



# PRIME V2<sup>TM</sup>

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](mailto: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

1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

## PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Impact

Publisher: National Geographic School Publishing and Cengage Learning

Materials/Program to be Reviewed: National Geographic Learning and Cengage Learning Impact Series

Tools of Instruction included in this review: Foundation and Levels 1-4 Student Books, Teacher's Resources, and Online Resources.

Intended Teacher Audiences: Curriculum Administrators & Teachers

Intended Student Audiences: Middle School and High School

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

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics): Social and Instructional Language, Language of Language Arts, Language of Science, Language of Social Studies, and Language of Mathematics

WIDA Language Proficiency Levels included: The WIDA English Language Proficiency Levels are not explicitly mentioned in the materials. Levels correlate to the CEFR levels foundational, elementary, intermediate, upper-intermediate, advanced, and proficient.

Most Recently Published Edition or Website: 2017

<http://ngl.cengage.com/sites/impact/21st-century-teens/explore-world>

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

Impact is a new five-level series in American and British English that helps teenage learners to better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, Impact motivates students to explore who they are and who they want to be, all while learning English! National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens.

Cross-curricular topics engage learners with stimulating information about the world, better preparing them for future academic success. Student-choice activities and projects present learners with options for language practice, allowing teens to become active participants in the learning process.



# PRIME Part 2: Correlate Your Materials

## 1. Asset-Based Philosophy

### A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

- 1) **Are the student assets and contributions considered in the materials?** Yes No
- 2) **Are the student assets and contributions systematically considered throughout the materials?** Yes\_ No

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

1. Student assets and contributions are considered in the materials. The philosophy of Impact is ‘Helping teens explore who they are, and who they want to be.’ The student’s background, interests, and opinions are considered by providing countless opportunities for students to relate to content, share personal experiences, and collaborate with their peers. Unit content exposes students to cultures, places, and ideas from around the world. Units introduce one Explorer with a dynamic career that helps to personalize content further.

View examples from Unit 1, Level 1:



Activities surrounding the content encourage students to relate and explore similarities and differences between themselves and the content.

View examples from Unit 1, Level 1:

**3 Work in pairs.** Compare Astana to the place where you live. What do you like and dislike about each place? Would you like to live in Astana? Why or why not?

11

**16 Work in groups.** Name an interesting outdoor place where you live. How do people enjoy this place? What do you see and do at this place? Use the simple present.

15

**10 Work in pairs.** Think of an interesting place, thing, or event in your neighborhood, and describe it to your partner. Your partner should use the words and phrases above to show active listening. When you finish, switch roles.

The unit opening lessons center around an engaging photograph that introduces the theme, activates prior knowledge, and builds background knowledge through guided questioning as well as open-ended questions. Example questions from Level 4 include: Why should we challenge ourselves? What are some of your favorite foods? Where would you like to explore? The example on the left is from Level 1, Unit 1.



Speaking and writing lessons found throughout the unit encourage students to share ideas, knowledge, life experiences, and exchange cultural connections. The unit ends with projects titled 'Express Yourself' or 'Make an Impact' that encourage students to synthesize unit content and ideas and create a personalized or group project that connects to the student's life and world view. Projects include cooperative elements and give opportunity for student/peer discussion.

Level 1, Unit 4

Level 4, Unit 1

## Make an Impact

### A Conduct a survey.

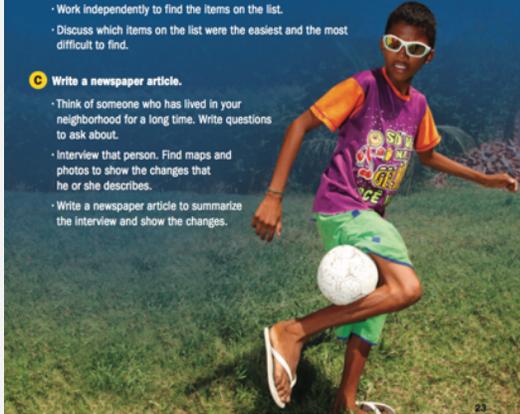
- Ask your friends how much time they spent indoors and outdoors in the past week.
- Calculate the average amount of indoor and outdoor time.
- Present your findings to the class. Give suggestions for spending more time outdoors.

### B Plan and conduct a scavenger hunt.

- Work as a group to prepare a list of items to find in a local green space.
- Work independently to find the items on the list.
- Discuss which items on the list were the easiest and the most difficult to find.

### C Write a newspaper article.

- Think of someone who has lived in your neighborhood for a long time. Write questions to ask about.
- Interview that person. Find maps and photos to show the changes that he or she describes.
- Write a newspaper article to summarize the interview and show the changes.



## Make an Impact

### A Try something new!

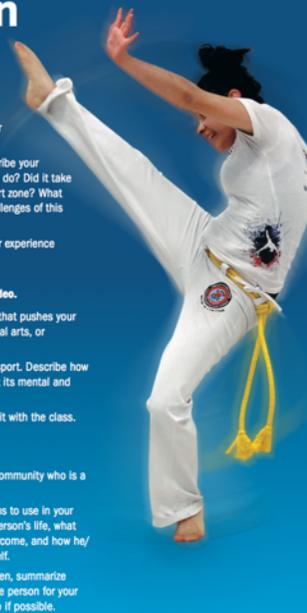
- Do something you've never done before.
- Write a paragraph to describe your experiences. What did you do? Did it take you outside of your comfort zone? What were the benefits and challenges of this new experience?
- Present a summary of your experience to the class.

### B Create an instructional video.

- Choose a particular sport that pushes your limits, such as yoga, martial arts, or distance running.
- Create a video about the sport. Describe how to do the sport. Talk about its mental and physical requirements.
- Film your video and share it with the class.

### C Interview a role model.

- Choose a person in your community who is a role model for teens.
- Write at least five questions to use in your interview. Ask about the person's life, what obstacles he/she has overcome, and how he/she has pushed him/herself.
- Conduct your interview. Then, summarize what you learned about the person for your classmates. Share a photo if possible.



23

2. Student assets and contributions are considered systematically throughout the materials. The example features cited in Part 1 are present at the beginning of each unit and throughout the lessons. These representative examples are only a sampling of activities that consider student's assets and contributions. Other examples include writing lessons that encourage opinions, peer/group discussions about real-world content and personally relevant questions, and lesson content that directly asks students to share their background, culture, and personal ideas. These types of activities are very common in Impact and are found consistently throughout all language domains.

See examples from Level 1, Unit 1:

**35 Write.** Think of a beautiful place in your neighborhood. Use describing words to write a paragraph about this place.

21

### 22 Discuss in groups.

1. How often do you visit green spaces? In your opinion, is it enough? What things do you do there?
2. Do you think that turning your city into a national park would be good? Why or why not?
3. Imagine that you can make changes in your city. Which places do you want to protect? Which places do you want to change? How do you want to change them? Explain your answers.

17

## 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)**

- |   |            |           |
|---|------------|-----------|
| <b>1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?</b> | <b>Yes</b> | <b>No</b> |
| <b>2) Are the language features at the discourse dimension addressed systematically throughout the materials?</b>                             | <b>Yes</b> | <b>No</b> |

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

1. The Impact program includes a range of language features at the discourse dimension in a consistent manner for all targeted proficiency levels. Unit content is organized by theme to allow students to connect ideas across non-fiction texts and videos in group and peer discussions. The overarching theme creates an opportunity for consistent and on-going productive talk and dialogue, and then culminates into an end of unit cooperative and individual projects. Lessons include open-ended questions that encourage learners to share experiences, be imaginative, contemplate, speculate, and articulate ideas that lead to further discourse. Specific discourse level Speaking strategies are targeted in each unit like asking for opinions, making requests, wait time when answering questions, and expressing understanding. Cooperative learning opportunities provide continuous language practice and encourage students to continue talking and developing language skills. Cooperative lessons can include debating a point of view, taking a stance, or researching and reporting to their peers. End of unit projects provide opportunities for intensive collaboration and discussion. Students practice presenting the projects to the class using academic language. The writing project encourages collaboration in the pre-writing and editing phases when students brainstorm ideas and share their work. Additionally, supports like language frames and models are found throughout the program to support all targeted levels.

See representative examples language features at the discourse level from Unit 1, Level 2:

**14 Listen.** You will hear an interview with the captain of a cruise ship. Write sentences to answer the questions. TR: 27

1. How many employees work on the ship?  
\_\_\_\_\_
2. How is the captain's schedule?  
\_\_\_\_\_
3. What is one skill the captain has?  
\_\_\_\_\_
4. Does the captain work all year long?  
\_\_\_\_\_
5. Does the captain like his job?  
\_\_\_\_\_

**15 Work in pairs.** Think of two other questions to ask the captain about his routine. Role-play the rest of the interview. **31**

**20 Work in pairs.** Compare and contrast Jimmy Chin and Kevin Hand. **33**

**21 Discuss in groups.**

1. Jimmy and Kevin take risks doing their work. Would you want a job where you had to take risks? Do you think it's good or bad to take risks? Why?
2. Do you think it's important to explore outer space? Why or why not?

**9 Work in pairs.** Spin the wheel. Read the sentence aloud, giving correct information about yourself. Then extend the conversation.

**10 Discuss in pairs.** How does this strategy help you to communicate better? What are some other words or phrases you know that will help you learn more about the person you're talking to?

It would be really cool to work in an airport. What do you think?

Go to p. 155.

29

**VIDEO**

**22 Before you watch, discuss in pairs.**

1. Look at the photo. What do you think the divers are looking for? List three ideas.
2. Imagine you're diving in this fissure. Describe what you see.

**23 Work in pairs.** You're going to watch *Searching for Life in Iceland's Fissures*. In this video, you'll see scientists enter the water of an underground fissure in Iceland. Predict a problem they might have.

2. Language features at the discourse dimension are systematically presented throughout the program. All units and levels utilize the same type of language activities creating consistency as the program advances and grows through the levels. Daily instruction includes lessons grouped into the following categories: Speaking and Listening, Vocabulary, Language, Writing, and Reading Comprehension. In each section, opportunities to practice discourse are systematically presented. In addition, resources for teachers include videos like 'Learning Language through Real World Content' at <http://ngl.cengage.com/sites/impact/professional-development/watch-pd-videos>.

View a Scope and Sequence from Unit 1:

Scope and Sequence				
	1 Life in the City p. 8	2 Amazing Jobs p. 24	3 Secrets of the Dark p. 42	4 Living Together p. 58
THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES	- Prefix un- - Use context	- Suffixes -er, -or, and -ist - Identify word parts (suffixes)	- Compound words - Use a dictionary; Most common meaning	- Prefix mis- - Identify collocations
SPKNG STRATEGY	Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons
GRAMMAR	<b>Simple present:</b> Talking about facts I live near the High Line. <b>Is and on:</b> Expressing location Leon City is in eastern China.	<b>Simple present questions and answers:</b> Talking about routines Do pastry chefs work every day? Yes, they do. / No, they don't. <b>Possessives:</b> Showing ownership This dentist's job isn't done in an office.	<b>Present progressive:</b> Saying what is happening now While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan! <b>At, on, and in:</b> Saying when things happen at eight o'clock, on Monday(s), in the winter	<b>Modals:</b> Describing obligation and advice We have to protect rhinos. We shouldn't ignore the rhino problem. <b>Modals:</b> Describing ability in present and past What can we do about it? How could they avoid cars?
READING STRATEGY	A New Type of Park Make predictions	Adventures Near and Far Compare and contrast	In the Dark of the Ocean Scan the text	Four-legged Heroes Identify problems and solutions
VIDEO	Mission No-Wild	Searching for Life in Iceland's Fissures	What Grows Beneath	The Elephant Whisperers
WRITING	Genre: <b>Descriptive paragraph</b> Focus: Use adjectives	Genre: <b>Descriptive paragraph</b> Focus: Identify and include elements of a paragraph	Genre: <b>Descriptive paragraph</b> Focus: Use sensory writing	Genre: <b>Descriptive paragraph</b> Focus: Prothead
MISSION	<b>Explore Your World</b> National Geographic Explorer: <b>David Bowen-Stevens</b> , Genetic Geographer	<b>Do What You Love</b> National Geographic Explorer: <b>Guillermo de Anda</b> , Underwater Archaeologist	<b>Understand and Protect</b> National Geographic Explorer: <b>David Gruber</b> , Marine Biologist	<b>Start Small</b> National Geographic Explorer: <b>Amy Dickinson</b> , Animal Conservationist
PONDERING	Syllables and stress	Intonation in questions	Present progressive: Stress of the verb be	Can and can't
EXPRESS YOURSELF	Creative Expression: <b>Travel review</b> Gondola Tours of Venice Making connections: Unusual places and unusual jobs		Creative Expression: <b>Graphic story</b> Sleeping with a Lion Making connections: Interactions between humans and animals at night	

	5 What We Wear p. 76	6 Mix and Mash p. 92	7 Cool Apps and Gadgets p. 110	8 Into the Past p. 126
THEME	Clothing and accessories throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGIES	- Prefix re- - Use a dictionary; Pronunciation	- Multiple-meaning words - Use context; Examples	- Suffix -ible - Identify parts of speech	- Suffix -ful - Context clues: Definitions and examples
SPKNG STRATEGY	Asking for opinions; Agreeing and disagreeing	Clarifying a point	Making and responding to requests	Talking about likes and dislikes
GRAMMAR	<b>Simple past:</b> Saying what happened Ancient Greek women preferred golden hair to dark hair. <b>Simple past:</b> Saying what happened Doctors wore special protective suits.	<b>Adjectives:</b> Comparing two or more things Underwater hockey is more difficult than field hockey. <b>Count and measure nouns:</b> Talking about amounts Some meals are a mix of food from different cultures.	<b>Superlatives:</b> Talking about extremes The newest version of this game is going to be awesome. <b>Will and going to:</b> Talking about the future People won't talk to each other on smartphones anymore.	<b>Present perfect:</b> Describing a past action that still continues Games have always been a popular activity. <b>There + to be:</b> Expressing existence at different points in time There have always been sun celebrations around the world.
READING STRATEGY	Jewelry Talks Make a personal connection	A Feast for the Eyes Visualize	Thinking Outside the Box Identify main idea and details	Growing Up: Then and Now Identify cause and effect
VIDEO	What to Wear	What's in a Mash-Up?	From Gadgets to Apps	A Journey Back in Time
WRITING	Genre: <b>Descriptive paragraph</b> Focus: Publish	Genre: <b>Paragraph of expository</b> Focus: Introduce examples	Genre: <b>Product review</b> Focus: Use examples	Genre: <b>Classification paragraph</b> Focus: Write a concluding sentence
MISSION	<b>Learn to Adapt</b> National Geographic Explorer: <b>Andrés Raza</b> , Geoscientist	<b>Be Unique</b> National Geographic Explorer: <b>Josh Ponta</b> , Musical Explorer/Filmmaker	<b>Always Keep Learning</b> National Geographic Explorer: <b>Manu Prakash</b> , Biophysicist	<b>Understand the Past</b> National Geographic Explorer: <b>Alberto Nava Blank</b> , Underwater Cave Explorer/ Cartographer
PONDERING	The -ed ending	Linking: Consonant + vowel sounds	The two-vowel rule	The schwa (ə) sound
EXPRESS YOURSELF	Creative Expression: <b>Feature article</b> Get Steampunked Making connections: Fashion mash-ups		Creative Expression: <b>Letter for a time capsule</b> Transportation of Tomorrow Making connections: Past, present, and future technology	

**B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

- |  |             |           |
|--|-------------|-----------|
| <b>1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?</b> | <b>Yes_</b> | <b>No</b> |
| <b>2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?</b>             | <b>Yes</b>  | <b>No</b> |
| <b>3) Are the language features at the sentence dimension addressed systematically throughout the materials?</b>             | <b>Yes_</b> | <b>No</b> |

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

1. The materials address language features at the sentence dimension for all of the identified proficiency levels. Students practice sentence level language throughout every lesson in listening, speaking, and writing routines that include discussions, cooperative learning activities, presentations, and projects. Each unit has multiple grammar lessons that are integrated into all domain practice. Grammar, phonics, spelling, and mechanics are addressed in skill building lessons that focus on particular skills in each unit. These skills are developed in the levels and throughout the units. End of unit viewing, writing, and interactive projects combine all the unit skills and develop sentence level skills.

View examples of sentence level language activities in Level 4, Unit 1:

**GRAMMAR TR 9**  
**Embedded clauses, questions, and commands**  
 I think... Extreme sports are dangerous. I think extreme sports are dangerous.  
 I wonder... What obstacles has Cory overcome? I wonder what obstacles Cory has overcome.  
 Do you know... Can we climb that mountain in winter? Do you know if we can climb that mountain in winter?  
 I'm asking you... Try downhill mountain biking. I'm asking you to try downhill mountain biking.

**13 Work independently.** Listen to the speakers. Then complete the embedded clause, question, or command. Remember to change the order of words when necessary. TR 9

1. She's guessing \_\_\_\_\_
2. He's wondering \_\_\_\_\_
3. You're telling me \_\_\_\_\_
4. I think \_\_\_\_\_
5. I'm asking you \_\_\_\_\_

**14 Work in pairs.** Make sentences to turn embedded clauses, questions, and commands.

I wonder	Wear a helmet when you ride your bike.
I think	Had Cory been in an avalanche before?
I'm asking	Teach your brother how to surf.
I'm telling	How many countries has Cory visited?
Do you remember if	You could try ice climbing.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**14 Work in pairs.** Write sentences using the words below. Include an embedded clause, question, or command in each sentence.

1. wonder / time / event I wonder if the event takes much time. \_\_\_\_\_
2. guessing / struggle / difficult \_\_\_\_\_
3. think / student / prepare \_\_\_\_\_
4. telling / nontraditional / sport \_\_\_\_\_
5. asking / represent / country \_\_\_\_\_

**15 Work in groups.** Think of other competitions that provide mental challenges. What do you know about them? What questions do you have? Discuss in your group, using embedded clauses, questions, and commands as much as possible.

**GRAMMAR TR 14**  
**Adding emphasis**  
 My sister loves to hike in the Himalayas. He loves yoga because it makes him feel relaxed.  
**The place (where)** my sister loves hiking is the Himalayas. **The thing (that)** he loves about yoga is that it makes him feel relaxed.  
 I won't go surfing. I don't like swimming in the ocean. I like snow kiting. It pushes me to my physical limits.  
**The reason (why)** I won't go surfing is that I don't like swimming in the ocean. **What I like best about** snow kiting is that it pushes me to my physical limits.

**29 Read.** Then rewrite the sentences to add emphasis.

1. I prefer snowboarding to skiing because I need less equipment.  
 The reason why I prefer snowboarding is that I need less equipment. \_\_\_\_\_
2. José really enjoys climbing in the Andes.  
 The place \_\_\_\_\_
3. I love the excitement of kite surfing.  
 The thing \_\_\_\_\_
4. Maria likes trying extreme sports.  
 The person \_\_\_\_\_
5. You should try taekwon do. It really helps you focus.  
 The reason \_\_\_\_\_

**32 Work in pairs.** Identify four phases of Yuko's life.

**33 Write.** Write a biography of an athlete who is a role model for others. Use the words and phrases above to help you organize the biography.

2. Language features at the sentence level are appropriate for the identified proficiency levels and are supported with a range of instructional scaffolds to assist students working above or below level. Supports include leveled writing prompts, language frames to help organize ideas, teacher modeling, guided discussions, and vocabulary centered around the topics. Language frames and more supports help to move students from forming basic sentences to creating arguments, making comparisons, and giving opinions. See an example of supports in Level 4, Unit 1:

**30 Work in pairs.** Take turns choosing cards from each pile. Discuss the sport pictured on your card. Add emphasis.

The thing that Carolina really loves is practicing yoga.

The reason why she loves it is that it's relaxing.

The thing that...



Go to p. 155.

3. Language features at the sentence dimension are systematically addressed throughout the materials. Impact has a systematic design that repeats sentence-level language activities and lessons in the same manner throughout the levels. Unit

themes and content are dynamic and thought provoking, but the instructional design in systematic and repetitive. It is designed to promote language activities in all domain practice, providing an interactive and speaking/writing rich curriculum. View representative grammar and sentence level activities in Level 4:

Scope and Sequence			
<b>1</b> <b>Pushing the Limits</b> p. 8	<b>2</b> <b>It Takes a Village</b> p. 24	<b>3</b> <b>Food Matters</b> p. 42	<b>4</b> <b>The Footprint of Fun</b> p. 58
THEME Pushing mental and physical limits	Digital humanitarism and crowdsourcing	Food sustainability	The environmental impact of entertainment
VOCABULARY STRATEGIES -Prefixes -Use a dictionary	-Suffixes: -ion, -ize -Identify parts of speech	-Borrowed words -Use context of unit	-Prefixes: pre- -Use context of sentence
SPEAKING STRATEGY Showing interest in a conversation	Making suggestions and agreeing or disagreeing	Offering advice and accepting or declining advice	Defending your opinion
GRAMMAR <b>Embedded clauses, questions, and commands</b> I think extreme sports are dangerous.	<b>Future tenses:</b> Describing events in the future Over the next few years, people will look online to find volunteers to help with disaster relief. <b>Quantifiers:</b> Expressing amounts Half of/70% percent of the world's population is ...	<b>Mixed conditionals:</b> Expressing how things would be different If I hadn't learned about overfishing, I would still be eating tuna. <b>Double comparatives:</b> Describing outcomes The more people there are in the world, the more food we need to produce.	<b>Passives:</b> Describing actions and processes What has been done by musicians to reduce their ecological footprint? <b>Verbs followed by gerunds or infinitives</b> Parks must continue coming up with ways to reuse water.
READING No Limits	Focus on the Future	Grow It Here, Eat It Here	Game Over
READING STRATEGY Summarize	Use text features for comprehension	Connect text to prior knowledge	Identify author's purpose
VIDEO A Tribute to Discomfort	Crisis Mapping	Should We Eat More Bugs?	The Footprint of Fans
WRITING Genre: <b>Biography</b> Focus: Identify chronological order	Genre: <b>Persuasive essay</b> Focus: Express point of view	Genre: <b>Restaurant review</b> Focus: Use facts and opinions to review	Genre: <b>Problem and solution essay</b> Focus: Present facts and personal reflection
MISSION <b>Test Your Limits</b> National Geographic Photography Fellow: <b>Cary Schuck</b> , Professionalist	<b>Do Your Part</b> National Geographic Explorer: <b>Patrick Meier</b> , Crisis Mapper	<b>Know Your Food</b> National Geographic Explorer: <b>Bartan Seaver</b> , Chef/Conservationist	<b>Reduce Your Footprint</b> National Geographic Ambassador to the Arts: <b>Jack Johnson</b> , Musician
PRONUNCIATION Intonation in embedded yes/no questions	Stress in compound nouns	The letter 't' between vowels	Expressing emotions with intonation
EXPRESS YOURSELF Creative Expression: <b>Graphic novel</b> The Adventures of Crisis Crusher Making connections: Pushing limits while working to help others		Creative Expression: <b>Online imitation</b> Reduce, Reuse, Recycle, Rock!	Making connections: Sustainable eating and fun

	<b>5</b> <b>Why We Explore</b> p. 76	<b>6</b> <b>Giants</b> p. 92	<b>7</b> <b>Creative Problem-Solving</b> p. 110	<b>8</b> <b>Art Connections</b> p. 126
THEME	Why it's important to explore	Giant plants and animals of the past and present	Problems and how people creatively solve them	Art and our connection to it
VOCABULARY STRATEGIES	-Prefixes -Use pronunciation	-Synonyms and antonyms -Use word parts	-Latin roots (nov, flex) -Identify antonyms	-Suffixes: -ic, -ive -Identify collocations
SPEAKING STRATEGY	Hesitating or buying time when answering questions	Speculating about the past and the future	Asking someone to defend an opinion	Interpreting and expressing understanding
GRAMMAR	<b>Narrative tenses:</b> Telling a story Sarrington Irving had been preparing to become a pilot since he was 15.	<b>Relative clauses:</b> Defining and describing Megjdoon, which was a fierce predator, was able to catch the largest whales.	<b>Wish and if only:</b> Expressing wishes and regrets I wish I were at the technology fair right now.	<b>Reported speech:</b> Describing what others say He suggested that art should reflect the world we live in.
READING	<b>Geographic use of the 5r's</b> My brother, (who is) a filmmaker, created a documentary about mantle rays.	<b>Reduction of relative clauses</b> My brother, (who is) a filmmaker, created a documentary about mantle rays.	<b>Adverbs:</b> Expressing different levels of intensity Inventor Kalleen Doe is so clever. But he is rather shy.	<b>Two- and three-word verbs</b> Artists want to draw their viewers in. A true artist comes up with unique ways to express herself.
READING STRATEGY	The Explorer Gene Make a personal connection	Discovering Spinosaurus Make inferences	Great Failures Take notes	Microscopic Marvels Ask questions about a text
VIDEO	Why is it Important to Explore?	Super Tree	Sangri's Solution	A Photographer's Life
WRITING	Genre: <b>Compare and contrast essay</b> Focus: Use transitions to compare	Genre: <b>News report</b> Focus: Include answers to the 5 Ws and How	Genre: <b>Exemplification essay</b> Focus: Use relevant examples to explain a topic	Genre: <b>Art review</b> Focus: Answer key questions to provide facts and opinions
MISSION	<b>Learn by Doing</b> National Geographic Explorer: <b>Cory Jaschinski</b> , Engineer/Inventor	<b>Make Big Plans</b> National Geographic Explorer: <b>Nizar Ibrahim</b> , Paleontologist	<b>Don't Give Up</b> National Geographic Explorer: <b>Tan Le</b> , Innovator/Entrepreneur	<b>Connect Through Art</b> National Geographic Photographer: <b>Stephen Alvarez</b>
PONUNCIATION	Sounds of letter 'x'	Fluency: Relative clauses	Variations in stress and intonation	Stress with two- and three-word verbs
EXPRESS YOURSELF	Creative Expression: <b>Science-fiction story</b> A Journey to the Center of the Earth Making connections: Exploration and discovery and giants past and present		Creative Expression: <b>Content Designer</b> Making connections: Creative problem-solving and art	

### C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)

- |  |     |    |
|--|-----|----|
| 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<sup>2</sup> language systematically presented throughout the materials?**

**Yes No**

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

1. Language features at the word/phrase dimension are presented in a consistent manner for all identified proficiency levels throughout the Impact program. Vocabulary instruction is threaded throughout the lessons and includes content specific vocabulary, general vocabulary, and in language lessons that support speaking and writing activities. Every unit includes Vocabulary Strategy lessons that practice word study skills like identifying collocations, using dictionaries, Latin roots, multiple meaning words, and identifying parts of speech. In the readings, terms are highlighted on the page and follow-up questions reveal definitions through context clues and discussions. Phrasing is highlighted in speaking strategy, grammar, and writing lessons.

See examples from Level 4, Unit 2:

**SPEAKING STRATEGY** TR: 20

Making suggestions	Agreeing	Disagreeing
I think _____.	Great idea!	I see what you mean but _____.
What if we _____?	I agree completely.	Wouldn't it be better if _____?
Wouldn't it be best to _____?	Sure, why not?	But don't you think _____?

**7 Listen.** How do the people make and respond to suggestions? Write the phrases you hear. TR: 21

**8 Read and complete the dialogue.**

Alejo: Hey Eva, did you hear about the hurricane in the Caribbean? I've been busy helping out.  
Eva: How can you help from far away?  
Alejo: I volunteer to read messages and look at photos from the area to decide who needs help.  
Eva: \_\_\_\_\_ I wish there were something I could do.  
Alejo: \_\_\_\_\_ you should help out. \_\_\_\_\_ work together?  
Eva: \_\_\_\_\_ I would need to be trained? I have no idea what to do!  
Alejo: I can show you. It's easy! And you could help a lot of people. What do you think?  
Eva: \_\_\_\_\_

**5 Learn new words.** Listen for these words and write them next to the definitions. Then listen and repeat. TR: 18 and 19

collaboration to coordinate relief situation update

1. help for victims of a disaster
2. the process of working together
3. what is happening at a certain time and place
4. organize and connect people so they can work together
5. the latest information

2. Words, expressions and phrases are represented in context throughout the materials. Content based or technical vocabulary are specific to the non-fiction topic like social studies and science. Specific or academic vocabulary is practiced in the instructional language as well as in the non-fiction content. Basic/general vocabulary is practiced in language development activities and throughout the readings. In addition, resources for teachers include videos like 'Learning Language through Real World Content' at <http://ngl.cengage.com/sites/impact/professional-development/watch-pd-videos>.

<sup>2</sup>General language refers to words or expressions not typically associated with specific content areas (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.

See examples from Level 4, Unit 1:

**1.3 Learn new words.** You've learned about physical challenges. Now listen and read about a mental challenge. Then listen and repeat. **TR: 10 and 11**

A **nontraditional** sport, such as ice climbing, can really push us to our physical limits. But, have you ever done anything that pushes you to your mental limits? Around the world, students participate in tough academic competitions, such as Math Olympiads. These **events** require a lot of training, just as an extreme sport does. The competitions often require students to **struggle** with complex problems. Sometimes it takes over an hour to complete just one!

Nur Muhammad Shafiqullah knows first-hand how the Math Olympiads can push mental limits. He is the youngest student ever to compete in the International Mathematical Olympiad. At 15, Nur Muhammad went to the international competition to **represent** his native country, Bangladesh. He competed against students from 125 countries and took the bronze medal! The next year he did it again. The year after that he earned a silver medal. Nur Muhammad's math skills are really unbelievable. What about you? Do you think the International Mathematical Olympiad is beyond your mental limits?

**1.4 Work in pairs.** Write sentences using the words below. Include an embedded clause, question, or command in each sentence.

- wonder / time / event I wonder if the event takes much time.
- guessing / struggle / difficult \_\_\_\_\_
- think / student / prepare \_\_\_\_\_
- telling / nontraditional / sport \_\_\_\_\_
- asking / represent / country \_\_\_\_\_



3. General, specific, and technical language is appropriate for the targeted proficiency levels. Vocabulary is made accessible to all levels of learners by presenting it with contextual support, graphics, cooperative activities, language frames, models, and audio supports. See examples from Level 1, Unit 1:

Audio and contextual supports

**4 Read and write the words from the list. Make any necessary changes.**

architecture	capital	outdoor	plan
resident	skyscraper	surrounded by	unique

Daniel Raven-Ellison has a very \_\_\_\_\_ job: he's a guerrilla geographer. He loves exploring places and making discoveries. Daniel says that we are \_\_\_\_\_ interesting things just waiting to be discovered. According to him, \_\_\_\_\_ of a place should keep exploring. They can make new discoveries even if they've lived in the same place their whole lives. Daniel \_\_\_\_\_ all kinds of exciting adventures. In one adventure, he climbed more than 3,300 floors of the many tall \_\_\_\_\_ in London. In another, he walked across Mexico City, the \_\_\_\_\_ of Mexico. He photographed everything he saw in front of him every eight steps. He took photos of \_\_\_\_\_, streets, and public spaces. He's done the same thing in twelve other cities!

**5 Learn new words.** Listen for these words and match them with the definitions. Then listen and repeat. **TR: 4 and 5**

rural	unusual	urban
-------	---------	-------

1. different or uncommon
2. relating to the countryside
3. relating to the city



Daniel Raven-Ellison

**SPEAKING STRATEGY TR: 6**

**Active listening**

Really?	You're kidding!
Wow!	Seriously?
No way!	That's incredible!

**7 Listen.** How do the speakers show they're listening actively? Write the words and phrases you hear. **TR: 7**

**8 Read and complete the dialogue.**

Dad: Meiling, look at this. I found this old map of our city. It's more than 100 years old.

Meiling: \_\_\_\_\_ Let me see.

Dad: This building was a hospital. It's a music hall now.

Meiling: \_\_\_\_\_

Dad: I know! And this was the old library.

Meiling: \_\_\_\_\_ Now it's a tall skyscraper.

Dad: And look. This was a park.

Meiling: \_\_\_\_\_ It's my school now!

Dad: Hey, let's take a walk. We can bring the map and look for other changes.

Meiling: Great idea! I'll bring my camera and take some pictures.

Example of visual supports from Level 4, Unit 2:

**4.4 Learn new words.** What can you do to help your neighbors? Read the suggestions for helping in your own community. Then, listen and repeat. **TR: 24**

What will you do the next time a disaster strikes? You know you can help others without ever leaving your home. But being involved in your community is also important. Over the next year, what will you be doing to help out locally?



**Volunteer** to clean up a beach or a local park.

**Help out** at a local library or animal shelter.

**Hold a fundraiser** to raise money for an important cause.

**Organize and lead a network** of young volunteers in your community.

4. General, specific, and technical language is systematically presented throughout the materials. Vocabulary teaching routines and strategies follow a systematic routine with additional practice and extension activities. These routines include introducing the words in the reading, read aloud and repeat, expanding word knowledge, sharing word knowledge, and applying words/phrases in speaking and writing activities. View a representative Vocabulary Skills Trace located in Level 1:

Scope and Sequence			
			
<b>1</b> Life in the City p. 8	<b>2</b> Amazing Jobs p. 24	<b>3</b> Secrets of the Dark p. 42	<b>4</b> Living Together p. 58
THEME Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES - Prefix un- - Use context	- Suffixes -er, -or, and -ist - Identify word parts (suffixes)	- Compound words - Use a dictionary: Most common meaning	- Prefix mis- - Identify collocations
SPENDING STRATEGY Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons
GRAMMAR <b>Simple present:</b> Talking about facts I live near the High Line. <b>Is and are:</b> Expressing location Lisa City is in eastern China.	<b>Simple present questions and answers:</b> Talking about routines Do pastry chefs work every day? Yes, they do. / No, they don't. <b>Possessives:</b> Showing ownership This dentist's job isn't done in an office.	<b>Present progressive:</b> Saying what is happening now While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan! <b>At, on, and in:</b> Saying when things happen at eight o'clock, on Monday(s), in the winter	<b>Modals:</b> Describing obligation and advice We have to protect rhinos. We shouldn't ignore the rhino problem. <b>Modals:</b> Describing ability in present and past What can we do about it? How could they avoid cars?

			
<b>5</b> What We Wear p. 78	<b>6</b> Mix and Mash p. 92	<b>7</b> Cool Apps and Gadgets p. 110	<b>8</b> Into the Past p. 126
THEME Clothing and accessories throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGIES - Prefix re- - Use a dictionary: Pronunciation	- Multiple-meaning words - Use context: Examples	- Suffix -able - Identify parts of speech	- Suffix -ful - Context clues: Definitions and examples
SPENDING STRATEGY Asking for opinions; Agreeing and disagreeing	Clarifying a point	Making and responding to requests	Talking about likes and dislikes
GRAMMAR <b>Simple past:</b> Saying what happened Ancient Greek women preferred golden hair to dark hair. <b>Simple past:</b> Saying what happened Doctors wore special protective suits.	<b>Adjectives:</b> Comparing two or more things Underwater hockey is more difficult than field hockey. <b>Count and noncount nouns:</b> Talking about amounts Some meals are a mix of food from different cultures.	<b>Superlatives:</b> Talking about extremes The newest version of this game is going to be awesome. <b>Will and going to:</b> Talking about the future People won't talk to each other on smartphones anymore.	<b>Present perfect:</b> Describing a past action that still continues Games have always been a popular activity. <b>There + to be:</b> Expressing existence at different points in time There have always been sun celebrations around the world.

### 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 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 |

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

1. The WIDA English Language Proficiency Levels are not explicitly mentioned in the materials. Impact is a five-level series that targets beginners through advanced English Language Learners in American English and British English options. Levels correlate to the CEFR levels foundational, elementary, intermediate, upper-intermediate, advanced, and proficient.

2. Differentiation of content is linguistically and developmentally appropriate for the targeted ELP levels in every leveled text. Each level corresponds to the student’s proficiency level for targeted language learning. The series provides consistent by providing lesson specific supports like language starters, sentence frames, models, connections to native languages, and practice with peers. Instructional scaffolds and supports are found on each page and

include descriptive graphics, illustrations, National Geographic photographs and videos, collaborative work, interactive technology online, and home connections that create personal connections to content. See examples from Level 4, Unit 2:

### Visual Supports

**1.4 Learn new words.** What can you do to help your neighbors? Read the suggestions for helping in your own community. Then, listen and repeat. **TR: 24**

What will you do the next time a disaster strikes? You know you can help others without ever leaving your home. But being involved in your community is also important. Over the next year, what will you be doing to help out locally?



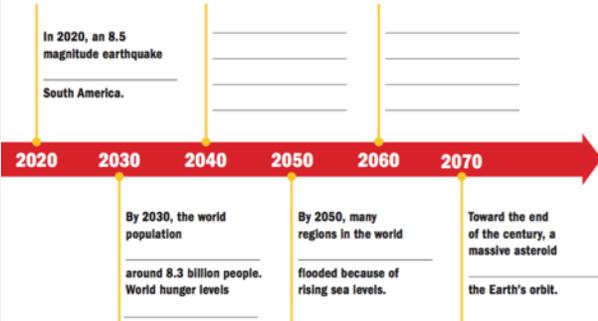
**Volunteer** to clean up a beach or a local park.

**Help out** at a local library or animal shelter.

Hold a **fundraiser** to raise money for an important **cause**.

Organize and lead a **network** of young volunteers in your community.

**1.1 Listen.** Write the future-tense forms you hear on the timeline. **TR: 23**



In 2020, an 8.5 magnitude earthquake South America.

By 2030, the world population around 8.3 billion people. World hunger levels

By 2050, many regions in the world flooded because of rising sea levels.

Toward the end of the century, a massive asteroid the Earth's orbit.

### Cooperative Learning Supports

**32 Work in groups.** Make predictions about life in 20 years. Choose a topic and talk about it using an expression of quantity.

In twenty years, 99 percent of students will bring their own computers to school.



36

Go to p. 157.

**23 Discuss in groups.**

1. What is a challenge facing your community? What could be done to solve it? What knowledge do you need to solve it?
2. How do David and Kelvin give back to the people of Sierra Leone? What can they learn from each other?
3. Reread the following: *"Whatever I've learned here, I will share it with my friends, colleagues, and loved ones..."* What have you learned that you can share with others? What can you accomplish when you share knowledge?

33

3. Differentiation of language is systematically presented throughout the leveled Impact program. Lessons are supported with modeling, language models, guided questioning, and instructional recommendations that support the targeted levels. Additionally, resources like the workbook and student e-book focus on supportive skill building for the student's determined level. View interactive samplers of all levels at: <http://nql.cengage.com/sites/impact/about>.

## 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 |

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

1. Reading, writing, listening, and speaking are targeted in each unit in the Impact series. Readings are information rich and about real people and places from across the globe. Comprehension questions encourage students to discuss, elaborate, and internalize content and over-arching theme. All examples in this section are from Level 1, Unit 4:

**FOUR-LEGGED Heroes**

**Animals with Amazing Abilities**

Most people have mixed feelings about rats and avoid them if they can. But Westgren thinks that we must treat rats as heroes.

West started an organization called APPO in Tanzania. West's organization trains African giant pouched rats to sniff the ground in order to find underground landmines left in the area during past wars. Many of these landmines are still active. They often explode, killing and injuring thousands of people each year. Villagers avoid places where the dangerous landmines are. But much of this land could be used as valuable farmland if the mines weren't there. These rats are helping villagers get their land back.

The giant rats are never mistreated. None of them die doing their work. They even have outdoor pit on their own and take while they work. And when they find a landmine, they get a treat!

While rats aren't usually seen as heroes, some domestic animals, like dogs, often are. There are many stories about dogs that save lives, but dogs have another following skill that we're still learning about. Just like landmine-sniffing rats, dogs have an amazing sense of smell. They're now being trained to sniff out chemicals from the body that are connected to certain diseases, sometimes even before doctors or laboratory tests can find them!

So the next time you see a rat or dog, don't be afraid! Remember, these animal heroes can save lives.

**Complete the chart.** Write two problems and two solutions.

Problem	Solution

**Discuss in groups.**

- Did the reading change your feelings about rats? Explain.
- What other animals do you know about that have helped people or saved lives? How did they help?
- Imagine you train animals to help people or save lives. What kind of animal would you train? Why? How would it help?

An intensive writing project is located at the end of the unit, and smaller writing activities are found throughout every unit. The writing lesson covers a large range of genres like persuasive writing, reviews, essays, news reports, and art reviews.

**WRITING**  
After you write, reread your paragraph. Make sure it's organized and clear. When you have a good draft, proofread your paragraph. Make note of spelling, grammar, and punctuation mistakes. Then rewrite the paragraph, correcting the mistakes.

**32 Read the model.** Underline the spelling mistakes in the paragraph. Circle the grammar mistakes.

Wong Siew Te at the Bornean Sun Bear Conservation Centre in Malaysia felt both sad and happy the day he take Natalie, a sun bear, back to her natural home in the forest. Hunters killed Natalie's mother when she was a baby, so she couldn't do everything bears need for servival in a forest. Te took care of her for almost five years. He cared for her like a daughter. He teached Natalie how to live like a wild bear. For example, he teached her how to find food and build nests. Te knew he can't keep Natalie at the reserve forever because sun bears belong in the forest. When she was, ready, he set her free in the forest. Today he could uses his computer to check on Natalie in her new home. He can do this because she has a special collar that lets him know where she is. Te and his team is proud they could help Natalie survive in her habitat.

**33 Discuss in pairs.** Do you always read your paragraphs after writing them? What mistakes do you most often make in your writing? How can proofreading help you to become a better writer?

**34 Write.** Write about a special relationship between an animal and a human. Then proofread your paragraph and correct the mistakes.



End of unit lessons like 'Express Yourself' and 'Make an Impact' include all domain activities like making a graphic novel, invitations, articles, or organizing a context.

### Make an Impact

**A Raise awareness for an endangered animal.**

- Research an unusual wild animal that is endangered.
- Make posters or brochures with information about that animal.
- Share the information with your classmates.

**B Teach others about a human-wildlife conflict.**

- Research a human-wildlife conflict where you live.
- Find out what's being done to solve this issue.
- Make a presentation to your class.

**C Create a video interview.**

- Role-play an interview between a wild-animal expert and a journalist.
- Talk about the wild animal and the problems it faces.
- Film your interview and share it with the class.



### Express Yourself

**1 Read and listen to the story about Amy Dickman and a lion.**

## SLEEPING WITH A LION

AMY'S FIRST NIGHT IN THE WILD OF AFRICA WAS THE SCARIEST NIGHT OF HER LIFE.

AMY WAS EXCITED TO BE IN AFRICA, BUT THEN SHE HEARD LIONS CALLING IN THE DARK NIGHT.

AMY WAS WALKING AROUND AND CHIPPING HER TENT AWAY FROM IT. SHE WAS AFRAID IT MIGHT ATTACK HER!

**2 Work in groups.** Discuss the story.

- How did Amy's story make you feel? Explain.
- What would you do in Amy's situation?
- What other problems do people who work with wildlife have?

**3 Connect ideas.** Discuss the story. In Unit 3, you learned about what humans and animals do at night. In Unit 4, you learned about human and animal interaction. What connection do you see between the two units?

THE LION LAY DOWN ON AMY'S TENT. IT FELT AWESOME! AMY WAS VERY FRIGHTENED.

AMY COULD FEEL THE HEAT FROM THE LION'S BODY. HER TENT BECAME VERY VERY HOT. SHE COULD HARDLY BREATHE. SHE WAS VERY SCARED. FINALLY SHE FELL ASLEEP TOO.

IN THE MORNING, THE LION WAS GONE. THERE WERE BIG PRINTS ALL AROUND HER TENT.

**4 Choose an activity.**

- Choose a topic.
  - the world at night
  - human and animal interaction
- Choose a way to express yourself.
  - an oral story
  - a comic strip
  - a play
- Present your work.

Listening and speaking skills are targeted in every lesson in peer and whole group discussions, cooperative lessons, and group projects like role playing or creating a video interview. Impact includes audio to support reading, speaking, and listening content. Listen to audio content in each level at <http://ngl.cengage.com/sites/impact/student-resources/american-english>. In addition, the video watching lessons targets listening and speaking skill development.

**23 Before you watch, discuss in pairs.**

1. An orphan elephant is a young elephant that has no mother. What do you think happened to the orphans' mothers? Give one or two ideas.
2. Why do you think people have to take care of the young orphan elephants?

**6 Choose an activity. Work in pairs.**

1. Discuss. What animals in your country are losing their habitat? What problems do they have? What are people doing about it?
2. Make a list of three reasons why people hunt wild animals. Do you think humans should change their behavior so that they don't need to hunt?
3. Find a group where you live that works with wild animals. Learn about what they do and why they do it.

2. The targeted language domains are presented within the context of language proficiency levels. Reading, writing, speaking, and listening content is leveled and presented with differentiation and instructional scaffolds. Instructional supports include but are not limited to language and writing models, cooperative lessons, graphic supports, background building videos, audio supports, language and content stations that reinforce skills, and interactive links with games for phonics and vocabulary.

3. The targeted language domains are systematically integrated throughout the materials. Lessons are paced and structured systematically in every unit and throughout the levels. View the structured content in the Unit 1 Scope and Sequence:

Scope and Sequence				
				
	<b>1</b> <b>Life in the City</b> p. 8	<b>2</b> <b>Amazing Jobs</b> p. 24	<b>3</b> <b>Secrets of the Dark</b> p. 42	<b>4</b> <b>Living Together</b> p. 58
THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES	- Prefix un- - Use context	- Suffixes -er, -or, and -ist - Identify word parts (suffixes)	- Compound words - Use a dictionary. Most common meaning	- Prefix mis- - Identify collocations
SPKNG STRATEGY	Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons
GRAMMAR	<b>Simple present:</b> Talking about facts I live near the High Line. <b>is and are:</b> Expressing location Lyon City is in eastern China.	<b>Simple present questions and answers:</b> Talking about routines Do pastry chefs work every day? Yes, they do. / No, they don't. <b>Possessives:</b> Showing ownership This dentist's job isn't done in an office.	<b>Present progressive:</b> Saying what is happening now While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan! <b>At, on, and in:</b> Saying when things happen at night (at), on Monday(s), in the winter.	<b>Modals:</b> Describing obligation and advice We have to protect rhinos. We shouldn't ignore the rhino problem. <b>Modals:</b> Describing ability in present and past What can we do about it? How could they avoid cars?
READING	<i>A New Type of Park</i>	<i>Adventures Near and Far</i>	<i>In the Dark of the Ocean</i>	<i>Four-legged Herms</i>
READING STRATEGY	Make predictions	Compare and contrast	Scan the text	Identify problems and solutions
VIDEO	Mission Re-Wild	Searching for Life in Juleana's Fissures	What Glows Beneath	The Elephant Whippersnappers
WRITING	Genre: <b>Descriptive paragraph</b> Focus: Use adjectives	Genre: <b>Descriptive paragraph</b> Focus: Identify and include elements of a paragraph	Genre: <b>Descriptive paragraph</b> Focus: Use sensory writing	Genre: <b>Descriptive paragraph</b> Focus: Proofread
MISSION	<b>Explore Your World</b> National Geographic Explorer: <b>Daniel Raven-Ellison</b> , Guatemalan Geographer	<b>Do What You Love</b> National Geographic Explorer: <b>Guillermo de Anda</b> , Underwater Archaeologist	<b>Understand and Protect</b> National Geographic Explorer: <b>David Gruber</b> , Marine Biologist	<b>Start Small</b> National Geographic Explorer: <b>Amy Dickinson</b> , Animal Conservationist
PONUNCIATION	Syllables and stress	Intonation in questions	Present progressive: Stress of the verb be	Can and can't?
EXPRESS YOURSELF	Creative Expression: <b>Travel review</b> Gondola Tours of Venice Making connections: Unusual places and unusual jobs		Creative Expression: <b>Graphic story</b> Sleeping with a Lion Making connections: Interactions between humans and animals at night	
	<b>4</b>			
				
	<b>5</b> <b>What We Wear</b> p. 76	<b>6</b> <b>Mix and Mash</b> p. 92	<b>7</b> <b>Cool Apps and Gadgets</b> p. 110	<b>8</b> <b>Into the Past</b> p. 126
THEME	Clothing and accessories throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGIES	- Prefix re- - Use a dictionary: Pronunciation	- Multiple-meaning words - Use context: Examples	- Suffix -ible - Identify parts of speech	- Suffix -ful - Context clues: Definitions and examples
SPKNG STRATEGY	Asking for opinions: Agreeing and disagreeing	Clarifying a point	Making and responding to requests	Talking about likes and dislikes
GRAMMAR	<b>Simple past:</b> Saying what happened Ancient Greek women preferred golden hair to dark hair. <b>Simple past:</b> Saying what happened Doctors wore special protective suits.	<b>Adjectives:</b> Comparing two or more things Underwater hockey is more difficult than field hockey. <b>Count and noncount nouns:</b> Talking about amounts Some meals are a mix of food from different cultures.	<b>Superlatives:</b> Talking about extremes The newest version of this game is going to be awesome. <b>Will and going to:</b> Talking about the future People won't talk to each other on smartphones anymore.	<b>Present perfect:</b> Describing a past action that still continues Games have always been a popular activity. <b>There + to be:</b> Expressing existence at different points in time There have always been sun celebrations around the world.
READING	<i>Jewelry Bikes</i>	<i>A Feast for the Eyes</i>	<i>Thinking Outside the Box</i>	<i>Growing Up: Then and Now</i>
READING STRATEGY	Make a personal connection	Visualize	Identify main idea and details	Identify cause and effect
VIDEO	What to Wear	What's in a Mash-Up?	From Gadgets to Apps	A Journey Back in Time
WRITING	Genre: <b>Descriptive paragraph</b> Focus: Publish	Genre: <b>Paragraph of exemplification</b> Focus: Introduce examples	Genre: <b>Product review</b> Focus: Use examples	Genre: <b>Classification paragraph</b> Focus: Write a concluding sentence
MISSION	<b>Learn to Adapt</b> National Geographic Explorer: <b>Andrés Ruiz</b> , Geoscientist	<b>Be Unique</b> National Geographic Explorer: <b>Jack Purkis</b> , Musical Explorer/Filmmaker	<b>Always Keep Learning</b> National Geographic Explorer: <b>Mansour Pournazeri</b> , Biophysicist	<b>Understand the Past</b> National Geographic Explorer: <b>Alberto Raso Blank</b> , Underwater Cave Explorer/ Cartographer
PONUNCIATION	The -ed ending	Linking: Consonant + vowel sounds	The two-vowel rule	The schwa (/ə/) sound
EXPRESS YOURSELF	Creative Expression: <b>Feature article</b> Get Steamupped Making connections: Fashion mash-ups		Creative Expression: <b>Letter for a time capsule</b> Transportation of Tomorrow Making connections: Past, present, and future technology	
	<b>5</b>			<b>5</b>

## 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 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 |

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

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

2. The Impact series presents standards-based content and topics systematically throughout the program. The series is designed for consistency over levels. Units are thematic and relate to science and social studies content. Listening, speaking, reading, writing, language, and science and social studies skills are presented in a consistent manner consistent throughout each unit and level.

3. Social and instructional language, and the Languages of Language Arts, Science, Social Studies, and Mathematics are all present in National Geographic Impact. Lessons include

topics drawn from life sciences, social studies, language arts, and mathematics. Science and social studies content is represented in the non-fiction informational texts and the National Geographic images and videos. The language of Mathematics is practiced in activities that utilize graphs, charts, diagrams, and timelines. Additionally, the Impact series purposefully includes abundant opportunities to practice social, instructional, and academic language throughout every level. See representative examples of Social and Instructional Language integrated with the Languages of Language Arts, Science, and Social Studies Level 1 and 4:

### Level 1, Unit 3:

Science Reading and Video Content with Speaking Activities. Social Studies Related Writing Activity.

**There are incredible creatures living in the darkness.**

In the darkness before dawn, marine biologist David Gruber dives into the ocean to observe the amazing creatures that live there. "Seventy-nine percent of Earth is ocean, and most of it is dark, with some of life down there that we don't know about," he says.

David discovered that many sea animals can see colors in the water that we cannot. So he designed a camera that allows him to see the colors just as a fish does. His camera shows a secret world of neon green, red, and orange colors on ocean life that glows in the dark.

In this fascinating world, David discovered a special kind of shark that glows bright with green spots. "When you see all these little bright spots and patterns, it's like flowers and butterflies. Why do they make patterns? It's to attract each other. It's to recognize each other," he says.

At the bottom of the ocean where there is no light at all, many animals produce their own light. The common vampire squid is an example. It can turn itself on or off. Just like a lamp. It also has very big eyes to help it see in the dark. In fact, compared to its body size, the vampire squid has the largest eyes of any animal in the world. And this is just one animal: ninety percent of the animals that live at the bottom of the ocean produce their own light.

It's easy to see why the darkness of the sea fascinates David. "Marine animals in the dark ocean produce light to communicate with each other," says David. "It's an underwater disco party. We human beings are the last ones to join in!"

**A vampire squid**

**23 Discuss in groups.**

1. What things about the ocean fascinate you? Why do they fascinate you?
2. It's difficult to study the ocean at night because of the darkness. What are some other difficulties David might have when studying the ocean at night?
3. Do you think it's important to learn about what lives in the ocean? Why or why not?

**VIDEO**

**24 Before you watch, discuss in pairs.**

1. What did you love doing as a small child? Do you still love it? What else do you love doing now?
2. Are you interested in learning about what's in the ocean? Why or why not?

**25 Work in pairs.** The title of the video you're going to watch is *What Glows Beneath*. Think of what you have learned about David Gruber and his work. Then make two lists: *What I have learned about David* and *What I want to learn about David*.

**26 Watch scene 3.1. While you watch, circle the correct answers.**

1. David first became fascinated by the ocean by *surfing / scuba diving*.
2. David wondered *if it would be hard to study biology / what was beneath him in the water*.
3. David wanted to photograph the ocean so that he can *sell his photos to magazines / understand how fish see it*.
4. David says that *there's still a lot to learn about / scientists have discovered all of the species of the ocean*.
5. According to David, the future of exploration is finding out *why humans don't glow / how humans fit in among nature*.

**WRITING**

In sensory writing, we choose a topic such as an event or a place. We use adjectives, or describing words, to explain what we see, hear, taste, smell, and feel. Describing something using senses helps our reader imagine that he or she is at that event or place.

**27 Read the model.** Work in pairs to identify and underline the words that describe what people see, hear, taste, smell, and feel.

When thousands of glowing lanterns light up the city at night on the fifteenth day of the Chinese New Year, I know the Chinese Lantern Festival has arrived. All kinds of lanterns shine brightly against the dark night sky. Some of the lanterns are small, and others are really big. Some look like beautiful flowers and dragons. The silk lanterns feel soft. The plastic lanterns feel smooth and warm. Families walk happily in the crowded streets, looking at the many kinds of amazing lanterns. While some people are enjoying the colorful lanterns, others are watching exciting parades and traditional Chinese lion dance performances. The loud, popping sounds of firecrackers fill the air. People prepare tasty rice dumplings in the morning for their families and friends to enjoy in the evening. The sweet smell makes me hungry for my favorite food. I love everything about this nighttime festival.

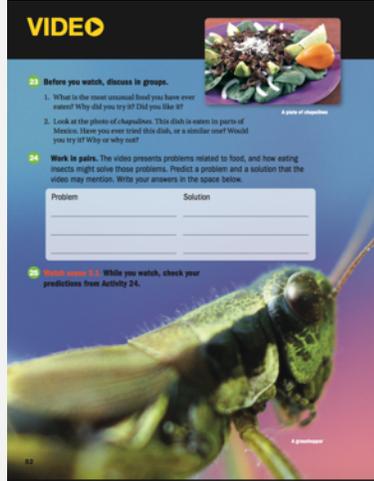
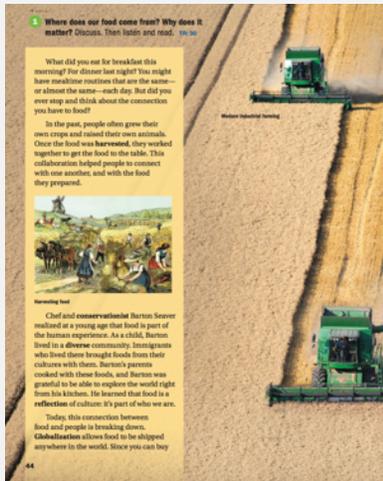
**A lantern festival celebration in Singapore.**

**28 Work in pairs.** Can you imagine how it feels to be at the Chinese Lantern Festival? Why or why not?

**29 Write.** Describe a fun nighttime event. Use sensory words to say what you see, hear, taste, smell, and feel at this event.

### Level 4, Unit 3:

Science and Social Studies content with social collaborative activities and instructional language.



## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? Yes No
- 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? Yes No

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

1. National Geographic Impact presents opportunities for all language learners to engage in various cognitive functions at all levels of proficiency. Impact content exposes students to places, ideas, and cultures from around the world that encourages students to remember, understand, compare, analyze, and create ideas and opinions.



Units begin with National Geographic images and discussion activities that promote critical thinking. Speaking and language lessons found throughout the chapters consistently connect content to the learner and ask open ended questions that require reflection and creative answers. Cognitive thinking activities include comparing and contrasting, differentiating between opinion and fact, and evaluating persuasive language.

Examples from Level 4, Unit 4:

**SPEAKING STRATEGY TR. 47**

**Defending your opinion**

I heard that race cars really use a lot of fuel.  
I read that they use around 20,000 (5,300 gal.) in a race.  
Most people would agree that there are greener forms of entertainment.  
As far as I know, these industries are trying to go green.  
All I'm saying is that electric cars and airplanes will change the industry.

**7 Listen.** How do the speakers defend their opinions? Write the phrases you hear. TR. 48



**9 Work in pairs.** Take turns giving and defending your opinion using the information on the cards.

**10 Work in groups.** Discuss the information on the cards again. This time, express your own opinion.

Buying bottled water isn't bad for the environment. You just need to recycle the bottles.

Really? I've heard that only 1 in 5 bottles actually gets recycled.

**Right to wrong!**  
Buying bottled water isn't bad for the environment. You just need to recycle the bottles.

Go to p. 161. **63**

2. Opportunities for engaging in higher order thinking are systematically addressed in the materials. Speaking and language lessons consistently connect content to the learner and ask open ended questions that require reflection and creative answers. See representative example activities that analyze, assess information, encourage opinions, and support creative expression found in Level 1, Unit 4:

**6 Choose an activity.**

- 1. Work independently.** Research what another well-known person or organization is doing for the environment. Share what you learned with the class.
- 2. Work in pairs.** Keep a journal of what you throw in the trash in a day. Compare with your partner. How much waste did you produce? How can you reduce the amount of waste you produce?
- 3. Work in groups.** Do you think musicians should be responsible for making their events more environmentally friendly? What can they say or do to make their fans more proactive in protecting the planet? Discuss. Then list three suggestions.

**62**

**9 Work in pairs.** Take turns giving and defending your opinion using the information on the cards.

**10 Work in groups.** Discuss the information on the cards again. This time, express your own opinion.

Buying bottled water isn't bad for the environment. You just need to recycle the bottles.

Really? I've heard that only 1 in 5 bottles actually gets recycled.

**Right to wrong!**  
Buying bottled water isn't bad for the environment. You just need to recycle the bottles.

Go to p. 161. **63**

**1.3 Work in groups.** Talk about environmental improvements to your school or city. What has been done to protect the environment? What was done recently? What else can be done? What do you think will be done in the near future? Use the passive in your discussion.

64

## Make an Impact

**A Make an ad promoting clean fun.**

- Brainstorm ways to have fun that don't harm the environment.
- Plan and write a script for an ad that promotes environmentally friendly fun.
- Film your ad and show it to the class.

**B Make a song about the environment.**

- Brainstorm some environmental topics that matter to you.
- Write your lyrics and add music.
- Perform your song!

**C Reduce the footprint of fun at your school.**

- Choose an upcoming event at your school.
- Develop a plan to reduce trash produced at the event.
- Make posters or fliers to promote your ideas.



### 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 |

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

1. The materials provide scaffolding supports for students to advance within a proficiency level. Readings are supported with photographs, charts, and collaborative activities. The extensive use of visuals includes National Geographic photographs, illustrations, videos, tables, charts, and diagrams. Vocabulary and language instruction is supported with audio, language frames, and a context clues. Discussions and cooperative learning opportunities are abundant and assist student advancement within their proficiency level. Writing lessons are process oriented and supported with models. Sensory and interactive elements like role-playing are found in every unit. Also available are workbooks and interactive student e-Editions with audio, video for students, and video resources for teachers. View the teacher resources at <http://ngl.cengage.com/sites/impact/professional-development/watch-pd-videos>. View example scaffolds from Level 4, Units 4 & 5:

Maps & Photographs

Writing and Language Models

**1.4 Learn new words.** Listen to the story of Barrington's first solo flight around the world. Then listen and repeat. TR: 65 and 66

This map shows the **route** that Barrington flew. His plane was in **motion** for most of his 97-day trip around the **globe**.

Barrington **set a record** as a pilot. Now he works to **educate** students in math and science.

**WRITING**

When writing a problem and solution essay, focus on including both information and reflection. Information can be provided about a problem, and reflection on the problem can lead to solutions. When writing about problems and solutions, the following phrases are useful:

Problem:	due to	It's true that	the issue is
Solution:	in order to	one solution is	will result in

**33 Read the model.** What is the problem? Underline the phrases that help you find it.

I love going to water parks for fun. However, many people think that water parks are bad for the environment. The issue is that the parks waste water. Due to a lack of drinking water in many parts of the world, people think water shouldn't be used just to have fun. It's true that thousands of liters of water are used every day at a single water park. And there are nearly 2,000 water parks around the world, so that's a lot of water!

Water park operators understand that they need to conserve water, especially in places with dry climates. One solution that has been developed is to recycle water. Using special filters, water parks are able to clean and reuse most of the water in their facilities. Some indoor water parks are able to recycle as much as 97 percent of the water they use. Outdoor water parks lose water because of the sun. Building attractions in the shade will result in less water being lost. All water parks lose water when visitors splash it out of the pool. So new designs are being created in order to keep water in the pools and prevent it from being wasted.

Water parks attract millions of people each year, so they aren't going away any time soon. If you think water is wasted at water parks, think about how much more water would be used if each visitor instead cooled off with a pool or a sprinkler at home! In that case, you could argue that water parks actually help conserve water.

**34 Work in pairs.** How many solutions did the writer give to the problem? What were they? Think of another solution to the problem.

**35 Write.** Think about an activity that you enjoy that may be harmful to the environment. Write an essay to describe why it's a problem. Give at least three possible solutions to the problem.

71

## Video Lessons

**VIDEO**

**33 Before you watch, discuss in pairs.** Why is it important to explore?

**34 Watch scene 5.1.** While you watch, complete the quotes.

- "It's part of \_\_\_\_\_ to be \_\_\_\_\_ and to want to learn more about the world."
- "It \_\_\_\_\_, I mean that's what exploring is about."
- "We think we know \_\_\_\_\_, but we don't. We think we know \_\_\_\_\_, but we don't. We think we \_\_\_\_\_, but we don't."
- "By knowing what's out there, we \_\_\_\_\_."

## Cooperative Learning

**32 Work in groups.** You are planning an event to raise awareness for the environment. Toss a coin and take turns moving. (Heads = 1 space; Tails = 2 spaces) Say what you need to do.

We should think about finding a venue that's accessible by bus.

**START**

Find a venue that's accessible by bus. Think about it.

Advertise with social media. Get some volunteers.

**Go to p. 163.**

70

2. The materials provide scaffolding supports for students to progress from one proficiency level to the next. Students are supported in using language at increasingly higher levels throughout the units. Language frames and models provide supports for students to practice and apply new language throughout each level.

3. Scaffolding supports are presented systematically throughout the materials. The online interactive workbook is an important resource for making the program personalized, interactive, and supportive to all levels of learners. View the interactive sample units at: <http://ngl.cengage.com/sites/impact/about/interactive-samplers/american-english>.

## D. Accessibility to Grade Level Content

- |  |            |           |
|--|------------|-----------|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | <b>Yes</b> | <b>No</b> |
| 2) Is grade-level content accessible for the targeted levels of language proficiency?              | <b>Yes</b> | <b>No</b> |

**3) Is the grade-level content systematically presented throughout the materials?**

**Yes No**

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

1. Linguistically and developmentally appropriate grade-level content is present in the materials. Age-appropriate content in every level exposes students to different cultures, places, and ideas from all around the world. Topics were chosen for their ability to interest teens and features real teens, supported with National Geographic photography, images, and video. Units are thematic and relate to global issues, people, places, science, technology, history, animals, and the environment. Lessons include topics drawn from life sciences, social studies, and language arts. Language lessons target content area and general vocabulary, as well as the academic tasks ELLs need to become familiar with for regular classroom like researching, making and using graphic organizers, defending opinions, writing essays, and creating presentations.

See examples from Level 4, Unit 7:

**9 Work in groups.** On separate strips of paper, write three sentences that give an opinion on technology use. Combine the group's papers into a pile. Take turns reading an opinion and asking the group member who wrote it to defend it.

**10 Work in pairs.** Think of a problem you have and brainstorm ways that technology can solve it. Discuss your ideas with a partner. Ask your partner to defend his/her opinions when possible.

115

**21 Work in pairs.** Using your notes, create a chart to categorize the failures and successes of each person described in the text.

**B Profile a successful person who has experienced failure.**

- Research successful people who have experienced great failures. Choose one to write about.
- Find out about the person's life. Take notes on his/her failures as well as successes.
- Create a profile of this person. Include photos. Present your profile to the class.

**34 Work in pairs.** What are the problems that the writer can solve using clear nail polish? Make a list.

**35 Write.** Write an exemplification essay. Name a common problem and describe how an everyday object could be used to solve it.

2. Grade level content is made accessible to students through instructional supports and differentiated content for projects. For example, the series includes opportunities at the beginning of each unit to build student background knowledge and access prior knowledge. Other supports include leveled instruction, leveled workbooks, graphic aids, illustrations, National Geographic photographs and video, and interactive workbooks.

3. The series is designed for consistency across all levels. Age-appropriate topics and content are systematically presented in each unit. Reading strategies, language lessons, grammar, phonics, vocabulary, and content related projects are presented in the same order throughout every unit and level. View the similar structure of example Table of Contents from 2 different levels:

Level 1

Scope and Sequence				
				
<b>1</b> <b>Life in the City</b> p. 8	<b>2</b> <b>Amazing Jobs</b> p. 24	<b>3</b> <b>Secrets of the Dark</b> p. 42	<b>4</b> <b>Living Together</b> p. 58	
THEME Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction	
VOCABULARY STRATEGIES - Prefix un- - Use context	- Suffixes -er, -or, and -ist - Identify word parts (suffixes)	- Compound words - Use a dictionary; Most common meaning	- Prefix mis- - Identify collocations	
SPKNG STRATEGY Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons	
GRAMMAR <b>Simple present:</b> Talking about facts <i>I live near the High Line.</i> <b>in and on:</b> Expressing location <i>Lion City is in eastern China.</i>	<b>Simple present questions and answers:</b> Talking about routines <i>Do pastry chefs work every day? Yes, they do./ No, they don't.</i> <b>Possessive:</b> Showing ownership <i>This dentist job isn't done in an office.</i>	<b>Present progressive:</b> Saying what is happening now <i>While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan!</i> <b>At, on, and in:</b> Saying when things happen <i>at eight o'clock, on Monday(s), in the winter.</i>	<b>Modals:</b> Describing obligation and advice <i>We have to protect rhinos. We shouldn't grow the rhino problem.</i> <b>Modals:</b> Describing ability in present and past <i>What can we do about it? How could they avoid cars?</i>	
READING <i>A New Type of Park</i>	<i>Adventures Near and Far</i>	<i>In the Dark of the Ocean</i>	<i>Four-legged Heres</i>	
READING STRATEGY Make predictions	Compare and contrast	Scan the text	Identify problems and solutions	
VIDEO <i>Mission Re-Wild</i>	<i>Searching for Life in Iceland's Fissures</i>	<i>What Glows Beneath</i>	<i>The Elephant Whisperers</i>	
WRITING Genre: <b>Descriptive paragraph</b> Focus: Use adjectives	Genre: <b>Descriptive paragraph</b> Focus: Identify and include elements of a paragraph	Genre: <b>Descriptive paragraph</b> Focus: Use sensory writing	Genre: <b>Descriptive paragraph</b> Focus: Prothead	
MISSION <b>Explore Your World</b> National Geographic Explorer: <b>Daniel Raven-Ellison</b> , Guerrilla Geographer	<b>Do What You Love</b> National Geographic Explorer: <b>Guillermo de Anda</b> , Underwater Archaeologist	<b>Understand and Protect</b> National Geographic Explorer: <b>David Gruber</b> , Marine Biologist	<b>Start Small</b> National Geographic Explorer: <b>Amy Dickman</b> , Animal Conservationist	
PRONUNCIATION Syllables and stress	Intonation in questions	Present progressive: Stress of the verb <i>is</i>	Can and can't	
EXPRESS YOURSELF Creative Expression: <b>Towel review</b> <i>Gondola Tours of Venice</i>		Creative Expression: <b>Graphic story</b> <i>Sleeping with a Lion</i>		
	Making connections: Unusual places and unusual jobs	Making connections: Interactions between humans and animals at night		

Level 4

Scope and Sequence				
				
<b>1</b> <b>Pushing the Limits</b> p. 8	<b>2</b> <b>It Takes a Village</b> p. 24	<b>3</b> <b>Food Matters</b> p. 42	<b>4</b> <b>The Footprint of Fun</b> p. 58	
THEME Pushing mental and physical limits	Digital humanitarianism and crowdsourcing	Food sustainability	The environmental impact of entertainment	
VOCABULARY STRATEGIES Prefix un- Use a dictionary	Suffixes -ion, -ion Identify parts of speech	Borrowed words Use context of unit	Prefix pro- Use context of sentence	
SPKNG STRATEGY Showing interest in conversation	Making suggestions and agreeing or disagreeing	Offering advice and accepting or declining advice	Defending your opinion	
GRAMMAR <b>Embedded clauses, questions, and commands</b> <i>I think extreme sports are dangerous.</i> <b>Adding emphasis</b> <i>The reason (why) I won't go surfing is that I don't like swimming in the ocean.</i>	<b>Future tenses:</b> Describing events in the future <i>Over the next few years, people will look online to find volunteers to help with disaster relief.</i> <b>Quantifiers:</b> Expressing amounts <i>Half of fifty percent of the world's population is ...</i>	<b>Mixed conditionals:</b> Expressing how things would be different <i>If I hadn't learned about overfishing, I would still be eating tuna.</i>	<b>Passives:</b> Describing actions and processes <i>What has been done by musicians to reduce their ecological footprint?</i> <b>Verbs followed by gerunds or infinitives</b> <i>Rhinos must continue coming up with/to come up with ways to reuse water.</i>	
READING <i>No Limits</i>	<i>Focus on the Future</i>	<i>Grow It Here. Eat It Here</i>	<i>Game Over</i>	
READING STRATEGY Summarize	Use text features for comprehension	Connect text to prior knowledge	Identify author's purpose	
VIDEO <i>A Tribute to Discomfort</i>	<i>Crisis Mapping</i>	<i>Should We Eat More Bugs?</i>	<i>The Footprint of Fans</i>	
WRITING Genre: <b>Biography</b> Focus: Identify chronological order	Genre: <b>Persuasive essay</b> Focus: Express point of view	Genre: <b>Restaurant review</b> Focus: Use facts and opinions to review	Genre: <b>Problem and solution essay</b> Focus: Present facts and personal reflection	
MISSION <b>Test Your Limits</b> National Geographic Photography Fellow: <b>Cory Richards</b> , Photographer	<b>Do Your Part</b> National Geographic Explorer: <b>Patrick Meier</b> , Crisis Mapper	<b>Know Your Food</b> National Geographic Explorer: <b>Barton Seaver</b> , Chef/Conservationist	<b>Reduce Your Footprint</b> National Geographic Ambassador to the Arts: <b>Jack Johnson</b> , Musician	
PONUNCIATION Intonation in embedded yes/no questions	Stress in compound nouns	The letter f between vowels	Expressing emotions with intonation	
EXPRESS YOURSELF Creative Expression: <b>Graphic novel</b> <i>The Adventures of Otis Crusher</i>		Creative Expression: <b>Online invitation</b> <i>Reduce, Reuse, Recycle, Rock!</i>		
	Making connections: Pushing limits while working to help others	Making connections: Sustainable eating and fun		

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

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

1. The materials include WIDA defined language functions in every chapter, unit, and throughout the grade-levels. Language functions like discuss, repeat, match, invent, complete, remember, find, express, persuade, and explain are included. Example activities using language functions include “preview the questions,” “discuss in pairs,” or “express your opinion.” View examples from Level 1, Units 1 & 2:

**35 Write.** Persuade your readers to take part in a local or global community service project.

**WRITING**

In persuasive writing, you express your opinion or point of view about something important to you and support it, using phrases like:

based on	equally important/necessary
especially	It's clear that

**24 While you watch, take notes.** Preview the questions in Activity 25. **Watch scene 1.1.**

**2 Learn new words.** Listen and repeat. **TR: 3**

2. Language functions are incorporated into a communicative goal or activity and used to guide instruction through the units and lessons. They are used to define the action involved in the activity, in the descriptive instructions, and used to define lesson goals in the Scope and Sequence.

3. Language functions support the progression of language development and are systematically presented in the instructional language throughout the student books, workbooks, and interactive online resources. Each lesson includes content specific language functions like the examples found in section 1. Activities and actions are then repeated throughout the units and expanding in complexity through the units to provide consistent skill development. The extent of language function representation can be viewed in the Impact Scope and Sequence of all levels at <http://ngl.cengage.com/sites/impact/about/table-contents/american-english>.