Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation
Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

STEP 1: Complete information about materials being reviewed.
STEP 2: Respond to the “Yes/No” questions about the presence of the criteria in the materials.
STEP 3: Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions (Criteria that shape the ELP Standards)
   - IA. Linguistic Complexity
   - IB. Vocabulary Usage
   - IC. Language Control/Conventions

II. English Language Proficiency Standards
   - IIA. Presence of WIDA ELP Standards
   - IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency (Entering, Beginning, Developing, Expanding, Bridging)
   - IIIA. Differentiation of Language
   - IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
   - IVA. Language Functions
     - Attached to Context
     - Higher Order Thinking
   - IVB. Content Stem
     - Coverage and Specificity of Example Topics
     - Accessibility to Grade Level Content
   - IVC. Instructional Supports
     - Sensory Support
     - Graphic Support
     - Interactive Support
Part 1: Information About Materials

Publication Title(s): Pathways

Publisher: National Geographic Learning and Heinle Cengage Learning

Materials/ Program to be Reviewed:
Pathways: Listening, Speaking, and Critical Thinking and Pathways: Reading, Writing, and Critical Thinking Levels 1-4

Tools of Instruction included in this review:
Student Editions, Teacher's Guides, and DVD, Audio, and Presentation Tool CD-ROM Resources (Examples Taken From Level 2)

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, and paraprofessionals

Intended Student Audiences: Grades 6-8, 9-12

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional, Language Arts, Science, Social Studies, and Mathematics

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: 2012 elt.heinle.com/pathways

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

Pathways is National Geographic Learning’s new five-level academic skills series that features reading & writing and listening & speaking strands to help learners develop the language skills needed to achieve academic success. Learners develop academic literacy skills through content, images, and video from National Geographic. This innovative series provides learners with a pathway to success! With Pathways, learners develop academic literacy skills, connect to the real world through content from National Geographic, and achieve academic success. Clear connections between reading and writing skills help students master both skills naturally. Academic reading skills and strategies embedded in the unit tasks prepare students to access a variety of realistic academic texts. Step-by-step writing instruction with integrated grammar and vocabulary provides instruction and practice on a variety of rhetorical forms. Consistent integrated critical thinking tasks develop learners’ ability to evaluate, analyze, and synthesize information from a wide range of sources.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pathways takes into account linguistic complexity throughout both the reading & writing and listening & speaking strands of the program. The National Geographic images, stories, and videos of real people and places provide the social and cultural context for discussing, sharing, and participating in engaging interactions. In both strands, units begin with activities that promote a high amount of discourse as students are introduced to the unit theme and topics. Communication skills are taught throughout each unit in activities that include cooperative learning and classroom participation. Often, students complete a written activity and then are instructed to share and discuss their work. The Listening, Speaking, and Critical Thinking text focuses on building speaking skills by providing opportunities for spoken and written discourse in each section of the unit. The Exploring Spoken English sections in the unit are found in both Lessons A and B and focus entirely on speaking skills. Example exercises include discussing a visual and written prompt or asking peers personal questions (related to the topic) in a group setting.

B. The Pathways program uses embedded scaffolds, differentiated instruction features in the Teacher's Guide (TG), and additional resources like the Presentation Tool CD-ROM to make language activities accessible to all targeted learners. Embedded supports include language starters that assist conversations and discussions and specific Language Function and Language Focus features that teach and practice how to use language in context. The TG gives teachers easy-to-use instructions on how to introduce, model, encourage, and facilitate language practice throughout the units.

C. Opportunities for students to practice and apply spoken and written discourse are found in every section of the units. Examples cited in this correlation can be found within Pathways Level 2 but are reflective of the structure of the series and activities found within each level. View the following examples of linguistic complexity practice in Unit 1:

Reading, Writing, and Critical Thinking (RW&CT) Student Edition: Think and Discuss p. 1; Exploring the Theme p. 2; Critical Thinking: Analyzing p. 7; After Viewing p. 9; Critical Thinking: Synthesizing p. 14; Peer Evaluation p. 18

Listening, Speaking, and Critical Thinking (LS&CT) Student Edition: Think and Discuss p. 1; Exploring the Theme p. 2; Discussion p. 5; After Listening p. 7, Collaboration p. 10; After Viewing p. 13
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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A. Is vocabulary usage represented as words, phrases, and expressions in context?

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Key academic and high-frequency vocabulary are introduced, practiced, and expanded upon throughout the lessons in each unit. Each unit has a set of vocabulary objectives that always includes understanding meaning from context and other specific goals like using new vocabulary to discuss unit content, paraphrase statements, label graphics, or explore everyday contexts. Vocabulary objectives for each unit can be found in the Scope and Sequence in the introductory pages of the Student Editions. Lessons A and B each present and practice 10 terms, using activities that prepare students for unit content. For example, students search for the terms in the reading, use the terms in listening/speaking/writing activities, and define the terms. Additionally, word study and skills are addressed throughout the unit and include skills like using a dictionary, understanding multiple meaning words, affixes, and word families. The academic terms are presented from the Academic Word List (AWL), which is a list of the 570 most frequently used word families in academic texts. See pages 218-219 in the Independent Student Handbook for a listing of all vocabulary presented in each level.

B. Pathways presents supports throughout the units to scaffold vocabulary development for all levels of learners. Before reading, listening, or viewing new content, students are introduced to key vocabulary in context and with supports. Within the reading passages, words are highlighted and defined at the bottom of each page. Vocabulary practice includes cooperative learning, such as using the terms in conversations or sharing written sentences with a partner. In addition, the TG provides further activities to assist understanding in the classroom (see examples in the Reading, Writing, and Critical Thinking text pp. 6, 12, and 15).

C. Vocabulary instruction is presented systematically in each unit of the Pathways program. View the representative examples from Unit 2 in Pathways Level 2:

Reading, Writing, and Critical Thinking Student Edition: Building Vocabulary pp. 24, 30; Using Vocabulary pp. 24, 31; “The Power of Creativity” (highlighted and defined terms in the reading) pp. 25-26; Before Viewing: Matching p. 29; Unit Quiz (includes vocabulary assessment) p. 40

Listening, Speaking, and Critical Thinking Student Edition: Building Vocabulary: Meaning from Context pp. 24, 34; Using Vocabulary pp. 25, 35; Before Viewing p. 32
IC. Language Control/Conventions (comprehensibility of language)

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A. Are opportunities to demonstrate language control presented in the materials?

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pathways presents opportunities for students to practice and apply grammar and conventions, pronunciation, fluency, and language forms and functions in a range of informal and formal speech and writing activities in each unit. In the Reading, Writing, and Critical Thinking text, integrated grammar practice and writing skill development provide scaffolding for the writing assignment. Unit writing assignments integrate the entire writing process, including peer review with formal rubrics and guidance. In the Listening, Speaking, and Critical Thinking text, succinct grammar lessons provide students a single language structure on which to concentrate for each Exploring Spoken English feature (see example pages in the SE 18, 38, and 48). The grammar points lend themselves to discussion of the unit theme and can be recycled throughout the unit. Students develop presentations and work on skills like speaking slowly, showing enthusiasm, posture, pausing to check for understanding, and organizing a group presentation. In each strand, the unit quiz provides an opportunity for learners to review some of the key ideas and language from the unit. The Independent Student Handbook located at the end of each text, provides further language support and self-study strategies for independent learning (see pages 209-217). The Scope and Sequence in the introductory pages of the Student Edition lists the grammar and formal writing and presentation skills taught in each unit.

B. All levels of language proficiency are supported through language development in Pathways. In each text, grammar and language functions are directly related to the speaking/writing lessons in the unit, giving students multiple chances to apply new skills. Throughout the TE, instructional boxes labeled Ideas for... help teachers to adjust instruction to the needs of the classroom. Ideas for boxes include Ideas for Presenting Grammar, Ideas for Checking Comprehension, Ideas for Expansion, Ideas for Multi-level Classes, and more that are specific to writing and speaking/listening.

C. The Pathways program is structured systematically and presents opportunities for learners to practice language control in each lesson of the unit. See the following representative examples:

Reading, Writing, and Critical Thinking Student Edition:
Formal Writing (Lesson C in each unit): pp. 15-20, 35-40, 55-60, 75-80
Grammar: pp. 15, 35, 55, 75

Listening, Speaking, and Critical Thinking Student Edition:
Grammar Instruction: pp. 18, 38, 79, 88
Presentations: pp. 11, 40, 57, 60, 71, 100
Practicing Formal Speaking: pp. 20, 80
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Social and Instructional language and the language of Language Arts, Mathematics, Science, and Social Studies are integrated into each level. Each Pathway unit focuses on a theme related to science and technology, nature, history, geography, and popular culture. Example National Geographic content includes topics like medicine, psychology, architecture, and technological innovations from cultures across the globe. Students learn content-related skills like interpreting maps and diagrams that show scientific processes. Units contain one viewing lesson, with a primary source video that expands student knowledge of content. The language of Mathematics is taught through skills like reading and describing graphs (see pages 75-80 in RW&CT). The nonfiction texts, videos, and audio content are surrounded with language arts skill activities, such as understanding text features, using reading strategies, and grammar instruction. See the Scope and Sequence (RW&CT pages vi-ix and LS&CT pages iv-vii) to view the extensive representation of Language Arts content in Pathways.

B. Pathways systematically integrates social and instructional language into each lesson and unit. Students participate in conversations, discussions, and cooperative presentations that incorporate critical thinking skills, new grammar, and language functions. In the LS&CT text, unit speaking objectives incorporate student-to-student goals as well as larger presentation goals. These goals can be met in the Language Function features, which are attached to grammar instruction and practice social skills, such as giving advice, making suggestions, or refusing politely (see examples in the LS&CT on pages 90, 109, 150). Instructional language is used throughout the texts in all language domain practice. Students gain practice following instructions, learning processes for formal presentations/writing, and applying critical thinking skills throughout all levels of Pathways.
IIB. Representation of Language Domains

A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

B. Are the targeted language domains presented within the context of language proficiency levels?

C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pathways features separate reading & writing and listening & speaking programs in each level to help learners develop the language skills needed to achieve academic success. The separation of the domains allows a targeted focus on skills related specifically to reading, writing, speaking, or listening. Both strands include practice using all domains by including readings, audio, classroom participation and collaboration, critical thinking writing/speaking activities, and the integration of technology for learning. In addition, Pathways expressly teaches visual literacy by including National Geographic video, images, and graphic supports in each unit. The videos explored in the middle of each unit include scripts and provide an engaging visual experience that expands student knowledge of the theme and offers a new context in which to expand vocabulary, think critically, write, and discuss. See the Scope and Sequence (RW&CT pages vi-ix and LS&CT pages iv-vii) to view the comprehensive reading, writing, listening, and speaking skills targeted in each unit.

B. Pathways is a leveled program appropriate for all the WIDA proficiency levels. In each level, domain practice is appropriate for the targeted proficiency levels and is supported with a variety of educational scaffolds. These scaffolds include cooperative learning and graphic, sensory, and interactive supports. The TG extends and differentiates lessons so that teachers can respond to the needs of the classroom.

C. Each unit presents domain instruction in the same systematic pattern. In the RW&CT texts, units include pre-unit features that introduce the theme (example pages 41-43), three major lessons, a video lesson, and a unit quiz. Lesson A presents vocabulary practice and a single text related to the theme (pp. 44-48). Each reading passage is recorded on the audio program. A viewing lesson is placed between Lessons A and B to bridge content (p. 49). Lesson B's reading passage presents a further aspect of the unit theme, using a variety of text types and graphic formats (pp. 50-54). The Lesson C goal is for learners to relate their own views and experience to an extended writing assignment. Students use the entire writing process to complete the assignment (pp. 55-59).

The structure of the LS&CT text consists of pre-unit features that introduce the theme (pp. 61-63), Lessons A, A-B, B, and an end-of-unit feature called Engage. Both Lessons A and B build and use vocabulary, develop listening/speaking skills, and explore spoken English using a range of grammatical focuses and presentation skills (Lesson A pp. 64-71, Lesson B pp. 74-79). In Lesson A-B, students view a National Geographic video and complete activities before, during, and after viewing that include discussion, critical thinking, and self-reflection (pp. 72-73). The end-of-unit Engage feature is a more intensive assignment, such as giving a group presentation, presenting a research proposal, or creating a TV commercial (p. 80).
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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A. Do the materials differentiate between the language proficiency levels?

B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pathways is a leveled ELL program that contains five proficiency levels, including a foundational level, that target all the WIDA proficiency levels entering through bridging. See the following breakdown: Pathways Foundation = Level 1/Entering; Pathways 1 = Level 2/Emerging; Pathways 2 = Level 3/Developing; Pathways 3 = Level 4/Expanding; Pathways 4 = Level 5/Bridging. Content in each level, including all vocabulary, readings, and media, are appropriate for students working in that proficiency level. The program is designed to include instructional practices that assist understanding of content like consistent routines and structure, background knowledge activities, cooperative learning activities, and an emphasis on developing visual literacy. In addition, the Teacher’s Guide includes differentiated instruction in the feature boxes titled Ideas for... These include Ideas for... multi-level classes, checking comprehension, lesson expansion, and further research. The Ideas for Multi-level Classes provide helpful techniques to use in a classroom with a multi-level range of students.

B. The differentiation of language is developmentally and linguistically appropriate for the targeted language levels in each level. Every unit of Pathways develops academic language and practices social language. Grammar and language functions are practiced and applied in activities that range from conversations to writing formal letters. Scaffolds, such as graphic organizers or language starters, assist students in activities that use new language and skills throughout the units.

C. As stated in Part A, the five levels in the Pathways series are appropriate for the targeted language level. Please view the following representative examples.

Reading, Writing, and Critical Thinking Teacher’s Guide: Ideas for... Multi-level Classes pp. 14, 24; Ideas for... Checking Comprehension pp. 26, 46, 83; Ideas for... Expansion pp. 66, 81, 88; Ideas for... Further Research pp. 80, 30, 90

Reading, Writing, and Critical Thinking Teacher’s Guide: Ideas for... Multi-level Classes pp. 19, 24, 29, 73; Ideas for... Checking Comprehension pp. 3, 13, 33; Ideas for... Expansion pp. 1, 17, 31
IIIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

☑ ☐ A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑ ☐ B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑ ☐ C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each level in Pathways provides scaffolding supports for students to advance within a proficiency level. A guided process approach to writing develops learners' confidence in planning, drafting, revising, and editing their written work. Integrated grammar practice and writing skill development provides scaffolding for the writing assignment. In listening lessons, skills like note-taking use a scaffolded approach to building the skill. Students begin by listening for specific information to fill in the blanks. Later, they complete partial notes and practice independent note-taking. Speaking activities are designed with a scaffolding approach and progress from controlled activities to guided and free activities. Pathways incorporates an assortment of multi-sensory learning supports into each reading, speaking, listening, and writing lesson. Typical supports found in Pathways include visuals and graphics, peer learning, hands-on learning, dramatic activities, reading strategies, comprehension checks, text structure instruction, and fluency routines that make content accessible to the targeted ELP level. Lessons use visual supports like illustrations, captions, labels, and graphic organizers to aid comprehension. Academic vocabulary instruction is presented in context and practiced through speaking and writing activities. Terms are highlighted within the text and defined on-page to keep students moving through the reading. Scripts for audio and video are provided so students can follow along while listening and viewing. In addition, program resources include an online workbook and CD-ROM presentation software.

B. The scaffolding supports described in Part A help students progress from one proficiency level to the next. Pathways provides frequent and systematic assessments for teachers to monitor progress through levels. Students are first tested and placed into the appropriate level of Pathways. End-of-unit assessments, writing assignments, and presentations give multiple formal opportunities in each unit for teachers to judge student advancement through the program and proficiency levels.

C. Please view the following representative examples of systematic presentation of scaffolds throughout Pathways.

Reading, Writing, and Critical Thinking Student Edition: Graphic Organizers pp. 11, 17, 27, 44, 67; Cooperative Learning pp. 1, 19, 34, 54, 62; Multi-Sensory Supports pp. 9, 49 203-209; Graphic Supports pp. 52, 62, 66, 73

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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<td>A. Do the materials include a range of language functions?</td>
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<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
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<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Pathways program presents a range of language functions within the instructional language. Language functions are used consistently throughout the instructional language in all levels and include but are not limited to: analyze, synthesize, discuss, reflect, summarize, explain, predict, sequence, justify, explore, present, and compare. In the Listening, Speaking, and Critical Thinking texts, a Language Function feature is presented in conjunction with grammar instruction in most units. In these features, students practice skills like using expressions of frequency, making small talk, giving examples, giving advice, making suggestions, asking for clarification, or interrupting politely. Students practice the language functions in a range of activities. For example, in the Language Function feature “Giving Advice and Making Suggestions” students first write down three personal problems they would like to change, then they practice using the language in a conversation with models, and finally students apply the skill by role-playing a situation.

B. Language functions are always attached to context, whether it is in the instructions for a critical thinking activity or in the language applied in the Language Function features. The Language Function feature is attached to the grammar instruction, which is located in the Exploring Spoken English section of Lesson B. The grammar is related to the language function practice, creating a context to develop and correctly use new language. The Teacher’s Guide supplies further adaptations to the lessons to assist learners working below or above level.

C. Language functions support the development of language and are presented systematically throughout the Pathways program. See the representative examples:

Listening, Speaking, and Critical Thinking Student Edition:
Language Function feature pp. 9, 19, 28, 39, 59, 78, 90, 118, 128, 150, 159, 170, 199
Listening, Speaking, and Critical Thinking Teacher’s Guide: pp. 19, 24, 29, 34, 49, 54
Reading, Writing, and Critical Thinking Student Edition:
Examples of language functions used in the instructional language:
Objectives, pp. 81, 101, 121: Objectives listed for each lesson accurately reflect the language functions and content found in the lessons.
Understanding the Reading, p. 94: This lesson uses a range of language functions like discuss, list, cause, effect, and predict.
Higher Order Thinking

D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. The Pathways program specifically targets and integrates critical thinking lessons into each lesson that encourage students to apply higher-order thinking skills to the presented topics. Units include a Critical Thinking Focus feature that is a list of critical thinking objectives found in the Scope and Sequence in the preliminary pages of the Student Edition. For example, the Critical Thinking Focus objectives include evaluating evidence, analyzing the purpose or function of a text, or evaluating information and relating it to personal experiences. Students apply higher-thinking skills throughout the unit as they read passages and video scripts and practice critical listening skills. Pathways also includes opportunities for students to synthesize information by making connections between different parts of the unit. For example, learners need to use their critical thinking skills to relate video content to information in the previous reading in the feature After Viewing. In the Reading, Writing, and Critical Thinking texts, guided pre-reading tasks and strategy tips encourage learners to think critically about what they are going to read. Teachers can accommodate all levels of learners by using the Ideas for... boxes that expand the critical thinking activities or give options for the multi-level classroom. See examples in the Listening, Speaking, and Critical Thinking TE on pages 3, 16, and 25.

E. Pathways systematically integrates critical thinking activities into each lesson of the unit. For example in the Reading, Writing, and Critical thinking texts, each Lesson A includes a CT (critical thinking) Focus Box that explains the skill and often models the thinking process required by the skill through a series of questions. Between Lessons A and B, students view a video and answer critical thinking questions in the feature After Viewing. Lesson B includes another critical thinking activity that often synthesizes information from the entire unit. Please see the following examples of the systematic presentation of critical thinking activities in the representative Unit 6 (all example features are labeled Critical Thinking, CT Focus, or After Viewing):

Reading, Writing, and Critical Thinking Student Edition: pp. 107, 109, 114, 116, 118
Reading, Writing, and Critical Thinking Teacher's Edition: pp. 53, 55, 57, 59
Listening, Speaking, and Critical Thinking Student Edition: pp. 105, 111, 113
Listening, Speaking, and Critical Thinking Teacher's Edition: pp. 52, 55, 56
IVB. Content Stem

**Coverage and Specificity of Example Content Topics**

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<td>Are example topics systematically presented throughout the materials?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Pathways program includes a wide range of high-interest topics from National Geographic and academic content found in state and national standards. Units are thematic and include topics from academic areas like science, social studies, health, business, economics, sociology, anthropology, psychology, technology, medicine, and archeology. In both strands, unit instruction includes vocabulary, writing, reading, fluency, grammar, viewing, and listening/speaking activities. Skills like reading/listening strategies, using language functions, cooperative learning, critical thinking, and visual literacy are presented and practiced in each unit. In the Reading, Writing, and Critical Thinking text, students read and analyze nonfiction texts, view a video related to the topic, and complete a writing assignment using the entire writing process from drafting to publishing. The Listening, Speaking, and Critical Thinking texts also provide nonfiction texts for students to listen to and read, view a video related to the topic, practice a range of speaking and presentation activities, and complete a final intensive listening/speaking project. To view a list of correlations to local, state, and national standards visit elt.heinle.com/pathways.

B. Topics are made accessible to students of all targeted levels through the use of embedded instructional scaffolds and extra assistance in the TE. The unit themes focus on academic content relevant to students' lives. Topics are introduced with a two page visual, descriptions, and exploratory questions to build student interest. Throughout the unit, students are provided with sensory, graphic, and interactive supports like cooperative learning. In addition, the TEs include ideas for expansion of content and basic techniques to use in multi-level and multi-ability classes.

C. Topics are presented in a systematic fashion throughout the Pathways units. View the Scope and Sequence in the preliminary pages of the Student Edition to see the range of content and topics presented throughout the units. See how a representative unit develops the theme and presents topics in the following examples:

Reading, Writing, and Critical Thinking: pp. 81-83, 85, 88, 89, 92-93
Listening, Speaking, and Critical Thinking: pp. 81-84, 92, 94, 96
D. Pathways content is linguistically and developmentally appropriate for middle and high school students. The program presents high-interest, grade-level, nonfiction content from real National Geographic publications. Content includes fascinating stories about real people in places around the world and issues that affect everyone, making Pathways appealing to a wide range of learners. Example content from Pathways Level 1 includes mobile "tent schools" in Mongolia; cave divers discovering new, unexplored Blue Holes in the Bahamas; and a story about a Brazilian artist who creates art from trash. Unit topics correspond to academic subject areas and the unit theme. In the RW&CT text the academic subject matter in Level 2, Unit 1 is Health Science and the unit theme is Happiness. Students learn about factors that contribute to happiness and explore research on six keys to happiness. The content provides a context for target vocabulary, which inspires subject matter for discussions, written exercises, and oral presentations. Skills, such as vocabulary comprehension, grammar, reading strategies, fluency, the writing process, listening/speaking skills, critical thinking, and visual literacy, are practiced in context with the content. Content is extended in each unit with video lessons that explicitly teach visual literacy. They are National Geographic video and serve as a content bridge between Lessons A and B.

E. Pathways presents grade-level content and makes it accessible for the targeted levels of language proficiency. Reading, listening, speaking, and writing tasks are supported with appropriate instructional scaffolds, visual supports, and multi-sensory practice activities to make content accessible to all targeted proficiency levels. The unit videos for each unit are adapted for English Language Learners. In addition, teaching resources like the Presentation Tool CD-ROM and the Online Workbook provide visual and interactive support in the classroom.

F. Grade-level appropriate content is presented in a structured systematic manner, which allows students to build progressive skills. See the Scope and Sequence in the introductory pages of each text to substantiate the careful organization of content in the program. See representative examples with the books of the high-interest content described in Part A:

Listening, Speaking, and Critical Thinking Student Edition: pp. 32-33, 45, 51, 70, 72-73
IVC. INSTRUCTIONAL SUPPORTS

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**Sensory Support**

A. Are sensory supports, which may include visual supports, present and varied in the materials?

B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?

C. Are sensory supports systematically presented throughout the materials?

**Justification:** In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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A. The Pathways program presents a range of sensory supports in each unit. Pathways teaches visual literacy throughout the levels with the inclusion of supports like dynamic photographs, illustrations, diagrams, charts, graphs, and video related to the main ideas. These visual supports help learners comprehend key ideas. An example feature that practices visual literacy is the pre-unit lesson Exploring the Theme. It provides a visual introduction to the unit and encourages learners to brainstorm and share ideas about the unit topic. The viewing lesson in each unit uses National Geographic video and includes animated maps; diagrams that explain processes; and before, during, and after viewing activities that encourage discussion and critical thinking. Cooperative learning is featured throughout the program in peer and whole group discussions, group projects and presentations, and activities like peer review. In addition, audio is available for every reading in the RW&CT text. The LS&CT text uses audio CD's in almost every lesson as students practice listening skills. Sensory supports are also located in the additional program resources like the Classroom Presentation Tool CD-ROM and the Online Workbook that includes self-study options.

B. The sensory supports utilized throughout the Pathways program are always attached to the lesson context and reinforce communicative goals for the targeted proficiency levels. They support the main texts, increase comprehension of readings, extend the unit theme, and create an interactive program that supports ELL language development. Sensory supports are thoroughly scaffolded whenever necessary. For example, video and audio scripts are located in print in the book to support all levels of learners.

C. Sensory supports are presented systematically throughout the units and levels. See the following representative examples in each strand:

**Reading, Writing, and Critical Thinking Student Edition:**

- Think and Discuss & Exploring the Theme: pp. 101-103 View photographs, scientific diagrams, maps, and peer/group discussion.
- Viewing: pp. 109 National Geographic video includes maps, photos, and before/during/after activities that involve discussion with peers.
- Video Scripts: pp. 203-208

**Listening, Speaking, and Critical Thinking Student Edition:**

- Think and Discuss & Exploring the Theme: pp. 101-103. View photographs, scientific diagrams, maps, and peer/group discussion.
- Audio for each Lesson: pp. 126, 136, 137, 144: Audio is used throughout the lessons.
- Cooperative Learning examples: pp. 130, 131, 134, 135, 140
D. Graphic supports are used throughout Pathways to teach visual literacy and prepare students for academic success. As stated in the Sensory Supports section, the program provides many opportunities for students to practice and increase visual literacy with the inclusion of maps, photographs, charts, and graphs that convey important information. For example, maps are used not only to show locations and geographical features but also to illustrate historical facts and current trends—both local and global. The National Geographic videos include animated maps and diagrams to explain processes. In addition, Pathways uses a variety of graphic organizers to present content and organize information. Students use graphic organizers for a number of reading and writing tasks, such as note-taking, comparing similarities and differences, brainstorming, identifying main ideas and details, and organizing notes for writing assignments. In the Reading, Writing, and Critical Thinking texts, a set of 10 graphic organizers are included in the back of the TE on pages 101-110. Teachers can copy these organizers and use them as optional ways to help students organize information as they read particular texts in the units.

E. Pathways’ graphic supports are presented with instructional scaffolds to assist student comprehension. For example, Listening, Reading, and Writing skills features include instruction on interpreting visual information and practice in writing about visuals. The activity presents an example visual feature like a chart, map, or graph and dissects the elements of the feature with practice reading, interpreting, and critical thinking activities related to the graphic support (RWCT: example on pages 68, 75, 76 and LSCT: pages 31, 76). Pathways also encourages teachers to model graphic organizer usage. The Presentation Tool CD-ROM contains interactive graphic organizers for teachers to use in the classroom.

F. Pathways presents a range of graphic supports throughout the materials. View the representative examples in the Student Editions of Level 2:
Reading, Writing, and Critical Thinking:
Charts: pp. 27, 67, 84, 87, 124, 134, 149, 169; Diagrams: pp. 43, 44, 73, 93, 126, 148, 156, 158, 159, 161; Graphs: pp. 76-78, 83; Maps: pp. 42, 43, 62, 66, 123

Listening, Speaking, and Critical Thinking:
G. Interactive supports are present in every lesson in the Pathways program. The interactive tool most prevalent in both strands of Pathways includes cooperative learning activities. The program makes watching videos, reading, listening, and speaking tasks interactive by including activities like discussion, making predictions, peer reviews, and relating content to student life. In the LS&CT text, students collaborate in a range of group activities that include role-playing, debates, informational presentations, and argumentative presentations. In these presentational activities, students sometimes use multimedia resources and interact with class members by answering questions. Additionally, Pathways includes the interactive technology resources Online Workbook and the Presentation Tool CD-ROM. The online workbook includes teacher-led and self-study options, 10 national geographic video clips, automatically graded activities that practice the skills learned in the student books, and a grade book feature that allows teachers to track student performance. The Presentation Tool CD-ROM features audio recordings, national geographic videos, and interactive activities from the student book and is compatible with an interactive whiteboard or computer projector.

H. Pathways interactive supports are always connected to the lesson context and support concept attainment for all proficiency levels. For example, group presentations in the LS&CT texts are guided and modeled. Students in the group are assigned roles with specific duties to assist in the organization of the group dynamic (see example in LS&CT p. 100). This leads to group presentations that are well laid out with every group member playing an essential role. In addition, the interactive supports often utilize support graphics and sensory supports (see examples of language starters in LS&CT page 190).

I. Units have a systematic design that includes interactive supports throughout the curriculum. View the Level 2 Online Workbook and Presentation Tool CD-ROM to experience the interactive nature described in Part A. The interactive Demo on the website elt.heinle.com/pathways also shows examples of the interactive supports presented in the Pathways program. In addition, view the following representative examples:

Reading, Writing, and Critical Thinking Student Edition:
Peer and Group Activities: Pre-unit discussions pp. 61-63; Viewing activities p. 69; Peer Evaluation writing feature p. 79

Listening, Speaking, and Critical Thinking Student Edition:
Peer and Group Activities: Discussions pp. 51, 53, 55, 57; Group Presentation using media p. 120; Debate p. 171; Partner Presentation p. 157
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
• Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
• Speaking – engage in oral communication in a variety of situations for a variety of audiences
• Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
• Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
  • Context – the extent to which language functions are presented comprehensively, socially and academically in materials
  • Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
  • Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
  • Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
  • Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.