the culinary arts. First, get a part-time job in the field. For example, get work as a cook or as an assistant to a chef. After that, learn all you can while trying to get noticed by people in the field. You can do this by letting others know you are interested in a professional career in the culinary arts. Next, apply to a culinary arts school. Finally, think about exactly what you want to do in the field of culinary arts. You might work in a restaurant, a school, a hospital, a cruise ship, or even work as a private chef. Follow these steps and you can start your career in the culinary arts.</td>
</tr>
</tbody>
</table>

It is clear that paragraph 2 is easier to follow. Why? It’s because the steps are introduced with words like **First**, **Then**, **Next**, and **After that**. These words signal a new step is to follow. The steps are also well supported with details.

Level 1, Unit 4, p. 111
2) There are opportunities for systematically engaging in higher order thinking. Students are routinely engaged in a wide range of cognitive functions regardless of language level. Activities systematically involve students in thinking at higher cognitive levels. Throughout the materials, students are asked to analyze and evaluate sentences and paragraphs to demonstrate understanding of the writing skills presented in each unit.

Students have to analyze the article to respond to the questions.

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**2.3 Check Your Understanding**

**Answer the questions.**

1. What two groups of subjects did Sigler compare in his experiment?
2. What are the differences in attitude between the two groups of subjects?
3. Which attitude is more similar to your attitude about learning the Asian students’ or the American students’ English?

**2.4 Notice the Features of Comparison and Contrast Writing**

**Answer the questions.**

1. Look at paragraph 2. Which word does the author use to make a difference between the two subjects clearly?
2. Look at paragraph 7 and 8. What is the author comparing? What phrase does the writer use in paragraph 8 to introduce how Americans are different?
3. Look at paragraph 10. What does the comparison help the writer prove?
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

1) The materials provide scaffolding supports for students to advance within a proficiency level. While each book is aligned to a single CEFR level, the units are designed to have students begin with reviews or less demanding materials, then progress through increasingly difficult tasks to advance their proficiency within each level.

2) The materials provide scaffolding supports for students to progress from one proficiency level to the next because the sequencing of units within each level and across levels build on the skills in the previous units.

3) Scaffolding supports are presented systematically throughout the materials since the content presented in each book is designed to move students through one proficiency level and prepare them for the next. The systematic sequencing of content from one unit to the next within each level and across levels functions as a form of scaffolding.

The scope and sequence for each level illustrates the scaffolding supports throughout the program.
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

1) Linguistically and developmentally appropriate grade-level content is not explicitly represented in the materials, although the content presented in each leveled student book seems appropriate for high school ESL students at one of four CEFR levels.

2) Grade-level content is not explicitly presented, but the content presented in each leveled student book would be accessible to high school ESL students at one of four CEFR levels.

3) Grade-level content is not systematically presented because grade-level content is not explicitly represented in 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

1) The materials include a range of language functions, specifically connected to a variety of purposes for writing, from descriptive writing to persuasive writing. Given the range of topics and types of writing included in each of the levels, students are engaged in a wide range of language functions.

Students have to **describe** characteristics of successful people and **compare** their descriptions.

![Image of a diagram related to successful people](image.png)

Level 1, Unit 2, p. 145
2) The language functions are incorporated into a communicative goal or activity. Since the focus of instruction is writing, activities are all tied to a communicative task, specifically to write a paragraph or an essay. And most activities in each unit use a communicative approach.

Students have to understand and predict what terms the writer is describing. They are also asked to analyze the writing in response to guiding questions and evaluate the most important characteristics of a team player.

**Level 2, Unit 4, pp. 104-105**

Students have to recognize overgeneralizations and analyze causal relationships.
Students have to **understand** the meanings of words. Then, they have to **analyze** the purpose of language choices.

3) The language functions within each unit do not necessarily support the progression of language development, but they are appropriate to the language proficiency targeted at each level.