



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

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): Pathways Second Edition

Publisher: National Geographic Learning and Cengage

Materials/Program to be Reviewed: Student Edition and Teacher's Guide

Tools of Instruction included in this review: Student and Teacher's Editions with examples taken from Levels 1 & 2

Intended Teacher Audiences: Curriculum Advisors, Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 7-12 and Adult Learners

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 Math, Language of Science, Language of Social Studies

WIDA Language Proficiency Levels included: The WIDA Language Proficiency Levels are not addressed in the program. The program uses levels labeled: High-beginning, Low-intermediate (US), Intermediate, High-intermediate, Advanced, A1, A2, B1, B2, C1.

Most Recently Published Edition or Website: <http://ngl.cengage.com/sites/pathways/home>

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

Pathways, Second Edition, is a global, five-level academic English program. Carefully guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, Pathways prepares students to work effectively and confidently in an academic environment.

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. Pathways is learner-centered program that considers student assets and contributions by presenting content that encourages student interaction and including activities that require personal connections. Units are thematic and content considers student prior knowledge, ties content to self, and explores cultural perspectives. For example, Pathways presents a Personalizing feature that focuses on connecting content to personal experiences. See example from Level 2, Unit 2 Listening, Speaking and Critical Thinking (LS/CT) Student Edition (SE):

LESSON TASK Discussing Self-Driving Cars

PERSONALIZING A Work in a group. Read the information about self-driving cars. Then discuss the questions below.

SELF-DRIVING CARS

Many new cars are already offering automation. Examples include automatic parallel parking, automatic braking in emergencies, and lane-assist warnings to tell drivers if their car crosses a solid line on the road. Now, companies are testing completely automatic cars that don’t require a driver. These cars are expected to become popular in some parts of the world in the near future.

1. Have you ever read about self-driving cars, or have you seen one? Is the idea of self-driving cars interesting to you? Explain.
2. What forms of transportation do you usually use? What are some of the advantages and disadvantages of the forms of transportation you use?

Preceding unit content, focus lessons activate prior knowledge building background knowledge. Listening and reading content serves as a vehicle for exploring the theme and includes a social focus that brings students closer to examining issues relevant to their lives. Content reflects various cultures, backgrounds, and ethnic groups giving a multitude of opportunities for students to connect to content as well as share connections. In addition, units end with activities that tie together content and give opportunity for students to express their opinions in speaking and writing activities. View representative examples from LS/CT: Background Knowledge Discussions begin each unit. Example from Level 1 LS/CT SE:

EXPLORE THE THEME

Look at the photo and read the information. Then discuss the questions.

1. What are *millennials*? What ideas do you have about them as a group?
2. Where do millennials work the most hours? The least?
3. Is any of this information surprising to you? Explain.
4. Does this office seem like a good place to work? Why or why not?

THINK AND DISCUSS

- 1 Look at the photo and read the caption. What training or education is needed for this job? What skills are needed?
- 2 Would you like to do this job? Explain.
- 3 Read the title of this unit. What do you think it means?

End of unit activity from the SE and Teacher's Guide (TG):

FINAL TASK Speaking about Yourself

You are going to give a short presentation about yourself. You will introduce yourself and share what job you hope to have.

ORGANIZING IDEAS **A** Write answers to the questions below in your notebook. Then share them with a partner.

1. What's your name (*the name you want to be called in this class*)?
2. Where are you from?
3. What subjects are you studying?
4. What job do you have or hope to have in the future? Why?

PRESENTATION SKILL Introducing Yourself

When you give a presentation, you can use these expressions to introduce yourself.

*Hi, I'm (your name). / Hello, my name is (your name).
I'm from (your city, country, university, etc.).*

B **LISTEN** Read and listen to one student's presentation. Then follow the steps below.

> *Hi, everyone. My name is Alejandro, but please call me Alex. I'm from Bogotá. As you probably know, that's the capital city of Colombia. I'm studying English now, and I'm also studying international relations. I hope to work for an international aid organization someday. I want to travel the world, and I want to help people, too, so I think this is a good job for me.*

1. Underline the expressions Alex uses to introduce himself.
2. Circle the reasons Alex gives for the job he wants.
3. Decide which expressions you will use to introduce yourself.

PRESENTING **C** Introduce yourself to your classmates. Then tell them about yourself using the information from exercise A.

FINAL TASK: SPEAKING ABOUT YOURSELF

A **Organizing Ideas** (page 20)

Read the assignment together as a class. Encourage students to include as many supporting details and examples as they can to make their presentations more interesting and engaging.

B **LISTEN** (page 20)

Have students form pairs to compare answers and take turns reading the short presentation aloud.

TIP Remind students how to be a good audience during a presentation. Ideas include turning phones off and putting them away, maintaining eye contact with the presenter, and displaying positive body language and facial expressions that show interest, such as smiles and head nods.

C **Presenting** (page 20)

If possible, aim to leave 2 to 3 minutes for follow-up questions after each student's presentation.

REFLECTION

- Have students answer questions 1 and 2 on their own, and then discuss their answers in pairs or small groups.
- Ask students to discuss similarities and differences in their answers for questions 1 and 2.
- For question 3, have students compare answers and then write the words about which they are still unsure on the board. Lead a class review of the challenging words, and re-teach terms as necessary.

2) Student assets and contributions are systematically considered throughout the materials. Pathways presents systematic routines in every lesson and throughout every level that allow opportunities for students to connect content to self and contribute their experiences and opinions in the classroom. These routines act to engage students using guided questioning, cooperative learning activities, and discussions that encourage personal sharing and opinions. In addition, Pathways SE and TG incorporates student personal experiences in a range of activities including writing extensions that connect domain instruction to student experiences, exploring connections to the workplace, and activities that incorporate the student's life outside of school.

LS/CT Level 1, Unit 1: TG and SE LS/CT:

Ideas for... **EXPANSION**

Use exercise C as a template for an open-ended conversation that includes the expressions. Have students write two or three sentences that include general information about a career. They can talk about their own work experience or use details from the unit, such as the three interviews on page 14. Pair each student with a new partner, and then have them share each sentence. One student uses one of the expressions after each sentence as a response, so the other student must offer more detail as an answer.

B  **1.3** **Meaning from Context** (page 4)

Have students focus on the five vocabulary words as they read along with the audio. Afterward, ask follow-up questions about the photo, such as:

- Do you think photographing animals is a difficult job? Why or why not?
- Would you want this job? Why or why not?
- What other kinds of animals are found in Africa?

H **Work with a partner. Discuss your weekly schedules. Use the questions below and your own ideas.**

1. Which days do you work? What time do you start and end?
2. Which days do you go to school? Which day is your longest school day?
3. What are some things you do often each week? Sometimes? Rarely?
4. What are you doing right after class today?
5. What are you doing a lot these days?

Examples from Level 2 Reading, Writing, and Critical Thinking (RW/CT) SE:

EXPLORE THE THEME

A Look at the information on these pages and answer the questions.

1. Have you been to any of the countries shown here? Why do you think people from these countries are happy?
2. Compare the information about these six countries. Do you see a strong link between GDP per capita and overall happiness? What does this suggest?

B Match the correct form of the words and phrases in blue to their definitions.

_____ (v) to supply or make available
 _____ (adj) protected from danger or harm
 _____ (n) the level of comfort and amount of money that people have

CRITICAL THINKING: REFLECTING

D Choose three factors from the reading passage that you feel are most important for happiness. Write a sentence for each one describing how you can change that area of your life to become happier. Then share your ideas with a partner.

Example: Keep Active—I can go swimming every week.

1. _____
2. _____
3. _____

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

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

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 discourse dimension in a consistent manner for all identified proficiency levels. Pathways addresses language features at the discourse level throughout both the reading & writing and listening & speaking strands of the program. The Listening, Speaking and Critical Thinking texts are focused on developing listening and speaking skills though consistent discourse in whole, small, and peer groups. Example exercises include discussing a visual or asking peers personal questions (related to the topic) in a group setting. In both strands, units begin with activities that promote a high amount of discourse as students are introduced to the unit theme and topics. Engaging content from National Geographic images, stories, and videos of real people and places provide the social and cultural context for discussing, sharing, and participating in engaging interactions. Communication skills are taught throughout each unit in activities that include cooperative learning and classroom participation. For example, students are encouraged to share and discuss their work after completion of a written activity. The Pathways program uses embedded scaffolds, differentiated instruction features in the TG to make

language activities accessible to all targeted learners. Embedded supports include language starters that assist conversations and discussions, graphic organizers, and differentiation for students working below and above level.

2) Language features at the discourse dimension are addressed systematically throughout the materials. Opportunities for students to practice and apply spoken and written discourse are presented systematically in every section of the units. Units begin with discussions about the theme, cooperative activities are presented in each lesson, and end of unit projects always include wither a presentation or discussion. View examples of leveled discourse centered activities that are representative of lessons found throughout Pathways:

Level 1, Unit 1 LS/CT

TG

SE



UNIT OPENER

THINK AND DISCUSS *(page 1)*

Have students look at the photo and caption. Ask leading questions, such as:

- Who is the man in the picture? (*artist Todd Stone*)
- Where is he? (*in his studio on the 67th floor of the World Trade Center in New York, U.S.*)
- What is he working on? (*paintings of the city*)

H Work with a partner. Discuss your weekly schedules. Use the questions below and your own ideas.

1. Which days do you work? What time do you start and end?
2. Which days do you go to school? Which day is your longest school day?
3. What are some things you do often each week? Sometimes? Rarely?
4. What are you doing right after class today?
5. What are you doing a lot these days?

Level 2, Unit 1 LS/CT SE:

B Speaking

SPEAKING Skill Keeping a Conversation Going

Keeping a conversation going is considered polite and is an important skill in social and business situations. Here are some ways to help keep a conversation going:

- Show the speaker that you are listening and are interested in what they are saying.
*A: I'm going to Australia this summer.
B: Oh, really? That's interesting!*
- Ask a follow-up question about something the speaker said.
*What are you going to do there?
How's the weather there in July?*
- Avoid yes/no questions. Use *wh-* questions instead. *Wh-* questions require speakers to give more information in their answers.
*What do you think about that?
How often do you take a vacation?*

EVERYDAY LANGUAGE Asking about Personal Experience

*Do you know anything about...? What about you?
Have you ever...? Does anyone in your family...?*

A Read the conversation. Then practice it with a partner.

- A: I really enjoy listening to live music.
B: Really? Where do you go for live music?
A: Sometimes I go to concerts. My brother played in a school concert last Saturday.
B: That sounds nice. What instrument does he play?
A: He plays two—guitar and mandolin.
B: Wow. That's great! What about you? Do you play any instruments?*

KEEPING A
CONVERSATION
GOING

B With your partner, take turns suggesting topics from the box below, or choose your own ideas. Practice keeping the conversation going. Use the information and questions from the Speaking Skill and Everyday Language boxes to help you.

B Discuss these questions with a partner.

1. How would you describe your **community**? What is it like to live there?
2. What are some things that put you in a good **mood**?

USING
VOCABULARY

BEFORE VIEWING

- ### A
- Some people live 100 years or more. What do you think these people do to stay healthy? Discuss your ideas with a partner.

PREDICTING

FINAL TASK Participating in a Discussion about Health

You are going to participate in a group discussion about health. You will choose a topic to discuss and practice keeping the conversation going.

- A** Work in a small group. Read the information about participating in a group discussion. Then choose one of the topics from the chart below for your group to discuss.

Group discussions are common in academic and professional settings. Here are some tips for participating in a group discussion:

- Participate. Everyone in the group is responsible for contributing ideas and keeping the discussion going.
- Speak clearly so others can hear you and understand your ideas.
- Pay attention and show interest when other people are speaking.
- Make sure everyone in the group has an opportunity to speak.
- Take notes, or choose someone to be the “secretary,” or note taker, for the group.

Heart Health	Traditional Medicine	Allergies
What are some things people can do in their daily lives to prevent heart disease?	Why do people turn to bee therapy and other types of traditional medicine?	What are your experiences with allergies? (e.g., Do you or someone you know have them?)

- B** Take a few minutes to think about your group’s topic and what you would like to say about it during the discussion. Write down key words and phrases in your notebook to help you remember your ideas. ORGANIZING IDEAS

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

1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?	Yes No
2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?	Yes No
3) Are the language features at the sentence dimension addressed systematically throughout the materials?	Yes No

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. Pathways address sentence level language features in every unit and presents opportunities for students to practice and apply grammar and conventions, pronunciation, fluency, and language forms in a range of speech and writing activities in each unit. In the Reading, Writing, and Critical Thinking text, integrated grammar practice and writing skill development provide scaffolding for the writing assignment. In the Listening, Speaking, and Critical Thinking text, succinct grammar lessons provide students a single language structure on which to concentrate. The grammar points lend themselves to discussion of the unit theme and are recycled throughout the unit. Students develop presentations and work on skills like speaking slowly, showing enthusiasm, posture, pausing to check for understanding, and organizing a group presentation.

2) Language features at the sentence level are leveled and appropriate for the targeted proficiency levels. In

each text, grammar and language functions are directly related to the speaking/writing lessons in the unit, giving students multiple chances to apply new skills. Supports like language starters, guided questioning, modeling, outlines, graphic organizers, and graphics support all lessons. Throughout the TG, instructional boxes labeled Ideas for... help teachers to adjust instruction to the needs of the classroom. Ideas for... boxes include Ideas for Presenting Grammar, Ideas for Checking Comprehension, Ideas for Expansion, and Ideas for Multi-level Classes. View examples from Level 2, Unit 1 LS/CT TG:

Ideas for... PRESENTING GRAMMAR FOR

SPEAKING: Expressions of Frequency

Explain that the word *frequency* refers to the number of times something happens during a particular period. For practice in the use of correct word order with expressions of frequency, read aloud some sentence starters without expressions of frequency (such as *I play soccer...*, *I am too busy to go to the gym...*, *I go to the dentist...*, *I take a vacation...*), and ask students to write them down and add an expression of frequency so the sentences are true for them. Then ask volunteers to read their sentences aloud and determine whether the word order is correct.

Ideas for... PRESENTING THE PRESENTATION

SKILL: Practicing Your Presentation

Teach students how to give effective feedback. Suggest that they include what their partner did well, what he or she needs to work on, and what steps he or she can take to improve. Remind students that simple and specific feedback is most helpful.

Ideas for... MULTI-LEVEL CLASSES

Encourage students to practice with their answers from exercise B and present them without notes. However, to help increase their confidence, lower-level students could practice with a script and use notes when they give their presentations. In this case, demonstrate the difference between reading from notes and just glancing at notes at strategic moments during a speech.

3) Language features at the sentence dimension are addressed systematically throughout the materials. The Pathways program is structured around systematic routines that present opportunities for learners to practice sentence level language in each lesson, and grammar throughout the unit. See the following representative examples of sentence level practice and grammar instruction: Level 2, Unit 1 LS/CT SE:

GRAMMAR FOR SPEAKING Expressions of Frequency

There are many expressions to talk about frequency. Here are some:

once
twice + a(n) hour / day / week / month / year
three times

Frequency expressions can come at the beginning or end of a sentence.

*I exercise **three times a week**.*
Twice a year, Anita takes a vacation with her family.

We also use *every* to talk about frequency.

every + hour / day / week / month / year / Monday / six months / five years
Every Saturday, we play tennis.
*I go to the dentist **every six months**.*

We use questions with *How often...?* to ask about frequency.

A: **How often** do you visit your grandparents?
B: *Twice a year.*
A: **How often** does Michael go to the gym?
B: *Three times a week.*

CRITICAL THINKING: APPLYING **E** Work in a group. Take turns interviewing each other about your exercise routines. Use questions with *How often* and expressions of frequency. Take notes in the chart.

Name	Type of Exercise	Frequency
Alberto	kayaking	once a week/summer

A: *What do you do to stay fit?*
B: *Not much, but I like kayaking.*
C: *Really, how often do you go kayaking?*
B: *About once a week in the summer.*

F With your group, report your findings from exercise E to the class. Use expressions of frequency and pay attention to your pronunciation of words that end in *-s* and *-es*.
> *Alberto doesn't exercise much, but he likes kayaking. He goes about once a week in the summer.*



Dr. James Levine of the Mayo Clinic says that most people do far too much sitting in the course of their day. He invented the *treadmill desk* so that more people can exercise while they work. In the photo above, an office worker uses a treadmill desk to walk while he works on a computer.

1. What is the man in the photo doing?
2. What effect might this have on his health?
3. How often do you take a break and move around when you are studying or working at a computer?
4. What advice might Dr. Levine give? Write a list of things you think he might tell people. Use expressions of frequency.

Everyone should exercise at least three times a week.

Level 2, Unit 1, RW/CT SE:

LANGUAGE FOR WRITING Review of the Simple Present Tense

We use the simple present tense to talk about facts or things that are generally true.

*About 5.6 million people **live** in Singapore.*

*There **are** over seven billion people in the world today.*

*Singapore **doesn't have** a high level of poverty.*

We also use the simple present tense to talk about habits and daily routines—things we do regularly, or things we usually don't do.

*They **walk** to work every day.*

*On most weekends, she **volunteers** at the homeless shelter.*

*I **don't see** my friends on Sundays.*

For simple present tense verbs, we use the base form with *I, you, we, and they*. We add *-s* to the base form for third-person singular subjects.

Some verbs have irregular present tense forms:

be: *I am; he/she/it is; you/we/they are*

do: *I/you/we/they do; he/she/it does*

have: *I/you/we/they have; he/she/it has*

To form a negative statement, use *doesn't* or *don't* and the base form of the verb.

D Using the simple present tense, write three sentences about things you do regularly that make you feel happy.

1. _____
2. _____
3. _____

WRITING TASK

GOAL You are going to write a paragraph on the following topic:

Do you think people in your community are generally happy or unhappy? give three reasons for your answer.

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)	
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 ² language systematically presented throughout the materials?	Yes No
<p><i>Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.</i></p> <p>1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Key academic and high-frequency vocabulary are introduced, practiced, and expanded upon throughout the lessons in each unit. Each unit has a set of vocabulary objectives that always includes understanding meaning from context and other specific goals like using new vocabulary to discuss unit content, paraphrase statements, label graphics, or explore everyday contexts. Vocabulary objectives for each unit include word study skills like understanding multiple meaning words or using a dictionary are found in the Scope and Sequence in the introductory pages of the Student Editions. Pathways presents supports throughout the units to scaffold vocabulary development for all levels of learners. Before reading, listening, or viewing new content, students are introduced to key vocabulary in context and with supports. Within the reading passages, words are highlighted and defined at the bottom of each page. Vocabulary practice includes cooperative learning, such as using the terms in conversations or sharing written sentences with a partner. In addition, the TG provides further activities to assist understanding in the classroom in the feature Ideas for...Presenting the Vocabulary Skill and Multi-level Classrooms.</p> <p>See example from the LS/CT Level 1, Unit 1 TG:</p>	

¹

²General language refers to words or expressions not typically associated with a 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.

Ideas for... **PRESENTING THE VOCABULARY SKILL:**
Recognizing Word Families

Review the information in the box. Use word maps. Demonstrate on the board how to create word maps to help students recognize and remember word families.

1. Write the root of the word in a circle, for example, *explor-*.
2. Draw lines out of the circle, and write the different forms at the ends of the lines, for example, *exploration, exploratory, etc.*

2) Words, expressions, and phrases are consistently presented and practiced in context in a consistent vocabulary routine found in each level of Pathways. Prior to each listening, reading, or video lesson, key vocabulary central to the understanding of the selection is taught in context using visual supports. They are practiced in speaking and writing activities that use the word in phrases and sentences in the context of unit content. See example:

Level 1, Unit 1 LS/CT TG and SE:

B 1.3 **Meaning from Context** (page 4)

Have students focus on the five vocabulary words as they read along with the audio. Afterward, ask follow-up questions about the photo, such as:

- Do you think photographing animals is a difficult job? Why or why not?
- Would you want this job? Why or why not?
- What other kinds of animals are found in Africa?

MEANING FROM CONTEXT **B** **1.3** Look at the photo and read the caption. Then listen to the article. Notice each word in **blue** and think about its meaning.



Dereck and Beverly Joubert photographing a meerkat in Africa

Beverly and Dereck Joubert

Beverly Joubert and her husband Dereck are **creative** people. Together, they write and make interesting **films** about animals in Africa. In order to work together, they need to **communicate** well and understand one another.

They love to **explore** **different** parts of Africa. Making **films** there is an **adventure**. Big cats such as lions are some of their **favorite** animals, so they make **films** and raise money to help them. Their Big Cats Initiative program provides money so that more than 100 conservationists can work in the **wild** to help save the big cats.

Level 2, Unit 1 RW/CT SE:

B Discuss these questions with a partner.

1. How would you describe your **community**? What is it like to live there?
2. What are some things that put you in a good **mood**?

USING
VOCABULARY

3) General, specific, and technical language is appropriate for the targeted ELP levels. Content based or technical vocabulary are specific to the non-fiction topic and unit content, and nit connects to an academic subject like sociology, technology, environmental science, health, or psychology. See examples from Level 2 RW/CT:

Unit Title and Theme

1

HAPPINESS

page 1

ACADEMIC TRACK:
Health Science / Sociology

2

INVENTIVE
SOLUTIONS

page 21

ACADEMIC TRACK:
Technology

3

CONNECTED LIVES

page 41

ACADEMIC TRACK:
Communications / Sociology

4

SAVING OUR SEAS

page 61

ACADEMIC TRACK:
Environmental Science

5

MEMORY AND
LEARNING

page 81

ACADEMIC TRACK:
Psychology / Biology

Specific language and academic vocabulary like "predict," "emphasize," and "clarify," are taught, practiced, reviewed, and used throughout the instructional language and language domain centered lessons. Basic/general vocabulary is practiced in language development and cooperative learning lessons. All vocabulary instruction is made accessible to learners by presenting it in daily routines and lessons that utilize supports like graphic organizers, cooperative activities, differentiated instruction, interactive games, and discussions. View examples from Level 2, Unit 2 RW/CT SE:

PREPARING TO READ

BUILDING VOCABULARY **A** The words in **blue** below are used in the reading passage on pages 25–26. Match the correct form of each word to its definition.

Electricity has many uses—we cook with it, and heat and light our homes with it. It also **powers** our cell phones.

Many people consider Thomas Edison—the inventor of the phonograph—to be one of the greatest **creative** thinkers of all time.

Edison was partially deaf. He **struggled** to find a steady job before **eventually** becoming a famous inventor.

Some inventions are very expensive, so not everyone can **afford** them.

The French chemist Louis Pasteur is famous for his research on the causes and **prevention** of diseases.

1. _____ (v) to supply the energy needed for something to work
2. _____ (adv) in the end, especially after a lot of problems
3. _____ (n) a form of energy that can be used for heating and lighting
4. _____ (n) the act of making sure that something does not happen
5. _____ (v) to have enough money to pay for something
6. _____ (v) to try very hard to do something that is difficult
7. _____ (adj) able to invent things and have original ideas

USING VOCABULARY **B** Discuss these questions with a partner.

1. Are you a **creative** person? Describe one way in which you are creative.
2. What are some sources of energy that can produce **electricity**?

4) General, specific, and technical vocabulary is presented systematically in each unit of the Pathways program. General language is practiced in the frequent discourse activities included in each lesson. Specific and technical language is presented in the same manner in both the Reading and Writing and Listening and Speaking strands. Each reading or listening passage introduces 8-10 vocabulary terms. They are introduced in the pre-reading or listening sections and focus on developing students' ability to use contextual supports to determine meaning. Within the readings, terms are highlighted and define on-page. Terms are then reinforced and recycled through the unit in speaking, listening, and writing activities. Additionally, word study and skills are addressed throughout the unit and include skills like using a dictionary, understanding multiple meaning words, affixes, and word families.

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
<p><i>Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.</i></p> <p>1) Although the WIDA English Language Proficiency Levels are not explicitly identified in the materials, Pathways is an ELL program that is leveled using the Common European Framework; high beginning, low-intermediate, intermediate, high-intermediate, and advanced. The program is split into Listening & Speaking and Reading & Writing strands and both focus on building critical thinking skills.</p> <p>2) Differentiation of language is developmentally and linguistically appropriate for the targeted language levels in each level. Scaffolds designed to assist students in activities that use new language are included in each lesson. Example supports include graphic organizers, cooperative learning activities, language frames, step by step instructions, photographs, illustrations, graphics, note taking guides, audio support and scripts, video, connections to self/culture, and real-world content.</p> <p>3) Differentiation of language is systematically addressed throughout the materials. Supports to assist differentiation are located throughout the TG, and scaffolds to support instruction are embedded into each lesson in the SE. Please view the following representative examples of differentiation and supports found in all levels of Pathways.</p> <p>Level 1, Unit 1: LS/CT TG Differentiation Examples:</p>	

BEFORE LISTENING

A Critical Thinking: Predicting (page 6)

Ideas for... MULTI-LEVEL CLASSES

Ask students to bring in photos they've taken. In multi-level groups, have them each give a 1- to 2-minute "About My Photo" presentation. Lower-level students could provide simple answers about their photos as group members ask them *wh*- questions. Higher-level students could provide more detailed descriptions.

Ideas for... CHECKING COMPREHENSION

Check students' understanding of the vocabulary words by having them discuss the following questions in small groups.

1. *Although* English can be challenging, what do you think is the easiest part of the language to learn?
2. What or whom in your life are you *in charge of*?
3. What is one *initiative* that you feel passionately about?
4. Would you like to be a *manager*? Why or why not?
5. Are you *organized*? Explain.

Ideas for... EXPANSION

Ask students to work in pairs to make a Pros and Cons chart for one of the careers listed. Although they are working together, each partner should make his or her own chart for the same career. Provide a model T-chart on the board, if necessary. Give pairs 5 to 10 minutes to complete their entries. Then have each student choose a side and debate. They should try to convince their partners why that career is good or bad. After 5 minutes, ask students to switch roles and debate the opposite perspective.

Ideas for... PRESENTING PRONUNCIATION: Syllable Stress

 1.8 Go over the information in the box, and ask students to clap or tap out the number of syllables in each example word on their desks or tables. To check their understanding of syllable stress, ask them to say the words aloud as they tap out the syllables again, but this time, have them tap slightly harder and speak slightly louder on the stressed syllables.

Level 1, Unit 1: LS/CT SE Example Supports:

Lessons are guided and use graphic organizers. Lessons connect self to content and provide language frames for discussions.

LESSON TASK Taking a Career Aptitude Test

- A** Work with a partner. Take turns asking and answering the questions from the Career Aptitude Test. Take short notes on your partner's answers.

Career Aptitude Test	
A career aptitude test can help you decide which job or career is right for you.	
Interview Questions	My Partner's Answers
1. Are you a creative person?	
2. Do you like to travel and explore new places?	
3. Are you afraid of dangerous situations, for example, working with animals or with electricity?	
4. Do you have good communication skills?	
5. Do you like to spend time with other people, or do you prefer to spend time alone?	
6. Do you like to keep  .	
7. Are you a good problem solver?	
8. Do you like to help people?	
9. Do you like to do a lot of different things every day?	
10. Which is more important to you in a job: adventure or money?	

- B** Look back at your notes from exercise A. Then tell your partner which jobs in the box below might be good for him or her. Explain your reasons.

AFTER VIEWING

CRITICAL THINKING Evaluating Options

Most options or choices have both good and bad points. When you evaluate options or choices, you judge them based on their value to you. Think about what is most important to you as you consider the pros and cons of your choices.

- E** Read the list of careers and the pros and cons in the boxes below. Then discuss with a partner, evaluating the options and deciding which career choices could be good for you. Consider the pros and cons in the box and your own ideas.

CRITICAL THINKING:
EVALUATING

- A: I think doctors work very long hours.
B: That's true, but they make a high salary and money is very important to me.

Careers	Pros and Cons
firefighter news reporter oceanographer businessperson photographer	teacher doctor scientist waiter butler
	dangerous high salary low pay difficult job interesting work
	travel opportunities easy work long hours opportunities to learn physically difficult or demanding

Each lesson has abundant opportunities for learners to work cooperatively.

H Work with a partner. Discuss your weekly schedules. Use the questions below and your own ideas.

1. Which days do you work? What time do you start and end?
2. Which days do you go to school? Which day is your longest school day?
3. What are some things you do often each week? Sometimes? Rarely?
4. What are you doing right after class today?
5. What are you doing a lot these days?

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) The language domains are targeted in the materials. The Pathways program is separated into two strands- Reading, Writing, and Critical Thinking and Listening, Speaking, and Critical Thinking. The separation of the domains allows a targeted focus on skills related specifically to reading, writing, speaking, and listening. Both strands include practice using all domains by including readings, audio, classroom participation and collaboration, critical thinking writing/speaking activities, and the integration of technology. In addition, Pathways expressly teaches visual literacy by including National Geographic video, images, and graphic supports in each unit. The videos explored in the middle of each unit include audio scripts and provide an engaging visual experience that expands student knowledge of the theme and offers a new context in which to expand vocabulary, think critically, write, and discuss. View the partial Scope and Sequence in both strands to view the comprehensive and systematic presentation of reading, writing, listening, and speaking skills in each unit.

LS/CT Level 2:

Scope and Sequence		ACADEMIC SKILLS				
Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 HEALTHY LIVES page 1 ACADEMIC TRACK: Health Science</p>	<p>Lesson A A Talk about Preventing Heart Disease (with slide show)</p> <p>Lesson B A Conversation about Allergies</p>	<ul style="list-style-type: none"> Listening for Main Ideas Writing Key Words and Phrases 	<ul style="list-style-type: none"> Keeping a Conversation Going Practicing Your Presentation <p>Lesson Task Presenting Healthy Habits</p> <p>Final Task Participating in a Discussion about Health</p>	<p>Understanding Meaning from Context</p>	<ul style="list-style-type: none"> Expressions of Frequency Final -s sounds 	<p>Focus Interpreting Visuals</p> <p>Analyzing, Applying, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting</p>
 <p>2 TECHNOLOGY TODAY AND TOMORROW page 21 ACADEMIC TRACK: Technology</p>	<p>Lesson A A Radio Show about AI</p> <p>Lesson B A Conversation about Technology</p>	<ul style="list-style-type: none"> Identifying Important Details Using Abbreviations 	<ul style="list-style-type: none"> Giving Reasons Making Eye Contact <p>Lesson Task Discussing Self-Driving Cars</p> <p>Final Task Presenting a New Technology Product</p>	<p>Using Collocations</p>	<ul style="list-style-type: none"> Action and Nonaction Verbs Stressed Content Words 	<p>Focus Synthesizing</p> <p>Analyzing, Brainstorming, Evaluating, Interpreting a Bar Graph, Organizing Ideas, Personalizing, Prior Knowledge, Reflecting</p>
 <p>3 CULTURE AND TRADITION page 41 ACADEMIC TRACK: Sociology</p>	<p>Lesson A A Lecture about Cowboys (with slide show)</p> <p>Lesson B An Assignment about Music</p>	<ul style="list-style-type: none"> Asking Questions While Listening Using a Numbered List 	<ul style="list-style-type: none"> Asking for and Giving Clarification Using Good Posture <p>Lesson Task Exchanging Information about Cowboys</p> <p>Final Task Presenting a Kind of Music</p>	<p>Keeping a Vocabulary Journal</p>	<ul style="list-style-type: none"> The Past Continuous Reduced Function Words 	<p>Focus Activating Prior Knowledge</p> <p>Analyzing, Brainstorming, Making Inferences, Organizing Ideas, Personalizing, Reflecting</p>

RW/CT Level 2:

Scope and Sequence

Unit Title and Theme		ACADEMIC SKILLS		Critical Thinking	Writing	Vocabulary Extension
 <p>1 OUR WORLD page 7 ACADEMIC TRACK: Sociology/Anthropology</p>	<p>Reading 1 The Face of Seven Billion Focus 7 Billion Reading 2 A Connected World</p>	<p>Reading Focus Scanning Predicting, Understanding Main Ideas and Details, Interpreting Visual Data</p>	<p>Focus Reflecting Synthesizing, Personalizing, Guessing Meaning from Context</p>	<p>Language for Writing What is a sentence? Simple present tense of <i>Be</i> and other verbs Writing Goal Describe yourself and your communication habits.</p>	<p>Word Forms Superlative adjectives Word Web Social media words</p>	
	<p>2 CAREER PATHS page 19 ACADEMIC TRACK: Career Studies</p>	<p>Reading 1 Reaching for the Sky Focus Cave Scientist Reading 2 Life in the Ring</p>	<p>Focus Skimming Predicting, Understanding a Sequence, Understanding Details</p>	<p>Focus Inferring Personalizing, Synthesizing, Guessing Meaning from Context.</p>	<p>Language for Writing Using verbs + infinitives Using verb + noun collocations Writing Goal Describe your dreams and plans for the future.</p>	<p>Word Link Synonyms Word Web Time words and phrases</p>
	<p>3 ADVENTURE page 37 ACADEMIC TRACK: Geography</p>	<p>Reading 1 Adventures Anywhere Focus Hooked on Adventure Reading 2 A Movie-Goer's Guide to London</p>	<p>Focus Understanding Main Ideas of Paragraphs Predicting, Understanding Details, Understanding Purpose</p>	<p>Focus Applying Ideas Synthesizing, Guessing Meaning from Context</p>	<p>Language for Writing Using imperative sentences Using <i>should / shouldn't</i>? Writing Goal Write a walking tour of an area you know well.</p>	<p>Word Partners Noun + <i>trip</i> Word Web Prepositions of place and direction</p>

2) The targeted language domains are presented within the context of language proficiency levels. Pathways is a proficiency leveled program, leveled according to the European Common Framework standards. In each level, domain practice is appropriate for the targeted proficiency levels and is supported with a variety of educational scaffolds. These scaffolds include cooperative learning and graphic, sensory, and interactive supports. The TG extends and differentiates lessons so that teachers can respond to the needs of the classroom. View examples of supports in the TG, Unit 1 TG, LS/CT text, that are representative of supports used throughout the program:

AS MINE LISTENING: A TALK ABOUT PREVENTING HEART DISEASE

BEFORE LISTENING

A  1.3 (page 6)

Read the information and statements together as a class before listening to the talk.

Ideas for... CHECKING COMPREHENSION

Check students' understanding of what public health nurses do by asking the following questions:

- How are public health nurses different from other nurses? (*Most nurses care for one patient at a time; public health nurses care for entire populations.*)
- Who are their patients? (*many different groups of people, including children, teens, and adults of all ages*)
- Where do they work? (*hospitals, clinics, schools*)
- Would you like to be a public health nurse? Why or why not?

Ideas for... MULTI-LEVEL CLASSES

Encourage students to practice with their answers from exercise B and present them without notes. However, to help increase their confidence, lower-level students could practice with a script and use notes when they give their presentations. In this case, demonstrate the difference between reading from notes and just glancing at notes at strategic moments during a speech.

B Keeping a Conversation Going (page 18)

Ideas for... EXPANSION

Ask students to imagine they are at a dinner party. Play some soft music, and ask them to walk around the classroom. When you stop the music, mention one of the topics in the box. Students should stop walking and start a conversation with the classmates near them about this topic. After 2 minutes, play the music again and repeat the process.

3) The targeted language domains are systematically integrated throughout the materials. Each unit presents domain instruction in the same systematic pattern. In the RW/CT SE texts, units include pre-unit features that introduce the theme, three major lessons, a video lesson, and a unit quiz. Lesson A presents vocabulary practice and a single text related to the theme. Each reading passage is supported with an audio program. A viewing lesson is placed between Lessons A and B to bridge content, teach visual literacy, and expand thematic content. Lesson B's reading passage presents a further aspect of the unit theme, using a variety of text types and graphic formats (pp. 50-54). The Lesson C goal is for learners to relate their own views and experience to an extended writing assignment. Students use the entire writing process to complete the assignment. View examples from Unit 3:

Reading 1

PREPARING TO READ

BUILDING VOCABULARY **A** The words in blue below are used in the reading passage on pages 45–46. Complete each sentence with the correct word. Use a dictionary to help you.

collaborate	potential	feature	contribution
investigate	participant	accurate	



WRITING TASK

GOAL You are going to write a paragraph on the following topic:
 describe a crowdsourcing project that you know well. do some research if necessary. Choose one of the following or your own idea:
 eyeWire Galaxy Zoo Wild me iNaturalist Wilds can

TAKING NOTES **A** Look up the crowdsourcing projects above—or other crowdsourcing projects you know about—online. Choose one project and take notes as you read about it.

PLANNING **B** Follow these steps to make notes for your paragraph.

Step 1 Write a topic sentence in the outline below introducing the crowdsourcing project you chose.

Step 2 Complete the outline with details for each question. Don't worry about grammar or spelling. Don't write complete sentences.

Step 3 Write a concluding sentence for your paragraph.

The structure of the LS/CT SE text consists of pre-unit features that introduce the theme, Lessons A, A-B, B, and an end-of-unit feature called Engage. Both Lessons A and B build and use vocabulary, develop listening/speaking skills, and explore spoken language using a range of grammatical focuses and presentation skills. In Lesson A-B, students view a National Geographic video and complete activities before, during, and after viewing that include discussion, critical thinking, and self-reflection. The end-of-unit Engage feature is a more intensive assignment, such as giving a group presentation, presenting a research proposal, or creating a TV commercial. View examples from Unit 3:

ACADEMIC SKILLS

LISTENING Asking Questions While Listening
Using a Numbered List

SPEAKING Asking for and Giving Clarification
Reduced Function Words

CRITICAL THINKING Activating Prior Knowledge

THINK AND DISCUSS

- 1 Who is the man in the photo? What do you think he is doing?
- 2 What do you know about cowboys?
- 3 In which countries do cowboys live and work?

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A Speaking

SPEAKING SKILL Asking for and Giving Clarification

When participating in a conversation, you often need to ask for or give clarification. Here are some expressions you can use:

Asking for Clarification

*I'm sorry, did you say ... ?
Excuse me, I have a question.
Could you please explain that?
Do you mean that ... ?
I'm afraid I don't understand.*

Giving Clarification

*No, I said that ...
Let me explain.
Yes, I mean that ...
To put it another way, ...
In other words, ...*

A    Read and listen to the conversation. Write the missing phrases you hear.

Emily: During the lecture, you said that the cowboy tradition in Mexico began in the 1600s. _____ the situation there today?

Professor Diaz: Certainly. Some cowboys in Mexico are workers who live with the cattle and take care of them. The ranches there can be very large, and cattle need to be moved from place to place, so there are still cowboys working in Mexico today.

Liam: You talked about two kinds of cowboys in Mexico. _____

A Listening A Lecture about Cowboys

BEFORE LISTENING

CRITICAL THINKING Activating Prior Knowledge

Before you listen to a talk, think about the topic and what you already know about it. This will help you make connections between the new information in the talk and your prior knowledge, which will help you better understand what you hear.

PRIOR KNOWLEDGE **A** You are going to listen to a lecture about cowboys in North America. Discuss these questions with a partner.

1. What do you know about the work that cowboys do?
2. Besides North America, do you know of any other regions that have cowboys?
3. What else would you like to learn about cowboys?

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 connect the language development standards to the state academic content standards. The Pathways program includes a wide range of high-interest topics from National Geographic and academic content found in state and national standards and uses the Common European Framework to level content. The Common Core State Standards emphasize student comprehension of nonfiction texts and all readings in Pathways are nonfiction. Units are thematic and include topics from academic areas like science, social studies, health, business, economics, sociology, anthropology, psychology, technology, medicine, and archeology. In both strands, unit instruction includes vocabulary, writing, reading, fluency, grammar, viewing, and listening/speaking activities. Skills like reading/listening strategies, using language functions, cooperative learning, critical thinking, and visual literacy are presented and practiced in each unit. In the Reading, Writing, and

Critical Thinking text, students read and analyze nonfiction texts, view a video related to the topic, and complete a writing assignment using the entire writing process from drafting to publishing. The Listening, Speaking, and Critical Thinking texts also provide nonfiction texts for students to listen to and read, view a video related to the topic, practice a range of speaking and presentation activities, and complete a final intensive listening/speaking project. To view a list of correlations to the Common Core, local, state, and national standards visit elt.heinle.com/pathways.

2) The academic content standards are systematically represented throughout the materials. Topics are made accessible to students of all targeted levels using embedded instructional scaffolds and extra assistance in the TG. The unit themes focus on academic content relevant to students' lives. Topics are introduced with a two-page visual, descriptions, and exploratory questions to build student interest. Throughout the unit, students are provided with sensory, graphic, and interactive supports like cooperative learning. In addition, the TG includes ideas for expansion of content and basic techniques to use in multi-level and multi-ability classes. Topics are presented in a systematic fashion throughout the Pathways units. View the Scope and Sequence in the Listening, Speaking, and Critical Thinking text to see the range of content and topics presented throughout the units.

Scope and Sequence			
			ACADEMIC SKILLS
Unit Title & Theme	Listenings & Video	Listening & Note Taking	
<p>6 LET'S EAT! page 101 ACADEMIC TRACK: Health & Nutrition</p>	<p>Lesson A A Presentation about the Korean Diet (with slide show)</p> <p>Video The Food and Culture of Oaxaca</p> <p>Lesson B A Discussion about Food Psychology</p>	<ul style="list-style-type: none"> Listening for Numerical Data Using a Split Page to Take Notes 	
<p>7 OUR ACTIVE EARTH page 121 ACADEMIC TRACK: Earth Science</p>	<p>Lesson A An Earth Science Lecture (with slide show)</p> <p>Video Volcano Trek</p> <p>Lesson B A Discussion about Volcanoes</p>	<ul style="list-style-type: none"> Listening for Transitions Using a Chart to Take Notes 	
<p>8 WONDERS FROM THE PAST page 141 ACADEMIC TRACK: Archaeology/Anthropology</p>	<p>Lesson A A Guided Tour of Uxmal</p> <p>Video Sarah Parcak: Space Archaeologist and Egyptologist</p> <p>Lesson B A Conversation about an Assignment</p>	<ul style="list-style-type: none"> Listening for Examples Recording Examples 	

Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
<ul style="list-style-type: none"> Interrupting and Returning to a Topic Starting Strong <p>Lesson Task Participating in a Group Discussion</p> <p>Final Task Presenting a Marketing Plan</p>	<p>Recognizing Parts of Speech</p>	<ul style="list-style-type: none"> The Real Conditional: Present and Future Intonation: Finished and Unfinished Sentences 	<p>Focus Evaluating</p> <p>Analyzing, Brainstorming, Evaluating, Organizing Ideas, Personalizing, Predicting, Prior Knowledge</p>
<ul style="list-style-type: none"> Using Transitions Speaking at the Right Pace <p>Lesson Task Interviewing a Partner about an Experience</p> <p>Final Task Giving a Presentation about a Natural Disaster</p>	<p>Using <i>Affect</i> and <i>Effect</i></p>	<ul style="list-style-type: none"> Gerunds as Subjects and Objects Syllable Number and Syllable Stress Review 	<p>Focus Predicting Exam Questions</p> <p>Analyzing, Applying, Evaluating, Interpreting a Diagram, Interpreting a Map, Making Inferences, Organizing Ideas, Prior Knowledge, Reflecting</p>
<ul style="list-style-type: none"> Summarizing Using Index Cards <p>Lesson Task Presenting Ancient Artifacts</p> <p>Final Task Giving a Presentation about a Historical Site</p>	<p>Using Antonyms</p>	<ul style="list-style-type: none"> The Passive Voice with the Past Question Intonation 	<p>Focus Applying Knowledge</p> <p>Analyzing, Applying, Brainstorming, Evaluating, Making Inferences, Organizing Ideas, Prior Knowledge, Reflecting</p>

3) Social and Instructional language and the language of Language Arts, Mathematics, Science, and Social Studies are integrated into each level. Each Pathway unit focuses on a

theme related to science and technology, nature, history, geography, and popular culture-labeled Academic Track (See Example in Section 3) in the Scope and Sequence. Example National Geographic content includes topics like medicine, psychology, architecture, and technological innovations from cultures across the globe. Students learn content-related skills like interpreting maps and diagrams that show scientific processes. Units contain one viewing lesson, with a primary source video that expands student knowledge of content. The language of Mathematics is taught through skills like reading and describing graphs. The nonfiction texts, videos, and audio content are surrounded with language arts skill activities, such as understanding text features, using reading strategies, and grammar instruction. View a representative example from LS/CT Unit 2 of social and instructional language and the language of science:

EXPLORE THE THEME

Look at the photos and read the information. Then discuss these questions.

1. Have you ever heard or read about any of the topics on these pages? Explain.
2. In 1968, how did movie audiences feel about AI? How do you feel about it? Why?
3. Do you know of any ways that you use AI in your daily life? Explain.
4. How do you think AI might impact our future?

MOMENTS IN AI HISTORY

Artificial Intelligence, or AI, is a machine's ability to "think" and perform tasks that are typically done by human beings. Although AI may seem like a very modern concept, it has been around for much longer than many people realize.

LESSON TASK Discussing Self-Driving Cars

PERSONALIZING Work in a group. Read the information about self-driving cars. Then discuss the questions below.

SELF-DRIVING CARS

Many new cars are already offering automation. Examples include automatic parallel parking, automatic braking in emergencies, and lane-assist warnings to tell drivers if their car crosses a solid line on the road. Now, companies are testing completely automatic cars that don't require a driver. These cars are expected to become popular in some parts of the world in the near future.

1. Have you ever read about self-driving cars, or have you seen one? Is the idea of self-driving cars interesting to you? Explain.
2. What forms of transportation do you usually use? What are some of the advantages and disadvantages of the forms of transportation you use?

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) The materials present an opportunity for language learners to engage in various cognitive functions regardless of their language level. The Pathways program specifically targets and integrates critical thinking lessons into each lesson that encourage students to apply higher-order thinking skills to the presented topics. Units include a list of critical thinking objectives found in the Scope and Sequence in the preliminary pages of the Student Edition. View example for Units 1-3 in the RW/CT SE of Level 2:

Scope and Sequence			ACADEMIC SKILLS		
Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>1 HAPPINESS page 1 ACADEMIC TRACK: Health Science / Sociology</p>	<p>Reading 1 Is There a Recipe for Happiness? video Longevity Leaders</p> <p>Reading 2 Four Keys to Happiness</p>	<p>Focus Identifying the Main Idea Predicting, Understanding the Main Idea and Details, Matching, Identifying Main Ideas</p>	<p>Focus Inferring Meaning from Context Justifying Your Opinion, Synthesizing, Reflecting</p>	<p>Skill Focus Writing a Strong Topic Sentence Language for Writing Review of the Simple Present Tense Writing Goal Writing an opinion paragraph about whether people in your community are happy</p>	<p>Word Partners Expressions with <i>living</i> Word Forms Words as Nouns and Verbs</p>
 <p>2 INVENTIVE SOLUTIONS page 21 ACADEMIC TRACK: Technology</p>	<p>Reading 1 The Power of Creativity video Solar Solutions</p> <p>Reading 2 Big Ideas, Little Packages</p>	<p>Focus Identifying Details Predicting, Understanding the Main Idea(s) and Details, Identifying Details</p>	<p>Focus Analyzing Problems and Solutions Analyzing, Synthesizing, Evaluating</p>	<p>Skill Focus Supporting the Main Idea and Giving Details Language for Writing Review of the Simple Past Tense Writing Goal Writing a problem/solution paragraph about an invention and how it changed people's lives</p>	<p>Word Partners adjective + <i>power</i> <i>power</i> + noun Word Link <i>-able</i> and <i>-ible</i></p>
 <p>3 CONNECTED LIVES page 41 ACADEMIC TRACK: Communications / Sociology</p>	<p>Reading 1 The Power of Crowds video Citizen Scientists</p> <p>Reading 2 Internet Island</p>	<p>Focus Taking Notes (Part 1) Predicting, Understanding the Main Idea(s), Identifying Details, Understanding a Process, Sequencing</p>	<p>Focus Making Inferences Reflecting, Analyzing</p>	<p>Skill Focus Writing a Concluding Sentence Language for Writing Using the Present Perfect Tense Writing Goal Writing a descriptive paragraph about a crowdsourcing project</p>	<p>Word Partners adjective + <i>contribution</i> Word Link <i>-al</i></p>

View the Scope and Sequence from LS/CT Level 1. All levels include critical thinking as a focus skill.

Scope and Sequence

		ACADEMIC SKILLS	
Unit Title & Theme	Listenings & Video	Listening & Note Taking	
 <p>1 LIVING FOR WORK page 1 ACADEMIC TRACK: Career Studies/Social Science</p>	<p>Lesson A An Interview with Annie Griffiths (with slide show) video Becoming a Butler Lesson B A Conversation about Dr. Sylvia Earle</p>	<ul style="list-style-type: none"> Identifying Main Ideas Taking Notes on Key Words and Phrases 	
 <p>2 GOOD TIMES, GOOD FEELINGS page 21 ACADEMIC TRACK: Psychology/Sociology</p>	<p>Lesson A A Lecture about Laughter (with slide show) video Laughter Yoga Lesson B A Talk about City Parks</p>	<ul style="list-style-type: none"> Understanding the Speaker's Purpose Using a Split Page to Take Notes 	
 <p>3 THE MARKETING MACHINE page 41 ACADEMIC TRACK: Business/Marketing</p>	<p>Lesson A A NewsCast about Marketing (with slide show) video Mascots: Fun for Everyone! Lesson B An Interview with a Graphic Designer</p>	<ul style="list-style-type: none"> Listening for Examples Using Abbreviations 	

Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
<ul style="list-style-type: none"> Communicating that You Don't Understand Introducing Yourself <p>Lesson Task Taking a Career Aptitude Test Final Task Speaking about Yourself</p>	<p>Recognizing Word Families</p>	<ul style="list-style-type: none"> The Simple Present vs. the Present Continuous Syllable Stress 	<p>Focus Evaluating Options</p> <p>Analyzing, Evaluating, Interpreting an Infographic, Making Inferences, Personalizing, Predicting, Prior Knowledge, Reflecting</p>
<ul style="list-style-type: none"> Showing Interest Speaking to a Group <p>Lesson Task Discussing Fun Activities Final Task Presenting on a Celebration or Holiday</p>	<p>Noun Suffixes</p>	<ul style="list-style-type: none"> The Simple Present in Yes/No and Wh- Questions Intonation of Yes/No and Wh- Questions 	<p>Focus Making Predictions</p> <p>Brainstorming, Organizing Ideas, Personalizing, Prior Knowledge, Ranking, Reflecting</p>
<ul style="list-style-type: none"> Clarifying Ending Strong <p>Lesson Task Discussing a Timeline Final Task Presenting a Marketing Plan</p>	<p>Common Verb Suffixes</p>	<ul style="list-style-type: none"> The Simple Past Simple Past -ed Endings 	<p>Focus Applying Information</p> <p>Analyzing, Applying, Brainstorming, Interpreting an Infographic, Organizing Ideas, Personalizing, Synthesizing</p>

Students apply higher-thinking skills throughout the unit as they read passages and video scripts and practice critical listening skills. The critical thinking activities are labeled as Critical Thinking, and subtitled with the higher order skill the activity practices. View an example from Level 2, Unit 1 RW/CT SE:

CRITICAL THINKING:
SYNTHESIZING

B Compare Okinawa with either Singapore or Mexico. What is one thing people in those places have in common? Complete the following sentence.

People in Okinawa and _____ are generally happy because _____

Pathways also includes opportunities for students to synthesize information by making connections between different parts of the unit. For example, learners use their critical thinking skills to relate video content to information in the previous reading in the feature After Viewing. In the RW/CT texts, guided pre-reading tasks

and strategy tips encourage learners to think critically about what they are going to read. Teachers can accommodate all levels of learners by using the Ideas for... boxes that expand the critical thinking activities or give options for the multi-level classroom. View examples from 2 levels:
Level 1 LS/CT:

BEFORE LISTENING

A Critical Thinking: Predicting (page 6)

Ideas for... MULTI-LEVEL CLASSES

Ask students to bring in photos they've taken. In multi-level groups, have them each give a 1- to 2-minute "About My Photo" presentation. Lower-level students could provide simple answers about their photos as group members ask them *wh*- questions. Higher-level students could provide more detailed descriptions.

2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. Pathways systematically integrates critical thinking activities into each lesson of the unit. In the Reading, Writing, and Critical thinking texts, each Lesson A includes a Critical Thinking Focus Box that explains the skill and often models the thinking process required by the skill through a series of questions. Between Lessons A and B, students view a video and answer critical thinking questions in the feature After Viewing. Lesson B includes another critical thinking activity that often synthesizes information from the entire unit. Please see the following examples of the systematic presentation of critical thinking activities in LS/CT Level 2, Unit 2:

RW/CT SE:

CRITICAL THINKING: INFERRING MEANING **C** Find and underline the **bold** words and phrases below on pages 12–13. Use context to identify their meanings. Then circle the correct answers to complete the definitions.

1. If you have high **self-esteem**, you feel (*confident / unsure*) about yourself.
2. **Salary** is the amount of (*work / money*) that an employee receives.
3. To **enrich** something means to make it (*better / last longer*).
4. If you **take the focus off** something, you give it (*more / less*) attention.

CRITICAL THINKING: REFLECTING **D** Choose three factors from the reading passage that you feel are most important for happiness. Write a sentence for each one describing how you can change that area of your life to become happier. Then share your ideas with a partner.

Example: *Keep Active—I can go swimming every week.*

1. _____
2. _____
3. _____

CRITICAL THINKING Use the context—the words around a word—to **infer**, or guess, the **meaning** of vocabulary you don't know. The context can also help you decide the word's part of speech (e.g., noun, verb, or adjective). For example:

*The government "tops up" poorer people's incomes so everyone can have a **minimum** standard of living.*

We can guess from this context that *minimum* is probably an adjective used to describe the least or smallest amount required.

LS/CT SE:

CRITICAL THINKING: APPLYING **E** Work in a group. Take turns interviewing each other about your exercise routines. Use questions with *How often* and expressions of frequency. Take notes in the chart.

Name	Type of Exercise	Frequency
Alberto	kayaking	once a week/summer

A: *What do you do to stay fit?*
 B: *Not much, but I like kayaking.*
 C: *Really, how often do you go kayaking?*
 B: *About once a week in the summer.*

F With your group, report your findings from exercise E to the class. Use expressions of frequency and pay attention to your pronunciation of words that end in *-s* and *-es*.
 > *Alberto doesn't exercise much, but he likes kayaking. He goes about once a week in the summer.*

AFTER VIEWING

F Work in a group. Discuss these questions.

CRITICAL THINKING: REFLECTING

1. What information from the video did you find most surprising? Explain.
2. What other kinds of traditional or natural medicine do you know about? What kinds of illnesses do they cure?

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

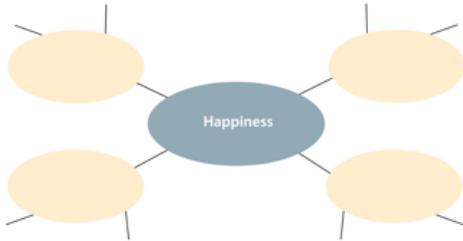
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. Pathways provides frequent and systematic assessments for teachers to monitor progress through levels. Students are first tested and placed into the appropriate level of Pathways. End-of-unit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

3) Scaffolding supports are presented systematically throughout each unit. View examples of scaffolds found throughout a typical unit in Pathways:

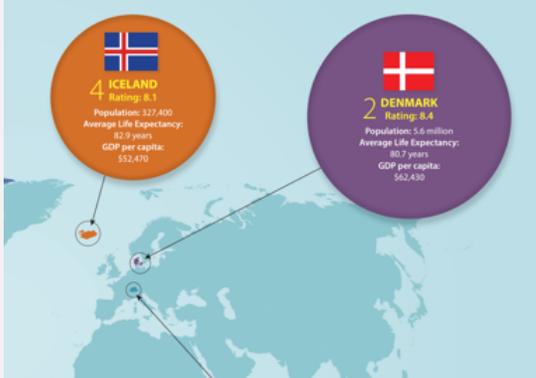
Reading, Writing, and Critical Thinking SE: Graphic Supports:

C The reading passage on pages 12–13 looks at four basic factors for happiness. Write the factors in the word web below. Then, with a partner, brainstorm some words or phrases that you think might relate to each one.

BRAINSTORMING



HAPPINESS 11



Cooperative Learning:

B Discuss these questions with a partner.

- How would you describe your **community**? What is it like to live there?
- What are some things that put you in a good **mood**?

USING
VOCABULARY

USING **B** Discuss these questions with a partner.

VOCABULARY

- Who do you normally **socialize** with?
- Besides food and shelter, what do you think are the **basic necessities** in life?
- Is **poverty** a serious problem in your country? If so, what is the government doing to tackle this problem?

Multi-Sensory Supports:

AFTER VIEWING

REACTING TO THE VIDEO **A** Discuss these questions with a partner.

- Are there a lot of elderly people in your community? Why do you think this is?
- In the video, the narrator says, "Some scientists have started to treat aging as a disease instead of a natural part of human life." What do you think this means?

CRITICAL THINKING: SYNTHESIZING **B** Compare Okinawa with either Singapore or Mexico. What is one thing people in those places have in common? Complete the following sentence.

People in Okinawa and _____ are generally happy because _____

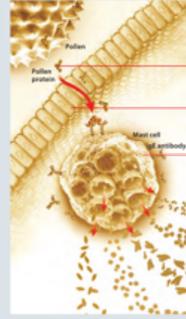
Listening, Speaking, and Critical Thinking SE: Graphic Supports:

B Vocabulary

MEANING FROM CONTEXT **A**  Look at the diagram. Then read and listen to the information. Notice each word in blue and think about its meaning.

ALLERGIES

What are allergies? If you have an allergy to something, you become sick, or have an allergic reaction, when you eat, smell, or touch it. Many people are allergic to pollen! The diagram below shows what happens when there is an allergic reaction to pollen.



1. First, pollen enters the body through the nose or mouth.
2. Second, the body's immune system **responds** to the pollen with IgE antibodies. These antibodies **attach** to a mast cell. A mast cell is a cell that usually **defends** your body against health problems.
3. The next time the same pollen enters the body, the IgE antibodies "tell" the mast cell. The mast cell "thinks" there is a problem and tries to defend the body.
4. When this **occurs**, the mast cell **produces** substances in the body that cause allergic reactions such as sneezing, itching, and breathing problems.

pollen (n) a powder produced by flowers to fertilize other flowers
antibodies (n) substances your body produces to fight disease

Multi-Sensory Supports:

WHILE LISTENING

CHECKING PREDICTIONS **C**  Listen to the complete talk and check your predictions from exercise B. Which of the topics does the nurse include in her talk?

LISTENING SKILL Listening for Main Ideas

When listening to a talk, you need to be able to identify the main ideas. The main ideas are the speaker's most important ideas, or what the talk is about. Here are some techniques you can use to help you identify main ideas:

- Listen carefully to the beginning of a talk. Most speakers will mention the main idea in their introduction.
- Listen for repetition. Speakers often repeat key words and phrases to emphasize their main ideas.

Cooperative Learning:

CRITICAL THINKING: APPLYING **E**  Work in a group. Take turns interviewing each other about your exercise routines. Use questions with *How often* and expressions of frequency. Take notes in the chart.

Name	Type of Exercise	Frequency
Alberto	kayaking	once a week/summer

- A: *What do you do to stay fit?*
 B: *Not much, but I like kayaking.*
 C: *Really, how often do you go kayaking?*
 B: *About once a week in the summer.*

D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate grade-level content present in the materials?

Yes No

2) Is grade-level content accessible for the targeted levels of language proficiency?	Yes No
3) Is the grade-level content systematically presented throughout the materials?	Yes No

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

1) Pathways content is linguistically and developmentally appropriate for middle and high school students. The program presents high-interest, grade-level, nonfiction content from real National Geographic publications. Content includes fascinating stories about real people in places around the world and issues that affect everyone, making Pathways appealing to a wide range of learners. Example content from Pathways Level 1 includes mobile "tent schools" in Mongolia; cave divers discovering new, unexplored Blue Holes in the Bahamas; and a story about a Brazilian artist who creates art from trash. Unit topics correspond to academic subject areas and the unit theme. For example, Unit 1 is content connection is Health Science and the unit theme is Happiness in the RW/CT. Students learn about factors that contribute to happiness and explore research on six keys to happiness. The content provides a context for target vocabulary, which inspires subject matter for discussions, written exercises, and oral presentations. Skills, such as vocabulary comprehension, grammar, reading strategies, fluency, the writing process, listening/speaking skills, critical thinking, and visual literacy, are practiced in context with the content. Content is extended in each unit with video lessons that explicitly teach visual literacy. They are National Geographic video and serve as a content bridge between Lessons A and B. View grade level correlations to the Common Core, local, state, and national standards visit elt.heinle.com/pathways.

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

3) Grade-level appropriate content is presented in a structured systematic manner, which allows students to build progressive skills. See the Scope and Sequence in the introductory pages of each text to substantiate the careful organization of content in the program:

Scope and Sequence

		ACADEMIC SKILLS	
Unit Title & Theme	Listenings & Video	Listening & Note Taking	
 <p>6 LET'S EAT! page 101 ACADEMIC TRACK: Health & Nutrition</p>	<p>Lesson A A Presentation about the Korean Diet (with slide show) VIDEO The Food and Culture of Oaxaca Lesson B A Discussion about Food Psychology</p>	<ul style="list-style-type: none"> • Listening for Numerical Data • Using a Split Page to Take Notes 	
 <p>7 OUR ACTIVE EARTH page 121 ACADEMIC TRACK: Earth Science</p>	<p>Lesson A An Earth Science Lecture (with slide show) VIDEO Volcano Trek Lesson B A Discussion about Volcanoes</p>	<ul style="list-style-type: none"> • Listening for Transitions • Using a Chart to Take Notes 	
 <p>8 WONDERS FROM THE PAST page 141 ACADEMIC TRACK: Archaeology/Anthropology</p>	<p>Lesson A A Guided Tour of Uxmal VIDEO Sarah Parcak: Space Archaeologist and Egyptologist Lesson B A Conversation about an Assignment</p>	<ul style="list-style-type: none"> • Listening for Examples • Recording Examples 	
 <p>9 SPECIES SURVIVAL page 161 ACADEMIC TRACK: Life Science</p>	<p>Lesson A A Talk about Birds (with slide show) VIDEO Amazing Chameleons Lesson B A Conversation about a Photo Project</p>	<ul style="list-style-type: none"> • Listening for Repeated Words • Re-Writing Your Notes 	

See listening, speaking, reading, and writing examples from Unit 1: Reading, Writing, and Critical Thinking Student Edition:



IS THERE A RECIPE FOR HAPPINESS?

ALTO

What makes us happy? Money? Friends? A good job? Are the answers the same for everyone? According to world surveys, Mexico and Singapore are two happy countries—but their people may be happy for different reasons.

SAFETY AND SECURITY

There are more than 21,000 people per square mile^a in the small nation of Singapore. People on the island work very long hours and regularly bring work home with them. The country has strict laws against smoking in public,

One reason for Singapore's happiness is that the government provides the basic necessities, such as housing and healthcare. There is almost no extreme poverty in Singapore. The government "tops up"^b poorer people's incomes so everyone can have a minimum standard of living. It also offers tax breaks^c to people who look after their aging parents. The result is a lot of closely connected families with roughly equal standards of living.

People may not be happy about all the laws, but they are generally happy with the results—

^aFamilies in Singapore often gather to eat in open-air hawker centers.

WRITING TASK

GOAL You are going to write a paragraph on the following topic:
Do you think people in your community are generally happy or unhappy? Give three reasons for your answer.

BRAINSTORMING **A** Brainstorm a list of things that make people in your community happy and a list of things that people in your community may be unhappy about.

Things people in my community are happy about	Things people in my community are unhappy about

PLANNING **B** Follow these steps to make notes for your paragraph.

- Step 1** Look at your notes above. Do you think people in your community are generally happy or unhappy? Write a topic sentence in the outline below.
- Step 2** Choose three things from your notes above that support your topic sentence. Note them in the outline as reasons.
- Step 3** For each reason, write one or two details, examples, or facts. Don't worry about grammar or spelling. Don't write complete sentences.

AFTER VIEWING

REACTING TO THE VIDEO **A** Discuss these questions with a partner.

- Are there a lot of elderly people in your community? Why do you think this is?
- In the video, the narrator says, "Some scientists have started to treat aging as a disease instead of a natural part of human life." What do you think this means?

CRITICAL THINKING: SYNTHESIZING **B** Compare Okinawa with either Singapore or Mexico. What is one thing people in those places have in common? Complete the following sentence.

People in Okinawa and _____ are generally happy because _____

10 UNIT 1

Listening, Speaking, and Critical Thinking Student Edition:

A Listening A Talk about Preventing Heart Disease

BEFORE LISTENING

A Read the statements and the information below. Then listen to the beginning of a talk by a public health nurse. Choose T for True or F for False. Correct the false statements.

PUBLIC HEALTH NURSES

The World Health Organization encourages employers to support healthy lifestyles for their employees. Inviting public health nurses to speak at companies is one way of doing this.

- Most nurses take care of one person at a time. T F
- Public health nurses take care of whole communities of people. T F
- Public health nurses sometimes do their job by visiting companies. T F
- Tonight's talk will mostly be about the work of public health nurses. T F

PREDICTING **B** Work with a partner. Discuss this question: Which of these topics do you expect to hear about in the talk about preventing heart disease? Check (✓) your ideas.

attitude diet smoking stress
 blood pressure exercise social life

A Speaking

PRONUNCIATION Final → Sounds

hour → hours like → likes provide → provides habit → habits

If a word ends in an /s/, /ʃ/, /z/, /dʒ/, or /tʃ/ sound, an -s or -es ending is pronounced /əz/ (or /ɪz/) and adds a syllable to the word.

bus → buses wash → washes exercise → exercises

A Read the sentences below. Underline the words that end in -s or -es. Write the number of syllables above each word. Then listen and check your answers.

- Frank exercises every day. He plays sports and lifts weights.
- There are 16 doctors and 37 nurses at the hospital.
- I eat pears, peaches, and other kinds of fruit almost every day.
- Stress causes a lot of health problems.
- The yoga class begins when the teacher closes the door.

B Work with a partner. Take turns reading the sentences from exercise A. Pay attention to the pronunciation of the underlined words.

- What is the man in the photo doing?
- What effect might this have on his health?
- How often do you take a break and move around when you are studying or working at a computer?
- What advice might Dr. Levine give? Write a list of things you think he might tell people. Use expressions of frequency.

Everyone should exercise at least three times a week.

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 a range of language functions. The Pathways program presents language functions like analyze, synthesize, discuss, reflect, summarize, explain, predict, sequence, justify, plan, share, explore, present, report, and compare throughout the instructional language in all levels. Example activities using language functions include 'discuss these questions,' 'report your findings,' or 'plan your presentation.' Comprehension activities are often titled using language functions like Explore the Theme or Think and Discuss. In addition, vocabulary often contain academic terms that include language functions like cause and process and used in the lesson objectives.

2) The language functions used within Pathways are attached to the skill and practice activities, and all activities are incorporated into the lessons and thematic units. The TG is organized using language functions, with titles like Explore, Discuss, and Practice. Lesson objectives use language functions (e.g., Express Ideas and Opinions) and are practiced and assessed in each lesson.

3) The progression of language development is supported comprehensively by language functions throughout each Pathways level. View representative examples of the types of language functions that are presented throughout each level:

Unit 1 Listening/Speaking:

EXPLORE THE THEME	AFTER VIEWING
Look at the photos and read the information. Then discuss these questions.	F Work in a group. Discuss these questions.

Unit 1 Reading/Writing:

USING VOCABULARY **B** Discuss these questions with a partner.

- Who do you normally **socialize** with?
- Besides food and shelter, what do you think are the **basic necessities** in life?
- Is **poverty** a serious problem in your country? If so, what is the government doing to tackle this problem?

BRAINSTORMING **C** List six things that you think a person needs in order to be happy. Share your ideas with a partner.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

PREDICTING **D** Look at the title and the subheads of the reading passage on pages 5–6. What do you think the reading passage is about? Check your answer as you read.

- how to measure happiness
- things that make people happy
- life in the happiest country in the world

4 UNIT 1

C The reading passage on pages 12–13 looks at four basic factors for happiness. Write the factors in the word web below. Then, with a partner, brainstorm some words or phrases that you think might relate to each one.

BRAINSTORMING

HAPPINESS 11