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. Part 1 is an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

Part 2 addresses the presence of the criteria in the materials, including justification in the form of screenshots from the materials. This part is divided into four steps which correspond to each of the four elements being inventoried. These are presented in the table below.

PRIME at a Glance

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**PRIME Part 1: Information about Materials**

Publication Title(s): *Interchange*
Publisher: *Cambridge University Press*
Materials/Program to be Reviewed: *Student’s Books and Teacher’s Editions*
Tools of Instruction included in this review: *Student’s Books and Teacher’s Editions*
Intended Teacher Audiences: *Teachers of Adult and Young Adult English Learners*
Intended Student Audiences: *Adult and Young Adult English Learners*
Language domains addressed in material: *Listening, Speaking, Reading and Writing*

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

WIDA Language Development Standards addressed: (e.g. Language of Mathematics): Although the WIDA Language Development Standards are not explicitly referenced in the materials, Social and Instructional Language is included as well as language related to Language Arts, Math, Science and Social Studies.

WIDA Language Proficiency Levels included: The WIDA Language Proficiency Levels are not referenced. Instead, the program uses the Common European Framework of Reference for Language (CEFR) Levels A1 through B1
Most Recently Published Edition or Website: *5th Edition, 2017*

In the space below explain the focus or intended use of the materials: According to the publisher: “*Interchange is a four-level, American English course that has been used by over 50 million students worldwide. This edition has been developed with insights from thousands of experienced teachers. The series delivers a communicative approach, flexible unit structure and easy to use digital support, giving teachers the tools they need, and empowering students to achieve their goals.*”
PRIME Part 2: Correlate Materials

1. Asset-Based Philosophy

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 the WIDA Can Do Philosophy.

A. Representation of Student Assets and Contributions

1) Are student assets and contributions considered in the materials? Yes No

2) Are student assets and contributions systematically considered throughout the materials? Yes No

1) Student assets and contributions are considered in the materials. The Teacher’s Editions for each text includes ideas for activating prior knowledge at the beginning of each unit.

2) Since the Teacher’s Editions for each text provide ideas for activating prior knowledge at the beginning of each unit, student assets and contributions are systematically considered in the materials.

Shown below are several units in each of the four Teacher’s Editions.

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### Intro, Unit 7, p. T-44

- **Learning Objective:** Describe living spaces in houses and apartments
- **ICD 2, Track 12:**
  - Focus 5th attention on the pictures. Ask the class: “Who lives in a house? Who lives in an apartment?”
  - Set the scene. Two people are describing the house and the apartment.
  - Play the audio program. So listen and read silently.
- **Audio script:**
  - House
    - The house has two floors, a garage, and a yard. The first floor has a living room, a dining room, a kitchen, a laundry room, and stairs to the second floor. The second floor has a hall, four bedrooms, and a bathroom.
  - Apartment
    - The apartment has a living room, a kitchen, a bedroom, a bathroom, and a closet.
- **SNAPSHOT:**
  - Read the words in the Snapshot aloud. So listen and repeat.
  - Draw a picture that shows the building on the board. Ask: “How many floors does the building have?”
  - Option: Show students pictures of buildings in the city. Have them name the number of floors.
  - Go over the questions. So discuss the questions in small groups. Then elicit their answers.
- **SNAPSHOT:**

### Intro, Unit 10, p. T-65

- **Learning Objective:** Discuss popular sports
- **ICD 2, Track 41:**
  - Books closed. Write the names of sports and write them on the board. Ask: “Where do people play these sports?”
  - Books open. Focus 5th attention on the Snapshot. Point out that there is a picture for each sport listed on the board.
  - Read a question and the task. So complete the task.
  - Play the audio program. So listen and read silently.
  - Books closed. Write the names of sports and write them on the board. Ask: “Where do people play these sports?”
  - Books open. Focus 5th attention on the Snapshot. Point out that there is a picture for each sport listed on the board.
  - Read a question and the task. So complete the task.

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1 SNAPSHOT

Learning Objective: describe living spaces in houses and apartments

House
- The house has two floors, a garage, and a yard. The first floor has a living room, a dining room, a kitchen, a laundry room, and stairs to the second floor. The second floor has a hall, four bedrooms, and a bathroom.
- **Audio script:**
  - House
    - The house has two floors, a garage, and a yard. The first floor has a living room, a dining room, a kitchen, a laundry room, and stairs to the second floor. The second floor has a hall, four bedrooms, and a bathroom.
  - Apartment
    - The apartment has a living room, a kitchen, a bedroom, a bathroom, and a closet.

SNAPSHOT

Learning Objective: discuss popular sports

Sports
- Books closed. Write the names of sports and write them on the board. Ask: “Where do people play these sports?”
- Books open. Focus 5th attention on the Snapshot. Point out that there is a picture for each sport listed on the board.
- Read a question and the task. So complete the task.
- Play the audio program. So listen and read silently.
- Books closed. Write the names of sports and write them on the board. Ask: “Where do people play these sports?”
- Books open. Focus 5th attention on the Snapshot. Point out that there is a picture for each sport listed on the board.
- Read a question and the task. So complete the task.
1 SNAPSHOT
Learning Objective: Discuss popular types of music.
- Books closed. Ask: “What kind of music is popular in your country?” Help with vocabulary as needed. Write answers on the board.
- Books open. Point out the percentage signs. Ask: “What is this symbol called? What does this chart show?” (Answers: percent, music sales in the U.S.)
- Read out the names of the music styles. Ask: “What kind of music is popular in the U.S.? What music is unpopular? Does anything surprise you about the information?” Elicit answers.
- Elicit or elicit any new vocabulary.

Vocabulary
- R&B: rhythm and blues
- hip-hop: music of African American origin, with rapping words and a strong beat
- country: music from the southern and western U.S.
- electropop: music created by electric instruments and computers
- Latin: music from any Spanish-speaking area in the Americas or music from Africa
- jazzy: music of African American origin, with a strong rhythm
- Brainstorm with Ss what the “other” category might include (e.g., reggae, salsa).
- Go over the discussion questions. Ss discuss in small groups. Then elicit answers from the class.
- Option: What kind of music does the class like best? Take a poll.

Level 1, Unit 4, p. T-22

1 SNAPSHOT
Learning Objective: Discuss food and traditional dishes.
- Books closed. Ss discuss food. In a heterogeneous class, ask for names of some popular or traditional dishes that people like to eat in the Ss’ countries. Elicit additional information about the dishes Ss mention. Ask: “Is it the best? Is it healthy? Is it easy to make?” Go over the special occasions.
- Books open. Give Ss a few minutes to look over the information in the Snapshot. Explain any unknown words or expressions.
- Go over the questions. Then have Ss discuss them in pairs or groups.
- Option: To prepare Ss for vocabulary in the unit, have the class brainstorm in groups four kinds of meat, fish, vegetables, and fruit. This could be done as a race against each other or against time.

Possible answers
- Meat: chicken, lamb, beef, pork
- Fish/seafood: shrimp, fish, shellfish, lobster
- Vegetables: broccoli, carrots, potato, sweet potato, corn, eggplant, tomato, lime

TIP
To help Ss get ready to speak English, pair each Ss with a partner from a different city. This will also help Ss learn about each other.

Level 2, Unit 4, p. T-22

1 SNAPSHOT
Learning Objective: Discuss different types of stories.
- Option: Hold a brief discussion about news. Ask: “What is the news? How do you get your news? What news do you find interesting? How important is it to keep up to date?”
- Books closed. Brainstorm with Ss about online newspapers. Ask what sections, or categories, they contain. Ask Ss to write their ideas on the board.

TIP
To introduce a new unit, ask Ss motivating questions and elicit information related to the unit topic. If possible, bring—or ask Ss to bring—real newspapers to class (e.g., for the unit, periodsicals or newspapers in different languages). For the present contain online newspapers, local and international.

Level 3, Unit 4, p. T-22

1 SNAPSHOT
Learning Objective: Discuss successful business.
- Books open. Say that this Snapshot lists popular categories of online news. Read the categories. Ss look for categories that match the ones they brainstormed.
- Elicit or elicit any new vocabulary.

Vocabulary
- topdog: very popular or successful
- most have: an object that many people want to own.
- Option: Ss look through printouts of online newspapers or view them online. Ask Ss to find the categories listed in the Snapshot. Encourage Ss to notice any trends they find.
- Read the questions.
- Ss discuss the focus questions in pairs or small groups. Set a time limit of about five minutes.
- Option: Ask Ss if any of the facts surprise them. Why?
- Elicit or elicit any remaining new vocabulary.

Vocabulary
- gown: a formal dress
- god: a sacred being
- overeating: eating too much or for a long time
- Dutch: from the country of Germany
- sport: a game or activity
-subsection: a section of a subsection
- Option: Ask Ss to read the Snapshot. Ss use the dictionary.
- Read the questions.
- Ss discuss the questions in pairs, small groups, or as a class.
- Option: If Ss’ class is made up of business Ss, have several Ss give a brief presentation (or “snapshot”) of their company.

Level 3, Unit 12, p. T-78

1 SNAPSHOT
Learning Objective: Discuss activities one has done or would like to try.
- Books closed. Explain that this unit is about fun and unusual activities. Elicit fun or unusual activities Ss like to do and write them on the board.
- Books open. Show Ss the Snapshot and compare their ideas. Elicit or elicit any new vocabulary.

Vocabulary
- theme park: a park with rides, amusement, and restaurants, usually about one subject (such as cartoon characters or superheroes)
- space center: a center for human spaceflight
- Read out that the information is from an online travel guide, a website that lists things to do. Explain the talk and read the questions.
- Do the task individually. Go around the class to give help as needed. Then elicit the answers from the class.

Level 1, Unit 10, p. T-64

1 SNAPSHOT
Learning Objective: Discuss important scientific and technological inventions.
- Option: Have Ss brainstorm machines and inventions they see every day (e.g., smartphone, credit cards, TV, computer, video games).

TIP
To help Ss get ready to speak English, give Ss each a pair with a quick warm-up activity. This will also help Ss learn about each other.

Level 2, Unit 7, p. T-44
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, and variety of speech/written text)

1) **Do the materials address language features at the discourse dimension in a consistent manner for the identified proficiency levels?**

   | Yes | No |
   ---|-----|----|
   | Yes | No |

2) **Are the language features at the discourse dimension addressed systematically throughout the materials?**

   | Yes | No |
   ---|-----|----|
   | Yes | No |

1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Every unit includes multiple lessons that routinely engage students with language at the discourse dimension. The examples on the following page show a range of activities across the series that engage students in discourse-dimension language across domains.

### 2 CONVERSATION  Do you live downtown?

Listen and practice.

- **Julia**: Hi Ethan. Guess what! I have a new apartment.
- **Ethan**: Hey! Cool! Do you live downtown?
- **Julia**: No, I don’t. I live near the university now.
- **Ethan**: That’s great! What’s it like?
- **Julia**: It’s really nice. It has a big living room, a bedroom, a bathroom, and a kitchen.
- **Ethan**: Awesome! Does it have an elevator?
- **Julia**: Yes, it does.
- **Ethan**: And does it have a nice view?
- **Julia**: No, it doesn’t. It has a view of another apartment building!

Intro, Unit 7, p. 44
A journalist interviewed four people. Read the title of the article. What do you think the answer will be? Check (✓) the answer.

☐ Yes, most families do.  ☐ No, most families don’t.  ☐ Some families do, some families don’t.

DO FAMILIES SPEND A LOT OF TIME TOGETHER?

We spend a lot of time together on the weekends. My husband and I always take our son, Oliver, and daughter, Samantha, out to do something fun. Some weeks we go for a long bike ride and get a lot of fresh air! We go to the beach in the summer, of course. In the evenings, we have a barbecue together. During the week, it’s more difficult to spend time together because of work and school.

– Jane Chambers

It’s a little sad, but most of the time we spend as a family is watching TV. We don’t talk much. My mom and dad both work, and they’re often tired when they get home. My sister just plays games on her tablet all evening. It’s kind of boring. Maybe we spend about an hour a day together. It’s never more than that.

– Billy Foster

I’m a stay-at-home dad, and I’m having a great time with my family! When the kids are in school, I do housework. When they come home, I help them with their homework. After that, we all have fun together. We play a lot of sports and read books. I love all the time I get with my two boys.

– Nick Ramos

We’re always really busy, but we make an effort to spend time together. My grandparents come over to our house twice a week for dinner. I think family is very important. I often help my mom or dad cook the meals. Sometimes we all go to the movies. I like that a lot.

– Carla Costantini
9 PERSPECTIVES  Comfort food

A Listen to this recipe for macaroni and cheese. Do you think this is a healthy dish?

Baked Macaroni and Cheese
- 1 package elbow macaroni
- 4 tablespoons butter
- 2 cups heavy cream
- 4 cups cheddar cheese, shredded

First, boil the macaroni in a large pot for 5 minutes. Then melt the butter on medium heat and add the cream. Stir for about 2 minutes. Next, add the cheese. Stir until the cheese is melted. Season with salt and pepper. After that, add the cooked macaroni and mix well. Finally, bake for 20 minutes.

B PAIR WORK Look at the steps in the recipe again. Number the pictures from 1 to 5. Would you like to try this traditional American dish?

12 WRITING  An apology

A Think about something you regret doing that you want to apologize for. Consider the questions below. Then write a message of apology.
What did you do? What were the consequences?
Is there any way you can undo those consequences?

I'm very sorry I didn't meet you for lunch today. My sister asked me to help her with my nephew's birthday party, and I had to go over to her place. I know I should have called or texted you to cancel it, but I forgot all about it. If I hadn't turned off my phone, . . .
2) The language features at the discourse dimension are addressed systematically in a consistent manner for all identified proficiency levels. The examples included above show how discourse-dimension language is systematically addressed in activities that engage students in multiple language domains across the series. The additional examples below support the conclusion that language features at the discourse dimension are addressed systematically.

Level 1, Unit 11, pp. 72-73

Level 3, Unit 13, pp. 86-87
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 in a consistent manner for 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 for the identified proficiency levels?  Yes  No

1) The materials address language features at the sentence dimension in a consistent manner for all identified proficiency levels. Every unit includes multiple lessons that routinely engage students with language at the sentence dimension. The examples below are representative.

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**SNAPSHOT**

Listen and practice.

**WEATHER AND SEASONS AROUND THE WORLD**

- It’s spring in São Paulo, Brazil. It’s warm. It’s very sunny.
- It’s summer in Seoul, South Korea. It’s raining. It’s hot and humid.
- It’s fall in Chicago in the U.S. It’s cool. It’s cloudy and windy.
- It’s winter in Toronto, Canada. It’s snowing. It’s very cold.

What season is it now in your town or city? What’s the weather like today? What’s your favorite season?

Intro, Unit 4, p. 25
1 WORD POWER Places and activities

A Match the places and the definitions. Then ask and answer the questions with a partner.

What’s a . . . ?
1. clothing store _____
2. grocery store _____
3. hair salon _____
4. laundromat _____
5. newsstand _____
6. stadium _____
7. Wi-Fi hot spot _____

It’s a place where you . . .
1. get food and small items for the home
2. can connect to the Internet
3. get a haircut
4. buy newspapers and magazines
5. see a game or a concert
6. find new fashions
7. wash and dry your clothes

B PAIR WORK Write definitions for these places.

<table>
<thead>
<tr>
<th>coffee shop</th>
<th>drugstore</th>
<th>gas station</th>
<th>library</th>
<th>post office</th>
</tr>
</thead>
</table>

It’s a place where you drink coffee and tea and eat small meals. (coffee shop)

Level 1, Unit 8, p. 50

3 GRAMMAR FOCUS

Expressions of quantity

With count nouns
There are too many cars.
There should be fewer cars.
We need more streetlights.
There aren’t enough police officers.

With noncount nouns
There is too much pollution.
There should be less pollution.
We need more public transportation.
There isn’t enough parking.

A Complete these statements about city problems. Then compare with a partner. (More than one answer may be possible.)

1. We need __________ public schools.
2. There are __________ accidents.
3. There are __________ public parks.
4. There is __________ noise all the time.
5. There is __________ recycling in our city.
6. The government should build __________ affordable housing.
7. The city needs __________ bicycle lanes.
8. There are __________ free Wi-Fi hotspots.

B PAIR WORK Write sentences about the city or town you are living in. Then compare with another pair.

1. The city should provide more . . .
2. We have too many . . .
3. There’s too much . . .
4. There isn’t enough . . .
5. There should be fewer . . .
6. We don’t have enough . . .
7. There should be less . . .
8. We need more . . .

Level 2, Unit 2, p. 9
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Each text in the series targets a specific CEFR Level (with the exception of Level 2 which includes adjacent levels). The correlation is shown below as well as descriptors for each level.

<table>
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<tr>
<th>Levels &amp; CEFR</th>
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<td>Level 1: A2</td>
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<td>Level 2: A2 - B1</td>
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<tr>
<td>Level 3: B1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDEPENDENT USER</th>
<th>B2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td></td>
<td>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 &amp; ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>BASIC USER</td>
<td>A2</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>

3) The language features at the sentence dimension are addressed systematically for the identified proficiency levels. The excerpts from Scope and Sequence documents from each of the text shown below indicate systematic alignment of language features at the sentence dimension that are appropriate for the identified levels based on the CEFR descriptions above.
# Plan of Book 1

## Level 1, Scope & Sequence, Units 1-8, pp. vi-vii

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<th>Grammar</th>
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<td><strong>Where are you from?</strong></td>
<td><strong>Introducing oneself, asking and answering questions.</strong></td>
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<tr>
<td><strong>Chapter 2</strong></td>
<td><strong>What do you do?</strong></td>
<td><strong>Describing jobs and professions.</strong></td>
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<td><strong>Chapter 3</strong></td>
<td><strong>You and your family.</strong></td>
<td><strong>Describing family members.</strong></td>
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<td><strong>Chapter 4</strong></td>
<td><strong>School and study.</strong></td>
<td><strong>Describing school activities and leisure.</strong></td>
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<td><strong>Chapter 5</strong></td>
<td><strong>Food and drink.</strong></td>
<td><strong>Describing food and beverages.</strong></td>
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<tr>
<td><strong>Chapter 6</strong></td>
<td><strong>Hobbies and interests.</strong></td>
<td><strong>Describing hobbies and interests.</strong></td>
</tr>
<tr>
<td><strong>Chapter 7</strong></td>
<td><strong>Weather.</strong></td>
<td><strong>Describing weather and seasons.</strong></td>
</tr>
<tr>
<td><strong>Chapter 8</strong></td>
<td><strong>Travel.</strong></td>
<td><strong>Describing travel and transportation.</strong></td>
</tr>
</tbody>
</table>

## Level 1, Scope & Sequence, Units 9-16, pp. viii-ix

<table>
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<th>Speaking</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 9</strong></td>
<td><strong>News and current events.</strong></td>
<td><strong>Describing news and current events.</strong></td>
</tr>
<tr>
<td><strong>Chapter 10</strong></td>
<td><strong>Sports and leisure.</strong></td>
<td><strong>Describing sports and leisure activities.</strong></td>
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<tr>
<td><strong>Chapter 11</strong></td>
<td><strong>Music and entertainment.</strong></td>
<td><strong>Describing music and entertainment.</strong></td>
</tr>
<tr>
<td><strong>Chapter 12</strong></td>
<td><strong>Shopping and consumerism.</strong></td>
<td><strong>Describing shopping and consumerism.</strong></td>
</tr>
<tr>
<td><strong>Chapter 13</strong></td>
<td><strong>Health and wellness.</strong></td>
<td><strong>Describing health and wellness.</strong></td>
</tr>
<tr>
<td><strong>Chapter 14</strong></td>
<td><strong>Politics and government.</strong></td>
<td><strong>Describing politics and government.</strong></td>
</tr>
<tr>
<td><strong>Chapter 15</strong></td>
<td><strong>Religion and culture.</strong></td>
<td><strong>Describing religion and culture.</strong></td>
</tr>
<tr>
<td><strong>Chapter 16</strong></td>
<td><strong>Arts and humanities.</strong></td>
<td><strong>Describing arts and humanities.</strong></td>
</tr>
</tbody>
</table>

## Pronunciation/Listening
- **Listening:** Conversations about daily life situations, and simple stories.
- **Speaking:** Practicing pronunciation and listening comprehension.

## Writing/Reading
- **Reading:** Reading comprehension through short stories and articles.
- **Writing:** Writing simple sentences and paragraphs.

## Interchange Activity
- **Interchange:** Small group discussions and role-plays.
- **Activity:** Fun and engaging activities to reinforce learning.

---

Note: The images contain a portion of the plan for Book 1, detailing the structure and content of the book, including specific pages for each unit.
### Level 2, Scope & Sequence, Units 1-8, pp. vi-vii

<table>
<thead>
<tr>
<th>Title/Topics</th>
<th>Speaking</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation/Listening</td>
<td>Writing/Reading</td>
<td>Interchange Activity</td>
</tr>
<tr>
<td>Reduced line of used for</td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td>Listening to people talk about their work</td>
<td></td>
<td>Listening to people talk about their work</td>
</tr>
<tr>
<td>Roleplaying: talking about</td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td>people, their background,</td>
<td></td>
<td>Listening to people talk about their work</td>
</tr>
<tr>
<td>occupation, welcoming and</td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td>establishing a relationship</td>
<td></td>
<td>Listening to people talk about their work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
</tbody>
</table>

### Level 2, Scope & Sequence, Units 9-16, pp. vi-vii

<table>
<thead>
<tr>
<th>Title/Topics</th>
<th>Speaking</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation/Listening</td>
<td>Writing/Reading</td>
<td>Interchange Activity</td>
</tr>
<tr>
<td>Syllable stress</td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td>Listening to a description of a transport system</td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both E/R</td>
</tr>
</tbody>
</table>

16 | Page
C. **Word/Phrase Dimension** (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

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

2) Words, expressions, and phrases are represented in context.

   The screenshots below are a representative sample of how language at the word/phrase dimension is presented consistently for the proficiency levels targeted for each text.

![SNAPSHOT](image)

*Getting Around in the City*

1. walk
2. ride a bike
3. take the train
4. take the subway
5. take the bus
6. take a taxi/cab
7. ride a motorcycle
8. drive

Intro, Unit 6, p. 36
5 WORD POWER Food categories

Level 1, Unit 13, p. 88

A Complete the chart. Then add one more word to each category.

<table>
<thead>
<tr>
<th>bread</th>
<th>fish</th>
<th>mangoes</th>
<th>peas</th>
<th>shrimp</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>grapes</td>
<td>octopus</td>
<td>potatoes</td>
<td>strawberries</td>
</tr>
<tr>
<td>corn</td>
<td>lamb</td>
<td>pasta</td>
<td>rice</td>
<td>turkey</td>
</tr>
</tbody>
</table>

Fruit | Vegetables | Grains | Meat | Seafood

Level 2, Unit 11, p. 67

8 WORD POWER Personality traits

A Which of these adjectives are positive (P)? Which are negative (N)?

<table>
<thead>
<tr>
<th>creative</th>
<th>P</th>
<th>impatient</th>
</tr>
</thead>
<tbody>
<tr>
<td>critical</td>
<td></td>
<td>level-headed</td>
</tr>
<tr>
<td>disorganized</td>
<td></td>
<td>moody</td>
</tr>
<tr>
<td>efficient</td>
<td></td>
<td>punctual</td>
</tr>
<tr>
<td>forgetful</td>
<td></td>
<td>reliable</td>
</tr>
<tr>
<td>generous</td>
<td></td>
<td>short-tempered</td>
</tr>
<tr>
<td>hardworking</td>
<td></td>
<td>strict</td>
</tr>
</tbody>
</table>

Level 3, Unit 8, p. 50

1 SNAPSHOT

Learning: Anywhere, Anytime, for Any Reason

Learning paths:
- go to college
- take online courses
- take traditional training classes
- study on your own
- set up a study group
- attend conferences
- watch filmed lectures

Learning benefits:
- get a degree
- meet people and expand your network
- change jobs or career path
- get a raise or promotion at work
- get a professional license or certification
- learn something that makes your life easier
- have fun
3) Although vocabulary is not explicitly categorized as general, specific, and technical, the materials do include a wide range of vocabulary related to the topics of each unit shown in the Scope and Sequence pages shown above.

4) As stated above, vocabulary is not explicitly categorized as general, specific, and technical. However, the materials do systematically present a wide range of vocabulary related to the topics of each unit across the series outlined in the Scope and Sequence pages shown above.
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 differentiate between the WIDA language proficiency levels because the materials are based on the CEFR Levels repeated below.

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels based on what students at each of the targeted CEFR Levels as defined below.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>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 &amp; ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>A2</td>
<td>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.</td>
</tr>
<tr>
<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrases as well as simple commands. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>


3) Differentiation of language is systematically addressed throughout the materials because the 16 units within each text are designed to target very a specific proficiency level (or levels in the case of Level 2) as defined by CEFR. The Scope and Sequence pages shown earlier support the systematic progression of language as students build their proficiency in English.
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) All four language domains are targeted in the text. In each unit, students are routinely engaged in listening, speaking, reading, and writing.

2) The targeted language domains are presented within the context of language proficiency levels. Because each text targets a specific proficiency level (again, with the exception of Level 2 that targets adjacent levels) aligned to the CEFR descriptions for each, the ways in which student are asked to engage with the language domains are appropriate.

3) The targeted language domains are systematically integrated throughout the materials.

The pages below introduce each text and illustrate the range of multimodal activities in which students are engaged and show the systematic integration of language domains throughout each text across the series.
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, Language Arts, Mathematics, Science, and Social Studies as well as complementary strands including Music and Performing Arts, Humanities, and Visual Arts.

The Standards Matrices are organized by standard, grade level, and language domain. They 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**

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

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

2) Because the series is designed for adults and young adults academic content standards are not systematically represented throughout the materials.

3) Social and instructional language as well as language associated with topics in Language Arts, Math, Science and Social Studies are present in the materials. The excerpts from the Scope and Sequence documents below show the range of topics addressed within each text across the series.
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Title/Topics, pp. iv-vi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td>Pages 2-7</td>
</tr>
<tr>
<td>Good memories</td>
<td>People, childhood, memories</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td>Pages 8-13</td>
</tr>
<tr>
<td>Life in the city</td>
<td>Transportation, communication problem, city services</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td>Pages 14-19</td>
</tr>
<tr>
<td>Changed changes</td>
<td>Movers and shakers, lifestyle changes, shift</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td>Pages 20-25</td>
</tr>
<tr>
<td>How you meet?</td>
<td>Read, review, cooking instructions, cooking method</td>
</tr>
<tr>
<td><strong>UNIT 5</strong></td>
<td>Pages 26-31</td>
</tr>
<tr>
<td>H is the need?</td>
<td>Travel, vacation plans</td>
</tr>
<tr>
<td><strong>UNIT 6</strong></td>
<td>Pages 32-37</td>
</tr>
<tr>
<td>What I'd do, a house,:件事, new friends, anecdotes, anomalies</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 7</strong></td>
<td>Pages 38-43</td>
</tr>
<tr>
<td>What are you like?</td>
<td>Technology, instructions</td>
</tr>
<tr>
<td><strong>UNIT 8</strong></td>
<td>Pages 44-49</td>
</tr>
<tr>
<td>Take a bathtub!</td>
<td>Holiday, festivals, customs, celebrations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Title/Topics, pp. iv-vi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td>Pages 50-55</td>
</tr>
<tr>
<td>I always eat breakfast</td>
<td>Basic foods, breakfast foods, meals</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td>Pages 56-61</td>
</tr>
<tr>
<td>What sports do you like?</td>
<td>Sports, abilities, and talents</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td>Pages 62-67</td>
</tr>
<tr>
<td>I'm going to have a party</td>
<td>Months and dates, birthdays, holidays, festivals, and special days</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td>Pages 68-73</td>
</tr>
<tr>
<td>How do you feel?</td>
<td>Health, problems, and advice, medications</td>
</tr>
<tr>
<td><strong>UNIT 5</strong></td>
<td>Pages 74-79</td>
</tr>
<tr>
<td>Why did I get here?</td>
<td>Stories and things you can buy, tourist attractions</td>
</tr>
<tr>
<td><strong>UNIT 6</strong></td>
<td>Pages 80-85</td>
</tr>
<tr>
<td>I had a good time</td>
<td>Weekends, chores, and the activities, vacations, summer activities</td>
</tr>
<tr>
<td><strong>UNIT 7</strong></td>
<td>Pages 86-91</td>
</tr>
<tr>
<td>Where are you now?</td>
<td>Biographical information, personal school, school days</td>
</tr>
<tr>
<td><strong>UNIT 8</strong></td>
<td>Pages 92-97</td>
</tr>
<tr>
<td>Can I take a message?</td>
<td>Locations, telephone calls, reservations, going out with friends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Title/Topics, pp. iv-vi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td>Pages 98-103</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>Introductions and greetings, names, countries, and relationships</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td>Pages 104-109</td>
</tr>
<tr>
<td>What do you do?</td>
<td>Jobs, workplace, and school, daily schedule, week time</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td>Pages 110-115</td>
</tr>
<tr>
<td>How much are there?</td>
<td>Shopping and prices, clothing and personal items, colors and materials</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td>Pages 116-121</td>
</tr>
<tr>
<td>Do you play the guitar?</td>
<td>Music, movies, and TV programs, entertainment, invitations and excuses, dates and times</td>
</tr>
<tr>
<td><strong>UNIT 5</strong></td>
<td>Pages 122-127</td>
</tr>
<tr>
<td>What are you leaving for?</td>
<td>Family members, typical families</td>
</tr>
<tr>
<td><strong>UNIT 6</strong></td>
<td>Pages 128-133</td>
</tr>
<tr>
<td>Why must you do?</td>
<td>Sports, fitness activities, and exercise, routines</td>
</tr>
<tr>
<td><strong>UNIT 7</strong></td>
<td>Pages 134-139</td>
</tr>
<tr>
<td>The most delicious!</td>
<td>Fine dining, fine and weekend activities</td>
</tr>
<tr>
<td><strong>UNIT 8</strong></td>
<td>Pages 140-145</td>
</tr>
<tr>
<td>How's the neighborhood?</td>
<td>Name and place, telephone calls, reservations, getting out with friends</td>
</tr>
</tbody>
</table>

Intro, Title/Topics, pp. iv-vi
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 language level?  
   Yes  No

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?  
   Yes  No

1) The materials provide opportunities to engage in various cognitive functions. Throughout the materials, there are a variety of instructional tasks that engage students in remembering, understanding, applying, and analyzing.

2) Opportunities for students to engage in higher order thinking skills are systematically addressed in the materials. Several lessons in each unit systematically promote higher order thinking skills.

The excerpts from the Scope and Sequence documents below show the range of cognitive functions within a text and across the series.
"Celebrity classmates": Introducing yourself to new people
PAGE 114

"Find the differences": Comparing two pictures of a room
PAGE 115

"Let’s talk!": Finding out more about your classmates
PAGE 118

"Celebrity fashions": Describing celebrities’ clothing
PAGES 116–117

"What’s wrong with this picture?": Describing what’s wrong with a picture
PAGE 119

"Class survey": Finding out more about classmates’ habits and routines
PAGE 120

"Find the differences": Comparing two apartments
PAGE 121

"The perfect job": Figuring out what job is right for you
PAGE 122

"Planning a party": Choose snacks for a party and compare answers
PAGE 123

"Hidden talents": Finding out more about your classmates’ hidden talents
PAGE 124

"Take a guess": Making guesses about a classmate’s plans
PAGE 125

"Problems, problems": Giving advice for some common problems
PAGE 126

"Giving directions": Asking for directions in a neighborhood
PAGE 127, 128

"Past activities": Comparing your classmates’ childhoods
PAGE 129

"Is that true?": Finding out information about classmates’ families
PAGE 119

"This is your life": Finding out more about your classmates’ lives
PAGE 130

"The perfect weekend": Making plans with your classmates
PAGE 131

"Getting to know you": Collecting personal information about classmates
PAGE 114

"What we have in common": Finding similarities in classmates’ daily schedules
PAGE 115

"Flea market": Buying and selling things
PAGES 116–117

"Are you free this weekend?": Making plans; inviting and giving excuses
PAGE 118

"What’s your talent?": Finding out about classmates’ abilities
PAGE 120

"Memories": Playing a board game
PAGE 121

"Where are we?": describing and guessing locations
PAGE 122

"Find the differences": Comparing two pictures of a party
PAGES 123–124

"Fun survey": Finding out about a classmate’s lifestyle
PAGE 125

"Welcome to our city!": Creating a guide to fun places in a city
PAGE 126

"What should I do?": Give suggestions for situations
PAGE 127

"Planning a food festival": Creating a menu
PAGE 128

"How much do you know?": Taking a general knowledge quiz
PAGE 129

"Weekend plans": Finding out about classmates’ weekend plans
PAGE 130

"Our possible future": Planning a possible future
PAGE 131
<table>
<thead>
<tr>
<th>Level 2, Interchange Activities, pp. v-vii</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;We have a lot in common.&quot;: Finding out about a classmate’s childhood</td>
</tr>
<tr>
<td>PAGE 114</td>
</tr>
<tr>
<td>&quot;Top travel destinations&quot;: Suggesting ways to attract tourists to a city</td>
</tr>
<tr>
<td>PAGE 115</td>
</tr>
<tr>
<td>&quot;A dream come true&quot;: Finding out about a classmate’s wishes</td>
</tr>
<tr>
<td>PAGE 116</td>
</tr>
<tr>
<td>&quot;Oh, really?&quot;: Surveying classmates about their experiences</td>
</tr>
<tr>
<td>PAGE 117</td>
</tr>
<tr>
<td>&quot;Fun trips&quot;: Deciding on a trip</td>
</tr>
<tr>
<td>PAGES 118, 120</td>
</tr>
<tr>
<td>&quot;I’m terribly sorry.&quot;: Apologizing and making amends</td>
</tr>
<tr>
<td>PAGE 119</td>
</tr>
<tr>
<td>&quot;Free advice&quot;: Giving advice to classmates</td>
</tr>
<tr>
<td>PAGE 121</td>
</tr>
<tr>
<td>&quot;It’s worth celebrating&quot;: Finding out how classmates celebrate special events</td>
</tr>
<tr>
<td>PAGE 122</td>
</tr>
<tr>
<td>&quot;Cause and effect&quot;: Agreeing and disagreeing with classmates</td>
</tr>
<tr>
<td>PAGE 123</td>
</tr>
<tr>
<td>&quot;You’re hired.&quot;: Interviewing for a job</td>
</tr>
<tr>
<td>PAGE 124</td>
</tr>
<tr>
<td>&quot;True or false?&quot;: Sharing information about famous works</td>
</tr>
<tr>
<td>PAGE 126</td>
</tr>
<tr>
<td>&quot;It’s my life.&quot;: Playing a board game to share past experiences</td>
</tr>
<tr>
<td>PAGE 126</td>
</tr>
<tr>
<td>&quot;It was hilarious!&quot;: Asking classmates’ opinions about movies, TV shows, and celebrities</td>
</tr>
<tr>
<td>PAGE 127</td>
</tr>
<tr>
<td>&quot;Casual observer&quot;: Interpreting body language</td>
</tr>
<tr>
<td>PAGE 128</td>
</tr>
<tr>
<td>&quot;Tough choices&quot;: Deciding what to do in a difficult situation</td>
</tr>
<tr>
<td>PAGE 130</td>
</tr>
<tr>
<td>&quot;Just a bunch of excuses&quot;: Discussing calendar conflicts and making up excuses</td>
</tr>
<tr>
<td>PAGES 129, 131</td>
</tr>
<tr>
<td>&quot;Personality quiz&quot;: Interviewing a classmate to find out about personality characteristics</td>
</tr>
<tr>
<td>PAGE 114</td>
</tr>
<tr>
<td>&quot;Networking&quot;: Comparing people’s careers and personalities to make a seating chart for a dinner party</td>
</tr>
<tr>
<td>PAGE 115</td>
</tr>
<tr>
<td>&quot;Beg and borrow&quot;: Asking classmates to borrow items; lending or refusing to lend items</td>
</tr>
<tr>
<td>PAGE 116</td>
</tr>
<tr>
<td>&quot;Spin a yarn&quot;: Inventing a story from three random elements</td>
</tr>
<tr>
<td>PAGE 117</td>
</tr>
<tr>
<td>&quot;Advertising taglines&quot;: Creating a slogan and logo for a product</td>
</tr>
<tr>
<td>PAGE 127</td>
</tr>
<tr>
<td>&quot;What can you do?&quot;: Drawing possible conclusions about situations</td>
</tr>
<tr>
<td>PAGE 128</td>
</tr>
<tr>
<td>&quot;Celebrity stumps&quot;: Guessing famous people from clues</td>
</tr>
<tr>
<td>PAGES 129, 130</td>
</tr>
<tr>
<td>&quot;On the wrong side of the law&quot;: Deciding on punishments for common offenses</td>
</tr>
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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 designed to advance students within a proficiency level. Each unit is centered around a theme to which all lessons are connected. The units follow a similar sequence across levels that provides scaffolding which enables students in advance within a proficiency level. There are also Progress Check sections at the end of every two units.
Level 1, Progress Check, Units 15-16, pp. 112-113

Units 15-16 Progress check

SELF-ASSESSMENT

How well can you do these things? Check ✓ the boxes.

1. Choose places plans and arrangements (Ex. 1)
   ✓ Very well  □ OK  □ Almost
2. Make and respond to invitations (Ex. 3)
   ✓ Very well  □ OK  □ Almost
3. Unpredictable pass and then help messages (Ex. 3)
   ✓ Very well  □ OK  □ Almost
4. Ask and answer questions about changes in my life (Ex. 4)
   ✓ Very well  □ OK  □ Almost
5. Discuss and decide how to accomplish goals (Ex. 5)
   ✓ Very well  □ OK  □ Almost

1 DISCUSSION The weekend

A: What are you going to do this weekend?
B: On a soccer game this Sunday
C: Why playing?

2 ROLE PLAY Inviting a friend

Student A: Invite Student B to one of the events from Exercise 1. Say whom and when it is.
Student B: Student A invites you out. Accept and ask for more information, offer and give or accept.

Change roles and try the role play again.

Level 3, Progress Check, Units 3-4, pp. 28-29

Units 3-4 Progress check

SELF-ASSESSMENT

How well can you do these things? Check ✓ the boxes.

1. Choose places plans and arrangements (Ex. 1)
   ✓ Very well  □ OK  □ Almost
2. Make and respond to invitations (Ex. 3)
   ✓ Very well  □ OK  □ Almost
3. Unpredictable pass and then help messages (Ex. 3)
   ✓ Very well  □ OK  □ Almost
4. Ask and answer questions about changes in my life (Ex. 4)
   ✓ Very well  □ OK  □ Almost
5. Discuss and decide how to accomplish goals (Ex. 5)
   ✓ Very well  □ OK  □ Almost

1 DISCUSSION Who will you visit this weekend?

A: What will you do this weekend?
B: I will be visiting my family.
C: Why visiting?

2 ROLE PLAY Hosts visiting friends

Student A: You’re planning a dinner party at your house. Think of three things you need help with. Then call a classmate and ask for help.
Student B: Student A is planning a party. Agree to help with some things, but not everything.

“Hi, Martina. I’m planning about the party. Would you mind…?”

Change roles and try the role play again.

3 SPEAKING And then…?

A: Role Work Choose a type of event from the box. Then make up a title for it.

master  meeting  party  holiday  mystery  tomorrow

B: Role Work Exchange titles with another pair. Discuss the questions and what, where, when, why, and how about the other pair’s title. Then make up a story.

C: Share your story with the pair who wrote the title.

4 LISTENING What happened first?

Listen to each situation. Number the events from 1 to 3.

A: She got sick.
B: She went on vacation.
C: She went back to work.

D: John called me.
E: I couldn’t get the message.
F: I called the office.

G: We met our.
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. The texts are designed to address students at a given CEFR Level (with the exception of Level 2). As students progress through one level, they are developing the language proficiency to prepare them for the next level.

3) Scaffolding supports are presented systematically throughout the materials. As described above each unit is based on a single theme to which all lessons are connected. This provides a systematic approach to scaffolding supports.

### D. Accessibility to Grade Level Content

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<tbody>
<tr>
<td>1) Is linguistically and developmentally appropriate grade-level content present in the materials?</td>
<td>Yes</td>
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<tr>
<td>2) Is grade-level content accessible for the targeted levels of language proficiency?</td>
<td>Yes</td>
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<tr>
<td>3) Is the grade-level content systematically presented throughout the materials?</td>
<td>Yes</td>
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1) Since the series is designed for adults and young adults, grade-level content is not explicitly presented in the materials.

2) Grade-level content is not presented in the materials.

3) Grade-level content is not 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

1) The materials include a range of language functions as shown in the Scope and Sequence documents included above.

2) The language functions address a variety of communicative goals and are incorporated into various communicative activities. Each lesson is presented in context and provides opportunities for practicing new language learned in an authentic context. Some examples are shown below.

**SPEAKING** Holidays and festivals

A **PAIR WORK** Choose any holiday or festival. Then ask and answer these questions.
- What is the holiday or festival?
- When is it?
- What are you going to do?
- Where are you going to go?
- Who’s going to be there?
- When are you going to go?
- How are you going to get there?

A: What is the holiday or festival?
B: It’s my city’s Cherry Blossom Festival.
A: When is it?
B: It’s on March twenty-third.
A: What are you going to do?
B: I’m going to go to the park. . . .

B **CLASS ACTIVITY** Tell the class about your partner’s plans.

Intro, Speaking, Unit 11, p. 76
3) The language functions support the progression of language development. Within each unit, students engage in a variety of language functions that are designed to support the progression of language development for the targeted levels.