PRIME™ V2™

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

<table>
<thead>
<tr>
<th>Standards Framework Elements Included in the PRIME Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asset-based Philosophy</td>
</tr>
<tr>
<td>A. Representation of Student Assets and Contributions</td>
</tr>
<tr>
<td>2. Academic Language</td>
</tr>
<tr>
<td>A. Discourse Dimension</td>
</tr>
<tr>
<td>B. Sentence Dimension</td>
</tr>
<tr>
<td>C. Word/Phrase Dimension</td>
</tr>
<tr>
<td>3. Performance Definitions</td>
</tr>
<tr>
<td>A. Representations of Levels of Language Proficiency</td>
</tr>
<tr>
<td>B. Representations of Language Domains</td>
</tr>
<tr>
<td>4. Strands of Model Performance Indicators and the Standards Matrices</td>
</tr>
<tr>
<td>A. Connection to State Content Standards and WIDA Language Development Standards</td>
</tr>
<tr>
<td>B. Cognitive Challenge for All Learners at All Levels of Language Proficiency</td>
</tr>
<tr>
<td>C. Supports for Various Levels of Language Proficiency</td>
</tr>
<tr>
<td>D. Accessibility to Grade Level Content</td>
</tr>
<tr>
<td>E. Strands of Model Performance Indicators</td>
</tr>
</tbody>
</table>
PRIME Part 1: Provide Information about Materials
Provide information about each title being correlated.

Publication Title(s): Skills for Effective Writing, 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 skills units cover a wide range of topics, which, although not directly linked to the WIDA Standards do include language related to 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: First published in 2013; reprinted in 2019

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

“Students are better writers when they master discrete writing skills. Discrete writing skills, such as creating topic sentences and recognizing irrelevant information, are critical for good writers. When students master these skills, all of their writing improves. This allows teachers to focus their time and feedback on the content of student work. This 4-level series teaches these skills and offers extensive practice opportunities.”
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

The series considers students’ assets and contribution through a “Connecting to the Theme” section, which engages students in considering the topic for each unit through a series of questions. Below are examples of this section from units in the leveled student books.

Level 1, Unit 6, p. 22

Level 4, Unit 3, p. 10

1) The series considers students’ assets and contribution systematically throughout the materials. Every unit in each of the four leveled student texts begins with a “Connecting to the Theme”
section, which engages students in considering the topic based on their backgrounds and experiences.
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 developing academic writing skills, language at the discourse dimension is considered in most chapters in all four books.

Level 1, Unit 31, p. 124

Level 2, Unit 9, p. 36

Level 3, Unit 14, p. 55

Level 4, Unit 8, p. 30
The language features at the discourse dimension are addressed systematically throughout the materials. Each chapter begins with a “Skills Presentation” section that addresses the features of language within the discourse dimension. The examples below show the range of topics presented in each of the four student books. The complexity of features addressed increases throughout the four levels.

**Level 1, Unit 1, p. 2**

A. Skill Presentation

An essay includes a thesis statement in the introductory paragraph. The thesis statement gives the main topic of the essay. Many thesis statements have three main points. In a five-paragraph essay, each point is explained in its own supporting paragraph. The supporting paragraphs are called body paragraphs. Each body paragraph begins with a topic sentence. This topic sentence often includes the specific point from the thesis statement.

Supporting sentences follow each body paragraph's topic sentence. They are related to that topic sentence only, not to topic sentences from other body paragraphs. They give specific information about the point from the thesis statement covered in that body paragraph.

**THESIS STATEMENT:** Members of Generation Z grew up with the Internet, cell phones, and social networking sites.

The three main points in this thesis statement are:

1. Generation 2 and the Internet = body paragraph 1
2. Generation 2 and cell phones = body paragraph 1
3. Generation 2 and social networks = body paragraph 3

The topic sentence in the first body paragraph relates to the first point from the thesis statement. The topic sentence and supporting sentences are only about Generation 2 and the Internet. The next body paragraph will be about the second point — Generation 2 and cell phones — and so on.

**Members of Generation Z or Millennials, were raised using the Internet. They cannot remember a time before computers. They have been surfing the Internet since they were young.**

**Level 2, Unit 22, p. 26**

A. Skill Presentation

An outline summarizes, or briefly lists, the most important information in a piece of writing. Outlines help organize ideas from general to specific, or from big ideas down to the smallest ideas. Outlines have special formatting — they use letters and numbers, as well as indentation, to help organize ideas. Look at this outline for a paragraph about fear and humor in advertising.

1. Fear convinces people to buy.
   a. Makes people feel unsafe.
   b. People want a product to feel safe.
2. Humor convinces people to buy.
   a. Entertains people.
   b. Makes people laugh.
   c. People feel good.

Both of these advertising strategies can work well. The outline starts with the main idea of the paragraph. The topic sentence usually states the main idea. At the end of the outline, the main idea is restated. This will be the concluding sentence of the paragraph.

The supporting details of the paragraph are listed under the main idea. You can see words or short phrases to summarize those details. The numbering (1 and 2) shows that these are the first and second supporting details. Notice that they are indented.

- Fear and humor in advertising often get consumers' attention.
- Fear convinces people to buy.

List specific examples underneath each supporting detail. You can use words or short phrases in an outline. The lowercase letters (a, b, and c) show that these are examples for each supporting detail. Notice that they are indented underneath the supporting details.

**Level 3, Unit 23, p. 90**

A. Skill Presentation

Parallel structure means using similar patterns when you write. It helps your sentences flow well, and it makes your writing clearer. Sentences that do not have parallel structure sound awkward and may be incorrect.

Use parallel structure in lists of words (like nouns, verbs, or adjectives), in lists of phrases, and in lists of clauses. Use parallel structure in comparisons, as well.

You will need to give similar compliments whether you are American, Canadian, or British.

People give compliments on appearance, on possessions, on ability, or on personality. A person may tell someone that her hair looks nice, that she drives a nice car, or that she is kind. (Some verb tenses in clauses)

Men do not compliment each other as often as women compliment each other. (some verb structure + some verb tense)

When you write, check your sentences carefully to be sure they have parallel structure. Look for conjunctions like and, or, and but. They can indicate a list, which needs to have parallel structure. Also look for comparison words like as or than. Make sure the structure of the things being compared is parallel.

**Level 4, Unit 6, p. 22**

A. Skill Presentation

Letters make words. Most words use small letters. Some words use capital letters and small letters together.

Professor Garcia, State University

A sentence always begins with a capital letter. A sentence also has only one space between two words. Finally, a sentence usually ends with a period.

My essay is about me. My essay is about me. My essay is about me. My essay is about me.

Sentences make paragraphs. It is important to write paragraphs correctly. A paragraph is about one idea.

In the paragraph below, the sentences are about what my teacher said and what I think. My teacher said that I get good grades. I think I get good grades. The first line of a paragraph is indented. To indent, type about five spaces before the first word. A paragraph is not a list of sentences. At the end of a sentence, type a space. Then begin the next sentence.

I wrote my essay. My teacher liked it. Maybe I will get a good grade.

I wrote my essay. My teacher liked it. Maybe I will get a good grade.

Level 1, Unit 1, p. 2

Level 2, Unit 22, p. 26

Level 3, Unit 23, p. 90

Level 4, Unit 6, p. 22
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, several sections of most of the chapters include practice working with language at the sentence dimension. The examples below show the range of topics related to features of language at the sentence dimension, including conventions, such as capitalization, sentence fragments, sentence types and parallel structure.

2) The language features at the sentence dimension are appropriate for the identified proficiency levels. All the units throughout each of the four levels include an “Over to You” section that
provides practice using language and ideas from the “Skills Presentation” section that begins each unit. The examples below show a progression of topics related to sentence structure, ranging from identification of simple and compound sentences to relative clauses, to topic sentences and controlling ideas, to sentence variety.

**Level 1, Unit 1, p. 2**

**Level 2, Unit 12, p.47**

**Level 3, Unit 3, p.11**

**Level 4, Unit 9, p. 35**
3) The language features at the sentence dimension are addressed systematically throughout the materials. Most of the chapters in each of the four student books focus on language features at the sentence dimension. There is more focus on the sentence dimension in Level 1 and Level 2, but Level 3 and Level 4 also include sentence dimension features with a focus on the different types of sentences used to create paragraphs.
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. In the “Skills Presentation” section, which are included in each unit, language at the word/phrase dimension is represented. In these sections, the words and phrases that are introduced are routinely related directly to writing skills.

A. Skill Presentation

When you write, it is important to use verbs correctly. It helps your reader understand what is happening. In statements, nouns come before verbs.

- **KNOB:** VERB
  - Ms. Franklin teaches English.

Most verbs express action. These are called action verbs. They say what someone or something does. Some action verbs are: ask, find, and study.

- Her brother works very long hours.
  - There are other verbs that do not express action. These are called non-action verbs. This kind of verb can show that something belongs to someone.

- Mia has goals.
  - The verb has shows us that the goals belong to Mia.

This kind of verb can also help describe a quality.

- Emily is intelligent.
  - The verb is shows us that intelligent describes Emily.

Finally, this kind of verb can express a feeling.

- Dino loves his job.
  - The verb love tells us how Dino feels about his job.

Level 1, Unit 5, p. 18  Level 2, Unit 5, p.18

2) Words, expressions, and phrases are represented in context. Every unit in each of the four

---

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.
student books begins with a “Skills Presentation” section in which language at the word/phrase dimension is consistently introduced and represented in the context of an academic writing skill.

3) Because the focus of the book is developing academic writing skills vocabulary is not explicitly taught. The vocabulary is appropriate for the levels as it relates to writing skills being taught.

4) Since vocabulary instruction is not the focus of the materials, general, specific and technical language is not systematically addressed. 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. Each book is designed for students at one of four CEFR proficiency levels, from level A2 to level C1. The range of topics and writing skills addressed in each book is appropriate for each CEFR level. (See descriptions of CEFR levels below as well as the topics and skills addressed in each book.)
Differentiation of language is systematically addressed throughout the materials. 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.”
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 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.”
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.*

Level 4, Table of Content, pp. iv-v
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 not targeted in the materials. Since the focus is on the development of academic writing skills, only the domains of reading and writing are included.

2) The targeted language domains are presented within the context of language proficiency levels. As mentioned above, each of the four student books is designed for students at one of four CEFR levels from A2 through C1. The targeted language domains of reading and writing are appropriate for each level.

Level 1, Unit 10, pp. 38 & 40

Level 2, Unit 15, pp. 58 & 60

See examples from Level 3 and Level 4 on the next page.
A. Skill Presentation

There are three ways to improve the clarity of your writing. One way is to use language that is specific, not vague or general. Use specific adjectives to add more information. Avoid common words like good, great, nice, and lost — these are too general and do not help make ideas clearer. Look at the sentence. To improve clarity, we could change good to a word like skilled — a more vivid and specific adjective.

She is good at choosing colors for websites.

A second way to improve clarity is to use pronouns carefully. A pronoun that refers to a noun in a previous sentence may be confusing. If it is not completely clear what a pronoun refers to, change it to a specific noun or noun phrase. Look at this sentence. What Laura enjoys is not completely clear. The pronoun might refer to the cross-cultural impact of color, to share research, or to an event. To improve clarity, we could change it to a specific noun or noun phrase like learning about cross-cultural differences.

Laura does research on the cross-cultural impact of color before she plans an event. She enjoys learning about cross-cultural differences.

A third way to add clarity to your writing is to use action verbs instead of to be as the main verbs. This makes the sentence more specific, helps the reader understand meaning, and makes your writing more interesting. Be careful — sometimes when you place a form of to be an action verb, you may need to replace the sentence. Look at this sentence. To improve clarity, we could change was careful to an active verb phrase like made careful decisions.

He did not want to offend his hosts, so he was careful decisions about choosing colors for business gifts.

C. Practice

1. Circle the correct choices for each item.
   - good / significant
     - The color red is often used on signs because it has a big impact on the people who see it.
   - soft / stimulating
     - Some experts believe that the color orange has a good effect on someone’s appetite.
   - negative / neutral
     - A 2008 study showed that some cultures have a bad reaction to brown and orange.
   - place an important role / is useful
     - Color choice is important in global marketing.
   - good / safe
     - Culture experts say that yellow is a safe choice for gift giving in Asia.
   - People in different cultures / Colors
     - People in different cultures view colors in different ways. They can be considered lucky or unlucky, depending on where you are.
   - The color green / Food packaging
     - Green is used more than blue in food packaging. It often signifies something “healthy” or “natural.”
   - Reputation / This color
     - People often say the word “bizarre” in the West. It was the choice of kings and queens in the Middle Ages.
   - produces calm feelings / causes stress
     - According to Western psychology, blue is calming for many people.
   - create / do
     - 10 Ming two hues can make a third color.

Level 3, Unit 10, pp. 38 & 40

A. Skill Presentation

A fact is something that is true and can be proven. An opinion is someone’s feelings or beliefs about something. Look at these sentences.

FACT: Research shows that home-cooked meals usually include more fruits and vegetables than meals in restaurants.

OPINION: Home-cooked meals taste better than meals in restaurants.

Facts help make writing more objective and important. You should include them in academic writing. Remember that many facts require a citation to provide details about where the information came from.

If you do include opinions in your writing, for example, when you make an argument in an essay, use facts to support the opinions and make them stronger and more objective. Look at this excerpt from an academic essay about parents eating meals with their children. It improves the writer’s argument that parents should eat with their children. The writer then uses facts to support the idea. This makes the writing stronger and more objective.

Parents should eat at least one meal a day with their children. Research shows that there are many benefits when a family eats together. Several studies by Becky Hard, a dietitian, have indicated that children are healthier when they eat five to six meals a week with their parents.

C. Practice

1. Match each opinion (1-6) with the sentence that contains a fact to support it (a-f).
   - a. About 80 million adults in the United States currently suffer from heart disease, according to the American Heart Association.
   - b. For example, the U.S. Department of Agriculture (USDA) recommends that people who are at risk for heart disease consult a doctor before exercising.
   - c. The Food and Drug Administration (FDA) strongly supports the claim that parents and teachers can fight unhealthy weight gain by teaching children about eating better.
   - d. The Food and Drug Administration says healthy choices include lean meats that are baked, boiled, or grilled.
   - e. The USDA advises parents to exercise for 30 minutes a day to prevent weight gain that may lead to serious health problems.
   - f. Shirley Rickerly, a dietitian, stresses that shoppers who understand what is in their food can more clearly see the connections between ingredients and health.

Level 4, Unit 14, pp. 54 & 56
3) The targeted language domains are systematically integrated throughout the materials.

As mentioned above, each or the four student books is designed for students at one of four CEFR levels from A2 through C1. The targeted language domains of reading and writing are appropriate and systematically addressed for each level.

**Level 1, Unit 18, pp. 70-71**

**Level 2, Unit 27, pp. 106-107**

**Level 3, Unit 11, pp. 42-43**

**Level 4, Unit 11, pp. 42-43**
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. Each section of the unit, with the exception of “Skills Presentation,” begins with instructional language in the form of directions. The examples below show the “Skills Quiz” section, which end each unit and include language related to the skill presented. Language from other standards may be included depending on the theme for each unit.

Level 1, Unit 18, p. 72

Level 2, Unit 24, p. 97

See the next page for examples from Level 3 and Level 4
D. Skill Quiz

Check (✓) the correct answer for each item.

1. All sentences in a paragraph:
   a. are general and not specific.
   b. are related to the same topic.
   c. introduce new topics.

2. Supporting sentences:
   a. give more information about the main idea.
   b. are not related to the topic sentence.
   c. are general and not specific.

3. A paragraph that has unity includes supporting sentences:
   a. that relate only to topics in previous paragraphs.
   b. that only support the topic sentence.
   c. that give information about a variety of topics.

4. A piece of writing that has unity is usually:
   a. strong and clear.
   b. vague and confusing.
   c. serious and educational.

5. Choose the main idea of this topic sentence:
   Companies believe diversity in the workforce is very important.
   a. There are companies that hire employees with different backgrounds.
   b. Some companies make more profits when they hire diverse employees.
   c. Companies believe diversity is important.

6. Choose the main idea of this topic sentence:
   Patagonia gives one percent of its profits to charities.
   a. Patagonia has increased its sales.
   b. Patagonia hires more employees.
   c. Patagonia gives to charities.

7. Choose the supporting sentence for this topic sentence that will not give the paragraph unity:
   Some sentences believe diversity in the workforce is very important.
   a. They believe employees from different backgrounds make stronger teams.
   b. To encourage diversity, employers should offer employees from a variety of countries.
   c. Many companies also provide different resources to their employees.

8. Choose the supporting sentence for this topic sentence that will not give the paragraph unity:
   Patagonia gives one percent of its profits to charities.
   a. They typically give money to environmental groups.
   b. Many Patagonia employees own companies in the outdoors.
   c. Many Patagonia employees are proud to work for a company that gives money to good causes.

9. Choose the main idea of this topic sentence:
   Employees at companies like Patagonia are usually satisfied.
   a. Some employees work more perks.
   b. Some employees are dissatisfied.
   c. Some employees have happy employees.

10. Choose the supporting sentence for this topic sentence that will not give the paragraph unity:
    Companies believe diversity in the workforce is very important.
    a. They believe employees from different backgrounds make stronger teams.
    b. To encourage diversity, employers should offer employees from a variety of countries.
    c. Many companies also provide different resources to their employees.

6. Choose the sentence that is the most objective and impersonal:
   a. Teenagers should not multitask because they tend to make horrible mistakes when they do several things at once.
   b. Even though teenagers are better at multitasking than older adults, they tend to make horrible mistakes when they do several things at once.
   c. Teenagers may be better at multitasking than adults, but they tend to make more mistakes when doing several things at once.

7. How is the original sentence revised to make it more objective, impersonal, and persuasive?
   Original: The human brain is not capable of doing two complex tasks at the same time. Therefore, it may be impossible to do two simple tasks at the same time.
   Revised: Some studies show that it can lead to poor critical thinking and analytical skills.
   a. made language more neutral
   b. included an example
   c. included an area of agreement

8. How is the original sentence revised to make it more objective, impersonal, and persuasive?
   Original: For teenagers, multitasking may have negative effects on brain development. Therefore, for teenagers, multitasking may have negative effects on brain development. Some studies show that it can lead to poor critical thinking and analytical skills.
   Revised: For teenagers, multitasking may have negative effects on brain development. Some studies show that it can lead to poor critical thinking and analytical skills.
   a. made language more neutral
   b. included an example
   c. included an area of agreement

Level 3, Unit 11, p. 45

Level 4, Unit 19, p. 77
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 present opportunities for language learners to engage in various cognitive functions (higher-order thinking skills from Bloom’s taxonomy) regardless of their language level. Throughout the materials, students are engaged in activities at a wide range of cognitive levels, including levels higher on Bloom’s taxonomy.

Students have to **evaluate** the relevance of sentences within a paragraph.

![Image 1](https://via.placeholder.com/154x366.png)

2 Read the paragraph. How many irrelevant sentences are there? Check (√) the correct answer.

An academic adviser is a person who can help with decisions about school. There are many ways your adviser can help. It is a good idea to get your adviser’s advice before you choose a major. Talk to your adviser about the classes that interest you. Be sure to tell your adviser about your favorite social activities. Your adviser can also help you if you are having trouble in a course. Many students' parents care about their children's personal problems. Your adviser may also show you websites with tips about how to succeed in school. You may be able to find out personal information about your teachers online, too. **An adviser can also help you with questions like “How many classes should I take each semester?”** It is important to speak with your adviser about any academic issues you have.

- a. There are three irrelevant sentences. Sentences: __________________
- b. There are four irrelevant sentences. Sentences: __________________
- c. There are six irrelevant sentences. Sentences: __________________

Level 1, Unit 22, p. 88

Students have to **remember** and **understand** transitions the show opinions or conclusions.

![Image 2](https://via.placeholder.com/164x144.png)

3 Read the sentences from paragraphs about epidemics. In each group of sentences, check (√) three sentences with transitions that show opinions or conclusions.

1  
- a. Many viruses come from animals.
- b. Animals that are infected with a virus sometimes spread the virus to humans.
- c. This can lead to an epidemic.
- d. In my opinion, people need to be careful when they work with animals.
- e. Most importantly, there should be laws about how people work with animals.
- f. Studies show this can help stop viruses from spreading.
- g. In closing, laws and education could help prevent epidemics.

- a. The Centers for Disease Control and Prevention (CDC) helps people understand epidemics.
- b. In my view, the CDC has done an excellent job of educating people.
- c. However, many people still die each year from preventable illnesses.
- d. In my opinion, even more education would help.
- e. For this reason, the CDC needs to create more programs to fight the spread of disease.

Level 2, Unit 31, p. 123
2) There are opportunities for systematically engaging in higher order thinking. Throughout the materials, students are asked to **remember** and **understand** the skills presented in the unit in the “Check” section, which presents fill-in-the-blank statements based on the skill presented. They are also asked to **analyze** and **evaluate** sentences and paragraphs to demonstrate understanding of the writing skills presented in each unit.

Students have to **understand** the sentence and **analyze** each to determine which two sentences would be included in the same paragraph.

### Level 3, Unit 13, p. 52

**Match each sentence (1–7) with a sentence (a–g) from the same paragraph. Look for pronouns and synonyms to help you.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Companies consider teenagers' interests when they create new products.</td>
</tr>
<tr>
<td>2</td>
<td>Many companies want their employees to be creative.</td>
</tr>
<tr>
<td>3</td>
<td>Consumers often react to commercials with positive messages.</td>
</tr>
<tr>
<td>4</td>
<td>Advertisements with a negative tone can sometimes be effective.</td>
</tr>
<tr>
<td>5</td>
<td>Consumers have various reactions to advertising.</td>
</tr>
<tr>
<td>6</td>
<td>Some companies use ads to promote a certain product.</td>
</tr>
<tr>
<td>7</td>
<td>Big companies spend millions of dollars in advertising each year.</td>
</tr>
</tbody>
</table>

**a** Workers who use their imaginations at work are often better at solving problems.  
**b** Negative ads can draw attention to a product and make consumers want to know more about it.  
**c** It may actually become popular if people respond to the ad.  
**d** Teens spend a lot of money on products, and these companies want to appeal to them.  
**e** One business spent over $90 million dollars on commercials.  
**f** An ad with a positive message makes consumers feel good, and it may help to sell products.  
**g** Their immediate response to an ad often makes them decide whether or not to buy it.

### Level 4, Unit 19, p. 75

**Circle the more neutral words.**

1. Multitasking while trying to learn something new is **wise** | **stupid.**
2. It is **problematic** | **outrageous** to assume that focusing on new information while checking e-mail and writing text messages is possible.
3. The ability to absorb new information may be **ruined** | **limited** by multitasking.
4. It is **misguided** | **ridiculous** to believe that multitasking is fundamentally better than doing just one task at a time.
5. Because they are accustomed to multitasking in all areas of their lives, many students **dislike** | **hate** waiting until after class to check their text messages.
6. Concentrating on schoolwork is important; therefore, it is **idiotic** | **risky** to study while watching television and talking on the phone.
7. The belief that a student can read a magazine during class and retain the details of the lecture may well be **crazy** | **irrational**.
8. Focusing on more than one thing at a time is **stupid** | **ill-advised** when the goal is to absorb new and complex information.
9. People who multitask while learning tend to perform **poorly** | **horribly** on analytic test questions.
10. Researchers at Toringville University conducted an **exciting** | **informative** experiment to study the effects of multitasking.
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 do not provide explicit scaffolding supports for students to advance within a proficiency level because each book targets a single CEFR level. The sequencing of units forms a type of scaffolding as each new skill presented builds on the skills in previous units.

2) The materials do not provide scaffolding supports for students to progress from one proficiency level to the next because, as stated above, each leveled book targets a single proficiency level. However, successful completion of each book should prepare the student for the subsequent level (unless the student begins at Level 4, which is the highest level in the series).

3) Scaffolding supports are not presented systematically throughout the materials since the content presented in each book is designed to be appropriate for a given proficiency level. As mentioned above, their systematic sequencing of content from one unit to the next functions as a form of scaffolding.

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.

Students have to sequence sentences to form logical paragraphs

<table>
<thead>
<tr>
<th>2 Number the sentences in each item in the correct order to make logical paragraphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Level 1, Unit 33, p. 132
2) The language functions are incorporated into a communicative goal or activity. There are a variety of activities that incorporate communicative goals directly related to the writing skills being taught within each unit. These activities are included across all levels.

Students have to **recognize** and **identify** words that are more formal in tone.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Level 2, Unit 13, p. 52</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Circle the correct words to give the text a more formal tone.</td>
<td></td>
</tr>
<tr>
<td>1 When humans are</td>
<td>you're sleeping, you</td>
</tr>
<tr>
<td>2 In the second stage, the brain slows down. It's</td>
<td>it is more difficult to wake someone</td>
</tr>
<tr>
<td>3 In the third and fourth stages, R.E.M., or Rapid Eye Movement, occurs. R.E.M. usually happens when a person is</td>
<td>you're having detailed dreams. You</td>
</tr>
<tr>
<td>4 If the third or fourth sleep cycle is interrupted, it'll probably have</td>
<td>there may be negative effects on the body. To prevent waking up during the night, you</td>
</tr>
<tr>
<td>5 It is probably not a good idea to</td>
<td>you should not sleep with music or the television on. Relaxing activities, such as reading or stretching, may also help you</td>
</tr>
<tr>
<td>6 People</td>
<td>You who have trouble sleeping should probably try to take naps to avoid becoming overtired. Those who nap</td>
</tr>
</tbody>
</table>

Students have to **distinguish** four different types of paragraphs

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Level 3, Unit 31, p. 123</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Korean supermarkets in the United States are similar to supermarkets in South Korea. Both Korean supermarkets in South Korea and in the United States sell kimchi. Most Korean supermarkets in South Korea only sell Korean products, but in the United States they sometimes also sell Japanese products.</td>
<td></td>
</tr>
<tr>
<td>2 It is important to support the new Korean supermarket in the neighborhood. The store offers a variety of products needed in traditional Korean meals. If more people shop at the market, more Korean products will become available.</td>
<td></td>
</tr>
<tr>
<td>3 There are a variety of Korean products in the new supermarket. It is easy to find Korean products, like spicy kimchi and crisp green Korean pears. The salty smell of fresh fish fills the aisles.</td>
<td></td>
</tr>
<tr>
<td>4 Many Korean immigrants are moving to smaller cities in the United States. They are moving because smaller towns are more affordable, and there are opportunities to open small businesses.</td>
<td></td>
</tr>
</tbody>
</table>

See next page for an example from Level 4.
Students have to compare techniques for making language objective and impersonal.

2) Read the sentences and decide which technique the writer included to make the writing objective and impersonal. Write NL for Neutral Language, E for Example, or PA for Partial Agreement.

---
1. Although multitasking may be effective when performing simple tasks such as making photocopies or organizing papers, it is not an ideal way to learn.
2. Many mistakenly believe that multitasking means doing several things at once, but it is actually the process of quickly switching from one activity to another.
3. The human brain is not capable of doing two tasks at once that require equal focus. A person cannot, for instance, read and understand an article while writing an effective essay about a different topic.
4. Many teenagers make the questionable decision to do three or four things simultaneously rather than focus on one activity at a time.
5. As a group, teenagers actually make more errors when they attempt to multitask, although they may get things done more quickly.
6. Multitasking often introduces errors that could have been avoided by doing one task at a time. One study indicated that a teenager doing homework while talking on a cell phone made more errors than a teenager who performed each activity separately.

Level 4, Unit 19, p. 76

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.