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): Ventures
Publisher: Cambridge University Press
Materials/Program to be Reviewed: Student’s Books and Teacher’s Editions (additional materials not reviewed include Online Workbooks, Presentation Plus, Ventures Arcade and Kahoot Quizzes)
Tools of Instruction included in this review: Student’s Books and Teacher’s Editions
Intended Teacher Audiences: Teachers of Integrated Skills courses for Adult Education or Young Adults (aligned to WIOA, NRS, English Language Proficiency, and College and Career Readiness standards).
Intended Student Audiences: ESL Adult Education or ESL Young Adults
Language domains addressed in material: Listening, Speaking, Reading and Writing

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

WIDA Language Development Standards addressed: (e.g. Language of Mathematics): Although the WIDA Language Development Standards are not explicitly referenced in the materials, multiple other standards are referenced, including: ELPS Correlation, Florida ESOL Correlation, LAUSD Language Competencies Correlation, LAUSD Language Skill Proficiencies Correlation, and Texas Adult Ed and Literacy ESL Standards Correlation. These correlations can be found here or at: https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/ventures-3rd-edition/resources?expandedMoreOptions%5b%5d=resourceType&resourceType%5b%5d=Correlation.

Although the topics included in the series do not directly related to the K-12 content areas, Social and Instructional Language is included as well as some language related to English Language Arts, Math, Science and Social Studies.

WIDA Language Proficiency Levels included: The WIDA Language Proficiency Level are not referenced, but Common European Framework of Reference for Language (CEFR) Levels are.

Most Recently Published Edition or Website: 3rd Edition 2018

In the space below explain the focus or intended use of the materials: Ventures is a six-level, four-skills, standards-based, integrated-skills series designed to enable students to achieve their academic and career 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. Throughout the series student assets and contributions are explicitly considered in the following sections:

- **Lesson A Listening.** This introductory lesson to each unit begins with visuals that introduce the topic of the unit and activate prior knowledge by asking students questions such as: “What do you see?” “Where are these people?” “What is happening?” before they listen.

- **Lesson B (Grammar):** This lesson presents a different grammar point for each unit which includes animated presentations that students can access via QR codes which allow for self-directed learning.

- **Lesson D Reading:** This lesson includes a three-step reading approach that highlights skills and strategies which students may already bring to the process of reading, such as previewing, predicting and skimming.

- **Lesson F Another View.** One section of this lesson leverages students’ backgrounds and experiences by presenting a real-world problem that they are asked to solve.

Examples of each of these lessons from units across the series are shown below.
Lesson A Listening Basic, Unit 7, p.84

Lesson A Listening Level 2, Unit 4, p. 44

Lesson A Listening Level 3, Unit 2, p. 18

Lesson A Listening Transitions, Unit 7, p. 62
Lesson B Where is the pen?
Level 1, Unit 2, p. 20

Lesson B Adverb clauses
Level 3, Unit 6, p. 72

Lesson B When did you move here?
Level 2, Unit 6, p. 72

Lesson B Indirect questions
Level 4, Unit 3, p. 34
Lesson D Reading

Level 3, Unit 2, pp. 24-25

Before you read

1. Read the title and strategies. Answer the questions.
   1. What are the main ideas in the strategies?
   2. What strategies do you use to learn English?

2. Read

Read the article and read again.

STRATEGIES FOR LEARNING ENGLISH

1. Transitions: Read the first paragraph and underline the transitional words.
2. Use the second paragraph to identify the main ideas.
3. Write a summary of the article using your own words.

Lesson D Reading

Transitions, Unit 7, pp. 66-67

After you read

1. Check your understanding.
2. What is the main idea of the article?
3. What is your opinion of the argument presented?
4. Write a summary of the article using your own words.
5. Write a reflection on how you learned the strategies.

Lesson D Reading

Level 3, Unit 2, pp. 24-25

Before you read

1. Read the title and strategies. Answer the questions.
   1. What are the main ideas in the strategies?
   2. What strategies do you use to learn English?

2. Read

Read the article and read again.

STRATEGIES FOR LEARNING ENGLISH

1. Transitions: Read the first paragraph and underline the transitional words.
2. Use the second paragraph to identify the main ideas.
3. Write a summary of the article using your own words.

Lesson D Reading

Transitions, Unit 7, pp. 66-67

After you read

1. Check your understanding.
2. What is the main idea of the article?
3. What is your opinion of the argument presented?
4. Write a summary of the article using your own words.
5. Write a reflection on how you learned the strategies.

Lesson D Reading

Transitions, Unit 7, pp. 66-67

After you read

1. Check your understanding.
2. What is the main idea of the article?
3. What is your opinion of the argument presented?
4. Write a summary of the article using your own words.
5. Write a reflection on how you learned the strategies.
2) Student assets and contributions are systematically considered in the materials. Since each of the lessons referenced above are included in every unit across the series, student assets and contributions are considered systematically.
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

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. Every lesson in every unit includes a “Reading” section, so students routinely engage with language at the discourse dimension. The examples below show a range of readings across the different identified proficiency levels.

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**Basics, Unit 5, p. 64**

**Level 1, Unit 3, p. 38**

**Level 2, Unit 5, p. 50**
2) The language features at the discourse dimension are addressed systematically in a consistent manner for all identified proficiency levels. In addition to the “Reading” sections in each unit across all levels, student systematically engage with language features at the discourse level through “Writing” sections in each unit across levels. The examples below represent the consistent manner in which writing activities engage students in the use of the features of language at the discourse dimension.
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. While language features at the sentence dimension are addressed in a consistent manner for all identified proficiency levels, the lessons that address grammar show this most explicitly. The examples below are representative.

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**Level 1, Unit 6, p. 72**

**Lesson B What do you do in the evening?**

**Grammar focus:** simple present; What questions

Use the simple present tense for a repeated or regular action.

Questions:

- What do you do in the evening?
- What do you do in the afternoon?
- What do you do every morning?
- What do you do on weekends?
- What do you do after school?

**Practice**

A. Write sentences that have the same meaning as the examples.

1. What do you do in the evening?
   - I do homework.

2. What do you do in the afternoon?
   - I play sports.

**Level 4, Unit 7, p. 86**

**Lesson B Subject-pattern adjective clauses**

**Grammar focus:** who, that, and which

- Adjective clauses come after a noun and begin with a relative pronoun (who, that, or which) to express a relative relationship.
- They are used to provide more information about the noun.

- **The camera costs only $99.**
  - The camera which is on sale.
  - The camera which costs only $99.
- **The camera is brand new and only $99.**
  - The camera that is brand new.
  - The camera that costs only $99.
  - The camera that is new and only $99.

**Practice**

A. Write the following sentences using an adjective clause. Include at least one relative pronoun.

1. I want to buy a camera which is not expensive.
   - I want to buy a camera which costs less.
   - I want to buy a camera which weighs less.
   - I want to buy a camera which is easy to use.

2. My friend told me about a camera store. It sells used equipment.
   - My friend told me about a camera store that sells used equipment.
   - My friend told me about a camera store which sells used equipment.

3. Customers like to shop at Super Cameras. They appreciate good service.
   - Customers like to shop at Super Cameras which are known for good service.
   - Customers like to shop at Super Cameras that are known for good service.

4. The crowd is very happy. It works in customer service.
   - The crowd that is very happy.
   - The crowd which is very happy.

5. These days, many people want to return称赞. It has separate terms.
   - These days, many people want to return称赞 which has separate terms.
   - These days, many people want to return称赞 that has separate terms.

6. Some people used to return称赞. It is defective.
   - Some people used to return称赞 which is defective.
   - Some people used to return称赞 that is defective.

7. Buyers may be surprised. They don’t know about a store’s return policy.
   - Buyers may be surprised that they don’t know about a store’s return policy.
   - Buyers may be surprised which they don’t know about a store’s return policy.

8. Many people now have smartphones. The phones have excellent cameras.
   - Many people now have smartphones which have excellent cameras.
   - Many people now have smartphones that have excellent cameras.
2) The language features at the language dimension are appropriate for the identified proficiency levels. The six-level series is aligned to the following Common European Framework of Reference (CEFR) Levels. Sentence dimension language is suitable for students at these levels.

- Basic: A0-A1
- Level 1: A1
- Level 2: A2
- Level 3: B1
- Level 4: B1+
- Transitions: B1-B2

3) The language features at the sentence dimension are addressed systematically for the identified proficiency levels. As shown in the examples above, language features at the sentence dimension are appropriate for the identified levels and are addressed systematically.

Basics, Level 8, p. 98
Level 1, Unit 8, p. 98
Level 2, Unit 5, p. 61
Level 3, Unit 6, p. 73
Level 4, Unit 7, p. 91
Transitions, Unit 4, p. 34
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. The examples below are a representative sample of how language at the word/phrase dimension is presented consistently for the proficiency levels targeted for each book.

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Basics, Unit 1, p. 7  
Level 1, Unit 3, p. 33  
Level 2, Unit 6, p. 72
2) Words, expressions, and phrases are represented in context. The examples above show how vocabulary is presented in a variety of lessons within each unit and how words and phrases are presented in context.

3) General, specific, and technical language is appropriate for the targeted proficiency levels. The examples below show the progression of vocabulary from three different levels. The topic for Unit 9 in each of these texts is “Daily Living.”

4) General, specific, and technical language is systematically presented throughout the materials. Because the topics for all levels except “Transitions” are centered on the same 10 topics, the vocabulary is systematically presented.
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

<table>
<thead>
<tr>
<th>1) Do the materials differentiate between the WIDA language proficiency levels?</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tr>
<td>2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>3) Is differentiation of language systematically addressed throughout the materials?</td>
<td>Yes</td>
<td>No</td>
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</table>

1) The materials do not differentiate between the WIDA language proficiency levels because the materials are based on the CEFR Levels referenced above.

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>
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<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></td>
<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>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) Differentiation of language is systematically addressed throughout the materials because each of the 10 units within each text are targeted to very specific proficiency levels as defined by CEFR. The representative Scope and Sequence documents below further support the systematic progression of language as students build their proficiency in English.
Level 2, Scope and Sequence, Units 1-5, pp. viii-ix
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. The pages from the Unit Tour that introduce each text illustrate the range of multimodal activities in which students are engaged.

Level 2, Unit Tour, pp. x-xi
Level 3, Unit Tour, pp. xii-xiii

2) The targeted language domains are presented within the context of language proficiency levels. Because each text targets specific proficiency levels the targeted language domains are appropriate.

3) The targeted language domains are systematically integrated throughout the materials. As the screenshots from the representative Unit Tour above shows there is a systematic integration of the target language domains.
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

1) Do the materials connect the WIDA language development standards to state academic content standards?  
   **Yes**  **No**

2) Are 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) Academic content standards are systematically represented throughout the materials. In addition to the correlations in the example below, additional correlations are available online at the link at the bottom of the page.
3) Social and instructional language as well as language associated with the four remaining WIDA standards are present in the materials. These additional Scope and Sequence documents show the variety of topics and associated language.

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| Level 1, Scope and Sequence, pp. vi-vii |
Level 1, Scope and Sequence, pp. iv-v

### Student's Book 3

#### MEANING
- Reading and understanding
- Writing and speaking
- Life Skills
- Pronunciation

#### READING
- Pre-reading activities
- Text and comprehension
- Vocabulary and grammar
- Reading for specific information
- Critical thinking
- Writing: descriptive writing
- Writing: narrative writing
- Writing: expository writing
- Writing: persuasive writing
- Writing: creative writing

#### WRITING
- Pre-writing activities
- Text and composition
- Vocabulary and grammar
- Writing: descriptive writing
- Writing: narrative writing
- Writing: expository writing
- Writing: persuasive writing
- Writing: creative writing

#### LIFE SKILLS
- Pre-skills activities
- Text and use of language
- Vocabulary and grammar
- Listening and speaking
- Reading and writing
- Speaking and listening
- Critical thinking

#### PRONUNCIATION
- Pre-pronunciation activities
- Text and pronunciation
- Vocabulary and grammar
- Pronunciation: diphthongs
- Pronunciation: consonants
- Pronunciation: vowels
- Pronunciation: intonation
- Pronunciation: stress
- Pronunciation: rhythm

### Level 1, Scope and Sequence, pp. vi-vii

#### Unit Title

| Unit Title | Functions
| --- | --- |
| **Unit 1** | Learning to read and write
| **Unit 2** | Learning to do
different things

#### Listeners and Speakers

| Listeners and Speakers | Functions
| --- | --- |
| **Unit 1** | Learning to read and write
| **Unit 2** | Learning to do
different things

#### Vocabulary

| Vocabulary | Functions
| --- | --- |
| **Unit 1** | Learning to read and write
| **Unit 2** | Learning to do
different things

#### Grammar

| Grammar | Functions
| --- | --- |
| **Unit 1** | Learning to read and write
| **Unit 2** | Learning to do
different things

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*Note: The above content is a simplified representation of the information presented in the images.*
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 and understanding as well as applying their learning.

2) Opportunities for students to engage in higher order thinking skills are systematically addressed in the materials. Specifically, each unit includes a lesson that poses a problem for students to solve that systematically engages them in higher order thinking. Some examples of these are shown below.

B Solve the problem. Which solution is best? Circle your opinion.

Tony bought a bookcase at Al’s Discount Furniture. When he got home, the bookcase was too large for his room. Tony wants to exchange the bookcase for a smaller bookcase, but he can’t find his receipt. What should he do?

1. Take the bookcase back to the store. 3. Give the bookcase to his friend.
2. Call the store and ask for the sales clerk. 4. Other: _______________________

Level 2, Unit 7, p. 94

B Solve the problem. Give your opinion.

Carlos has a wife and two young sons. He has been offered a great job in New Jersey. He currently lives in Florida, and all his family lives nearby. He wants to be able to provide his children with a good education, and he wants good public safety. However, the winters are very cold and Carlos has always lived close to his family. What should he do?

Level 3, Unit 9, p. 120

B Solve the problem. Give your opinion.

You work in the accounting department of a medium-sized company. The quality of one of your coworkers has gone down. She has also called in sick quite a lot recently, which means you end up doing more work. What should you do?

Level 4, Unit 4, p. 54
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 based on a single theme to which all lessons are connected. The initial activity in the first lesson builds background or activates prior knowledge before students are asked to listen to an audio clip and respond to comprehension questions. Then, they complete a cloze reading passage with the support of a word bank. Related grammar is introduced next and students are given opportunities to practice this grammar focus in context. This is followed by a reading and a comprehension check. A writing task connected to the theme is next. The final lesson includes a life-skills reading task and a problem to solve. Below is an example of this sequence:

Level 4, Unit 5, pp. 58-59
Lesson B Time clauses

Grammar focus: clauses with until and as soon as

1. Form time clauses with until and as soon as.
   a. Until
      - Until an event happens or until a period of time ends.
      - Until a condition is satisfied.
   b. As soon as
      - As soon as a condition is satisfied or a period of time ends.

Practice:
A. Write: Complete the sentences with until or as soon as. Circle the time clause.
   1. a. He didn’t go out last night. He had to work until 10 o’clock.
      b. She didn’t start writing until she had finished her homework.
   2. a. We went to the park on Sunday. We stayed until it started raining.
      b. She didn’t come back until she had finished her homework.

B. Write: Complete the sentences with until or as soon as.
   1. a. He didn’t go out last night. He had to work until 10 o’clock.
      b. She didn’t start writing until she had finished her homework.
   2. a. We went to the park on Sunday. We stayed until it started raining.
      b. She didn’t come back until she had finished her homework.

Lesson C Verb tense contrast

Grammar focus: repeated actions in the present and past

1. Tense and past participles to express repeated actions in the present and past.
   a. Present Tense: Uses the verb in the present tense.
   b. Past Tense: Uses the verb in the past tense.
   c. Past Participle: Uses the past participle form of the verb.

Practice:
A. Write: Complete the story with the present, present perfect, or past forms of the verbs.

   Sally has been volunteering at the homeless shelter for two years. Last year she went there once a week and helped to serve lunch. She also worked at a local coffee shop. She is planning to volunteer at the homeless shelter for another year.

B. Write: Complete the story with the present, present perfect, or past forms of the verbs.

   Sally has been volunteering at the homeless shelter for two years. Last year she went there once a week and helped to serve lunch. She also worked at a local coffee shop. She is planning to volunteer at the homeless shelter for another year.
Lesson D Reading

Before you read
1 Look at the picture. What is unusual about it?
2 Read the text. What do you think the story will be about?

Read
3 Read the newspaper article. Listen and read again.

RUNNING WITH ROPES

Imagine running with your eyes closed. How do you feel? Terrified? Scared?
Justin Andrews knows these feelings very well. Justin is a chalked long-distance runner who has his vision because of a given illness. For the past six months, he has been running twice a week with the help of volunteer runners at Running with Ropes, an organization that assists blind and visually impaired runners. "Running with Ropes has changed my life," Justin says. "Still I heard about it, I thought I'll never run outside again."

Volunteers at Running with Ropes make a commitment to volunteer twice to four hours a week. Scott Lindsay, one of the running volunteers, explains what they do. "We see ropes to put ourselves in the blind runners and guide them around and over obstacles, such as holes in the road and other runners."

Scott has learned how to keep the rope loose so the blind runner has more freedom. He deeply respects the blind runners’ tenacity. "They are incredibly determined," he says. "It doesn’t matter if it’s hot, rainy, or snowy—they are going to run." Scott says it is gratifying to share in the joy of the runners and to find that they trust him. "The four hours I spend at Running with Ropes are the most rewarding part of my week," he says. "It’s really a worthwhile commitment."

After you read
A Check your understanding:
1. According to the author, why is Running with Ropes a worthwhile experience?
2. Who is Justin Andrews? What happened to him?
3. How is he able to run?
4. Compare what Justin says in paragraph 3 and what Scott says in the last paragraph about Running with Ropes.
5. Based on Justin and Scott’s statements about their experiences, do you think they will continue to participate in the program? Why or why not?

B Build your vocabulary:
1. Look at the reading and below. Then, in the reading passage, underline the words from the chart. Decide if their meanings are positive or negative. Fill in the boxes that complete the chart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Positive</th>
<th>Negative</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
<td></td>
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C Talk with a partner:
1. When do you feel most insecure?
2. Tell about something that makes you proud.
3. Describe a challenging experience.
4. What is a commitment you have made in your life?

Lesson E Writing

Before you write
A Talk with your classmates. Look at the picture. Answer the questions.

1. Who is in the picture? Where are they?
2. Do you think the young woman is doing something important? Why or why not?

Read the paragraph.

My friend, Veeleene, is one of the most compassionate people I have ever met. After college, she wanted to do something truly worthwhile, so she spent a year working as a literacy volunteer in northeastern Brazil. At the time, this area didn’t have any libraries, so Veeleene traveled to different schools in a mobile library van. As soon as she arrived at a school, the children would run outside and shout, “Story Lady! Story Lady!” Then everyone would crowd, not come, and read aloud quietly while she read them a story. Veeleene made a huge difference in these children’s lives. She introduced them to literature and taught them to love reading. Today, she still gets letters from children who remember her generosity and kindness.

Write a paragraph about someone you know who made a difference. Use the chart to guide your writing.

<table>
<thead>
<tr>
<th>Who made a difference?</th>
<th>What did he or she do?</th>
<th>How did it happen?</th>
</tr>
</thead>
</table>

After you write
A Check your writing:
1. My topic sentence raises the reader’s interest. The reader wants to know what happened. □ □
2. I included specific details in my paragraph. □ □
3. The details in my paragraph answer the four questions. □ □

Share your writing with a partner:
1. Take turns. Read your paragraph to a partner.
2. Comment on your partner’s paragraph. Ask your partner a question about the paragraph. Tell your partner one thing you learned.

Level 4, Unit 5, pp. 66-67
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. The texts from “Basics” to Levels 1 through 4 to “Transitions” are designed to address students at the given CEFR Levels. 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

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) Although the materials do not focus directly on grade-level content, they are aligned to College- and Career-Ready anchor standards as shown in the Correlations included above.

2) Because the materials do not focus directly on grade-level content, each text does target a given proficiency level(s) ensuring that the College- and Career-Ready anchor standards are accessible.

3) While grade-level content may not be systematically presented in the materials, the College- and Career-Ready anchor standards are.
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. This range from describing personal strengths to expressing opinions to making suggestions.

2) The language functions are incorporated in a communicative goal or activity. As mentioned earlier, each lesson is presented in context and provides opportunities for practicing new language learned in an authentic context.

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 levels targeted for each text.