



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

Standards Framework Elements Included in the PRIME Inventory
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): **Academic Encounters**

Publisher: **Cambridge University Press**

Materials/Program to be Reviewed: **Student eBooks, Levels 1-4 and Teacher's Manuals, Levels 1-4**

Tools of Instruction included in this review: **Student eBooks; Teacher's Manuals,**

Intended Teacher Audiences: **Secondary 9-12, Adult**

Intended Student Audiences: **Secondary 9-12, Adult**

Language domains addressed in material: **Listening, Speaking, Reading, 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 Instructional Language, Language of Language Arts; Language of Social Studies**

WIDA English Language Proficiency Levels included: **The series does not use the WIDA English Language Proficiency Levels. It uses the Common European Framework of Reference for Languages (CEFR): Level 1 (A1-A2), Level 2 (A2-B1), Level 3 (B1-B2), and Level 4 (B2-C1).**

Most Recently Published Edition or Website: **2012 (Second Edition)**

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

The series is an academic preparation series that uses a sustained content approach. There are two books for each of the four levels. Academic Encounters – Listening & Speaking that addresses listening, note-taking, and discussion skills. Academic Encounters – Reading & Writing that concentrates on reading, study skills, and writing. The two books at each level may be used independently, or they may be used together to form a complete integrated-skills course.

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

- 1) Student assets and contributions are considered in the materials. Each unit in the series includes a section called "Previewing the Unit" where students are asked to reflect on their own specific circumstances and lives and apply that to the content being introduced.

In the example below, students are asked to reflect on their own social groups.

B In this chapter you will learn that people belong to many different social groups besides their families. Make a list of the different social groups to which you belong (e.g., sports team, school, or neighborhood).

Level 3, Reading & Writing, Chapter 1, Unit 1, p. 3

Another example has students discuss what equality means to them and then probes further questions about equal pay in different countries.

C Read these questions and share your answers with a partner.

1. What does equality mean to you?
2. Do you know of any laws that guarantee equal pay in other countries?
Do you know when and why they were passed?

Level 2 Listening & Speaking, Unit 1, Chapter 5, p. 86

- 2) Student assets and contributions are systematically considered throughout the materials. Each Student Book at each level includes introductory sections that consider student assets and contributions. Each chapter within each unit is intentional about getting students to make “connections” to something in the topic content and their native country, experiences, or their lives.

C Read the following questions and share your answers with a partner.

1. Describe the plants that live in the area where you grew up.
2. Describe the animals that live in the area where you grew up.

Level 1, Listening & Speaking, Unit 4, Chapter 7, p. 126

In the example below, students are asked to read and discuss a research study related to the topic and then to discuss how the results might be different if conducted in their country.

E Discuss the ways in which you think the results might be different if the research were done in your country.

Level 4, Reading & Writing, Unit 1, Chapter 1, p. 4

2. Academic Language

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

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

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

- 1) The series addresses language features at the discourse dimension in a consistent manner.

The following examples provide evidence that the materials support the identified proficiency levels appropriately. The Level 2 activities from *Academic Encounters* (student eBook, Level 2, Listening and Speaking, Unit 1, p. 63) provide an example where sentences are presented text that includes some compound sentences and a variety of sentence patterns. The second example taken from *Academic Encounters* (student eBook, Level 3, Listening and Speaking, Unit 1, p. 88) shows examples of text passages that include a variety of complex grammatical constructions.

Today's immigrants differ from one another in many ways. For example, some come to join their families, while others leave their families behind. Some immigrants are poor, uneducated workers, and others are middle-class professionals. After arriving in the United States, some make a lot of money, while others remain poor. Furthermore, there are differences in the way immigrants adapt to American society. Some adapt completely to the new culture and think of themselves as *American*. Others feel that they are a combination of both their original and new cultures. These immigrants sometimes call themselves "hyphenated Americans" (for example, *Mexican-American* or *Chinese-American*). Still others keep their original culture for their whole life.

Level 2

The term *mass media* refers to methods of communication with large numbers of people. The rise of the mass media began centuries ago. Gutenberg's printing press first made reading material available in the fifteenth century; in the nineteenth century, the radio began to make audio information available. Television was invented at the beginning of the twentieth century, and by 1950, everybody wanted to have one. The most powerful medium of all, the Internet, appeared in the 1990s, and since then, it has changed our world in ways nobody thought possible. The modern world now depends on extensive communication among people, organizations, and governments.

The media communicates information and entertains us, but it can also be used for many other purposes: to explain, inform, describe, and educate. It can provide companionship, and it can communicate opinions.

Level 3

- 2) The language features at the discourse dimension are addressed systematically throughout the series. Throughout the units, there are varied opportunities for students to engage in discourse levels. The example below provides an example of discourse dimensions at two different levels.

FREEDOM OF EXPRESSION: HOW FAR DOES IT GO?

Since the First Amendment was written, the term *freedom of speech* has gained a broader interpretation. It includes more than what people say. It also includes other forms of expression, such as what people write or do. Most people support the free expression of ideas that they agree with, but the First Amendment is important because it protects the freedom to express ideas that many people do not like. However, there are limits on this freedom of expression.

There are two types of protected free speech that are especially controversial. One of these is hate speech. Throughout American history, immigrants, and ethnic, racial, and religious minorities have often been treated badly. Other Americans have sometimes said or written negative and hurtful things about them. This kind of expression is called *hate speech*. Hate speech is directed against a group of people because of a specific characteristic, such as their race or ethnicity.

Level 2, Reading & Writing, Unit 1, p. 28

Definition and characteristics

Friendship is an *interpersonal relationship* between two interdependent persons that is *mutually productive* and characterized by *mutual positive regard*. First, friendship is an interpersonal relationship; communication interactions must have taken place between the people. Further, the relationship involves a "personalistic focus"; friends react to each other as unique, genuine, and irreplaceable individuals. Second, friendships must be mutually productive. They must not be destructive to either person. Third, friendships are characterized by mutual positive regard. Liking people is essential if we are to call them friends.

In North America, friendships clearly are a matter of choice; you choose – within limits – whom your friends will be. And most researchers define friendship as a voluntary relationship, a relationship of choice. The density of U.S. cities and the ease of communication and relocation make many friendships voluntary. But throughout human history, in many parts of the world – for example, in small villages – relationships

Level 4, Reading & Writing, Unit 4, p. 167

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? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

- 1) The language features at the sentence dimension are appropriate for the identified proficiency levels. All units in the series include vocabulary lessons that allow the students to practice at all levels.
- 2) The language features at the sentence dimension are appropriate for the identified proficiency levels. All units in the series include vocabulary lessons that allow the students to practice at all levels. At Level 1, students are introduced to more basic vocabulary in context along with the definitions. The sample taken from Level 3 shows a more complex sentence dimension based.

1 Examining vocabulary in context

Here are some words and phrases from the interview printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

The Grand Canyon is a very **popular** place: *liked by a lot of people*
 And there are **cliffs** that are all different colors: *tall rocks with steep sides*
 ... it's **formed** out of rock: *made*
 ... one of the most visited **sites** in Australia: *a place where something is*
 It's a **massive**, red rock: *very big*
 It's made up of very, very hard **minerals**: *natural substances that are commonly found in the earth*
 300 million years old? **Incredible**: *difficult to believe*
 We have a lot of unique and **stunning** natural places: *beautiful, impressive*
 If you look at it from far away, it looks **smooth**: *flat, with no bumps or rough parts*

The following words appear in the readings in Chapter 8. They all come from the Academic Word List, a list of words that researchers have discovered occur frequently in many different types of academic texts. For a complete list of all the Academic Word List words in this chapter and in all the readings in this book, see the Appendix on pages 213-214.

Reading 1 What Stops Us from Committing Crimes	Reading 2 Science and Technology in Crime Fighting	Reading 3 Crime and Punishment
bonds colleagues detectives display license researchers	analysis confirmed documents invisible sufficient techniques	alternatives assist confine react release (n) ultimate

Complete the sentences with words from the lists.

1. You should store your important _____, such as your passport, in a safe place.
2. When the couple had saved _____ money, they bought a small apartment.
3. The official _____ the passenger's identity by checking in the computer.
4. Governments often _____ one another in fighting international crime.
5. Scientists use _____ of DNA to identify the people who were at the crime scene.
6. If you get too many traffic tickets, you may lose your driver's _____.
7. Government programs train offenders for work after their _____ from prison.
8. At first, the traces of blood were _____. They could only be seen with a special light.

Level 1, Listening & Speaking, Unit 1, p. 8

Level 3, Reading & Writing, Unit 4, p. 208

- 3) Language features at the sentence dimension are addressed systematically throughout the materials. While the example below is focused on transition words, students are engaging with language at the sentence dimension (and even the discourse dimension) by reading the instructions and the descriptions of the different transition words. They are also asked to Find the transition words in a number of different sentences, and then organize the ideas appropriately (which is also a discourse dimension task).

5 Transition words

It is important to organize ideas in your writing. This helps a reader understand your ideas. After you write the topic sentence, consider how to organize the supporting sentences.

Transition words show the connection between ideas. Look at these transitions and their meanings:

First,	the most important idea; the first that occurs in time
Second,	the next most important idea; the next that occurs in time
In addition,	a point or idea that is added to a previous one
Also,	a point or idea that is added to a previous one
Finally,	the last idea

A Read the sentences and find the transition words. Then put the ideas in order. Number the sentences 1–8. Do not look at the text.

- a. In addition, the atmosphere acts like a shield around Earth.
- b. The special combination of gases in the atmosphere allows life on Earth to exist.
- c. Second, humans need plants, and plants need the nitrogen in the air to grow.
- d. Humans need the atmosphere for many reasons.
- e. First, our bodies need the oxygen in the air to keep us alive.
- f. Finally, some gases help control temperatures on Earth.
- g. It protects us from objects that fall from space, such as meteors.
- h. The ozone in the atmosphere also protects us. It blocks harmful rays from the sun . . .

Level 1, Reading & Writing, Unit 3, p. 109

In the example below, students extend their use of grammar using language at the sentence dimension in the context of a real-world scenario. (The activity also extends to engagement with language at the discourse dimension by asking students to discuss their decisions.)

PREPARING TO READ

1 Predicting **R**

Work with a partner. Look at the photographs below.

1. Who are these people? What do you already know about them?



2. Why do you think they might be mentioned in a text about privacy and the media?

2 Thinking about the topic **R**

A Work in a group. Imagine that you work at a newspaper. You have information about or photographs of the following news items:

- a politician who went on a vacation with a woman who was not his wife
- a person threatening to commit suicide by jumping off a building
- the location and size of a military unit on a secret assignment
- a movie star hitting a news reporter in the street
- a confidential message sent by an ambassador to the president
- a famous athlete drinking heavily at a popular bar
- the arrest of a famous young singer for stealing a pair of jeans from a store
- a report about how many people died in a military attack

B Discuss and decide which of these stories or photographs, if any, you will publish in your newspaper. What factors did you consider in making your decisions?

Level 3, Reading & Writing, Unit 3, p. 125

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? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context? | <u>Yes</u> | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | <u>Yes</u> | No |
| 4) Is the general, specific, and technical language systematically presented throughout the materials? | <u>Yes</u> | No |

1) The series addresses language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Each unit in both books at each level include a reading passage complete with new vocabulary and definitions.

The lower level Student eBooks have grammar topics and activities that are more suited for students at the beginning stages of English proficiency.

This example shows a focus on prefixes.

¹ General 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.

2 Prefixes

A **prefix** is a word part that comes at the beginning of a word. Each prefix has a meaning. For example, the prefix *re-* means "again." To *reread* a book means to read it again. To *rewrite* a letter means to write it again. Knowing the meaning of a prefix can often help you guess the meaning of a word.

Prefix	Meaning
<i>con-</i>	together, with
<i>cent-</i>	100
<i>inter-</i>	between two or more things or groups
<i>mil-</i>	1,000

Level 1, Reading & Writing, Unit 1, p. 30

An example from the student eBook is shown below where students focus on prefixes. A second example from the student eBook provides an activity where students are comparing using adjectives.

2 Comparing

In this text, a number of comparisons are made. For example, Type A people are compared to Type B people, and men are compared to women. These comparisons can be made by using comparative adjectives, which can occur in the following structures:

- ADJ + -er + than* (used with adjectives of one syllable)
- more + ADJ + than* (used with adjectives of three syllables or more¹)
- less + ADJ + than* (used with most adjectives)
- not as + ADJ + as* (used with any adjective)

Level 4, Reading & Writing, Unit 1, p. 34

Each unit in the series includes a vocabulary focus as can be seen in the Scope and Sequence located in each text.

Vocabulary Skills
Words from Latin and Greek Cues for finding word meaning Learning verbs with their prepositions
Previewing key words Prefixes Prepositional phrases Using grammar, context, and background knowledge to guess meaning
Vocabulary Skills
Antonyms Suffixes that change verbs into nouns Countable and uncountable nouns Subject-verb agreement
Subject-verb agreement Too and very Adjective suffixes

Level 1, Reading & Writing

Vocabulary Skills
Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context
Vocabulary Skills
Reading and thinking about the topic Personalizing the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context

Level 3, Listening & Speaking

2) Words, phrases, and expressions are represented in context in the series. The passages that students are asked to read have new vocabulary words and phrases highlighted with definitions included. The unit vocabulary is connected to the unit themes and the words are used frequently in a variety of activities throughout the unit to assist the student with meaning-making of the text.

speedy trial a trial that takes place soon after a suspect has been accused

public open to everyone

jury a group of people that decides the outcome of a trial

Protection of the rights of criminal suspects

The Fifth, Sixth, and Seventh Amendments provide protection for people who are accused of crimes. The police may not arrest people for a crime without sufficient cause and cannot put them in prison. Criminal suspects have a right to a **speedy** and **public trial** and to the assistance of a lawyer. They also have a right to a trial that is decided by a **jury** of 12 peers, that is, ordinary people just like them, instead of a judge.

Level 2, Reading & Writing, Unit 1, p. 18

4 Writing definitions

You will often have to include definitions in your academic writing. It is important to use a correct format.

A Read the definition below. Look at the format. The XYZ format is common for definitions.

X (term to be defined)	Y (general category)	Z (description)
The U.S. Constitution	is a document	that established most of the systems and rules for the U.S. government.

B Use the XYZ format to write definitions for the following terms:

1. A criminal suspect is _____ who _____.
2. Libel is _____ that _____.
3. The Bill of Rights is a _____ that _____.
4. Suffragettes were _____ who _____.

Level 2, Reading & Writing, Unit 1, p. 22

Chapter 1 Academic Vocabulary Review

The following words appear in the readings in Chapter 1. They all come from the Academic Word List, a list of words that researchers have discovered occur frequently in many different types of academic texts. For a complete list of all the Academic Word List words in this chapter and in all the readings in this book, see the Appendix on page 206.

assistance	establishment	guarantees	removed
consists	framework	maintain	revolutionary
documents	fundamental	rejected	specifies

Complete the sentences with words from the list.

1. The Constitution provides a _____ for a government and its major branches.
2. The writers of the Constitution designed the three branches to _____ a balance of power in the government.
3. The Bill of Rights _____ of 10 short amendments.
4. The settlers _____ the king's demand for taxes on stamps and sugar.
5. The police _____ the burning car from the street.
6. When you travel, you should keep your important _____, such as your passport, in a safe place.
7. Many experts believe that freedom of expression is the most _____ of all rights.
8. If you are in trouble, you should ask the police for _____.
9. The First Amendment _____ the right to practice any religion or no religion at all.
10. The Constitution _____ the responsibilities of each branch of government.

Level 2, Reading & Writing, Unit 1, p. 24

3) The general, specific, and technical language appropriate for the targeted proficiency levels is present. Although vocabulary is not explicitly identified as general, specific, or technical, the materials do include a range of vocabulary including everyday words and phrases and vocabulary that you would expect to see in a specific content area or topic.

sensory capacities the ability to see, hear, and smell

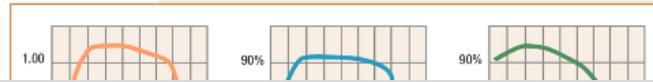
cognitive abilities the ability to reason, remember, and solve problems

growing older is an outcome or living (an outcome nearly all of us prefer to early dying), the positivity of later life is comforting.

Compensating for loss

Of course, there are often problems that accompany aging. **Sensory capacities** are not what they used to be. Sight, sense of smell, and hearing all start to decline significantly after the age of 70 (see Figure 4.5). Many **cognitive abilities** also suffer with age. There is memory loss, and there is no doubt that mental speed is lost. However, the brain has a great capacity to compensate for loss.

Fig. 4.5 Graphs showing loss of sensory capacities by age in years



Level 4, Reading & Writing, Unit 2, p. 98

4) The general, specific, and technical language is systematically presented throughout the materials. Each unit in the series includes a range of vocabulary including everyday words and phrases and vocabulary that would be seen in a specific content area or topic.

2 Understanding key terms

A Read the sentences using vocabulary from the text. Match the **bold** words with their definitions on the right. Write each word in the correct blank. Note that some definitions are specific to the usage in the text.

The **pioneers** left their towns in the East and began to move west, where the country was still wild.

Many Native American tribes were forced to **cede** their land to the U.S. government.

At first, only a few white people lived on the western **frontier**.

The pioneers believed it was their **destiny** to develop and live on the new land.

The pioneers built homes in the **wilderness**, which was full of forests and animals.

The idea of the western frontier is part **myth** and part truth.

1. a border between developed land where white people live and undeveloped land where Native Americans live _____

2. an idea that is incorrect but that many people believe is true _____

3. people who are among the first to do something _____

4. events that are going to happen in the future; events that no one can control _____

5. land that has not been farmed or developed _____

6. to give something away unwillingly _____

Level 2, Reading & Writing, Unit 4, p. 163

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- | | | |
|--|------------|-----------|
| 1) Do the materials differentiate between the WIDA language proficiency levels? | Yes | <u>No</u> |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | <u>Yes</u> | No |

- 1) Because the series uses the CEFR proficiency levels, the materials do not differentiate based on the WIDA proficiency levels.
- 2) There is evidence of differentiation of language proficiency that is developmentally and linguistically appropriate for the designated language levels as reflected in the

correspondence between the four different of instructional materials and the CEFR levels.

Levels & CEFR

Level 1: A2

Level 2: B1

Level 3: B2

Level 4: C1

The CEFR chart below provides a description of each of the six levels.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Differentiation is also reflected in the Scope and Sequence documents for each unit, which shows the progression of complexity in the topics introduced.

Unit 1: Planet Earth • 1

	Content	Listening Skills	
Chapter 1 The Physical Earth page 3	Interview 1 A Geologist Talks Interview 2 Earth's Natural Beauty Lecture A Look Inside Planet Earth	Listening to directions Listening for main ideas in an interview Listening for details Listening for main ideas in a lecture	
	Chapter 2 The Dynamic Earth page 18	Interview 1 Living Near an Active Volcano Interview 2 Living with Earthquakes Lecture Volcanoes	Listening to numerical information about distances and rates Understanding multiple-choice questions Drawing inferences

Unit 2: Water on Earth • 41

	Content	Listening Skills	
Chapter 3 Earth's Water Supply page 43	Interview 1 Water in the United States Interview 2 Water in Cambodia Interview 3 Water in Africa Lecture Sources and Functions of Surface Water	Listening for opinions Listening for details Listening for specific information	
	Chapter 4 Earth's Oceans page 62	Interview 1 Adventure Under the Ocean Interview 2 Surf's Up Lecture One World Ocean	Expressing likes and dislikes Predicting the content Listening for main ideas Thinking critically about the topic Personalizing the topic Listening for signal words

Level 1

Unit 3: The Struggle for Equality

	Content	Listening Skills
Chapter 5 The Struggle Begins page 85	Interview 1 A Personal Encounter with Segregation Interview 2 An Inspiring Time Lecture The Civil Rights Movement and the Women's Movement	Listening for answers to WH- questions Listening for specific information Listening for stressed words Listening for guided questions
	Chapter 6 The Struggle Continues page 102	Interview 1 Issues of Inequality Interview 2 Working with the Blind Lecture Two Important Laws in the Struggle for Equality

Unit 4: American Values • 125

	Content	Listening Skills
Chapter 7 American Values from the Past page 127	Interview 1 Personal Values Interview 2 Values in Theory and Practice Lecture Three American Folk Heroes	Listening for specific information Listening for tone of voice Listening for main ideas Listening for key words
	Chapter 8 American Values Today page 143	Interview 1 Differences in Values Between Parents and Children Interview 2 Values in the Workplace Lecture Conservative and Liberal Values in American Politics

Level 2

Unit 1: Belonging to a Group • 1

	Content	Reading Skills
Chapter 1 Marriage, Family, and the Home page 4	Reading 1 Marriage: A Changing Institution Reading 2 The Family Today Reading 3 How We Learn to Behave	Examining graphics Reading for main ideas Reading actively Skimming Thinking about the topic Predicting Personalizing the topic Reading boxed texts Applying what you have read
Chapter 2 The Power of the Group page 28	Reading 1 The Influence of Culture Reading 2 Peer Groups Reading 3 Crowds	Thinking about the topic Reading actively Understanding key terms Personalizing the topic Previewing art Skimming Applying what you have read

Unit 2: Gender in Society • 53

	Content	Reading Skills
Chapter 3 Gender Roles page 56	Reading 1 Growing up Male or Female Reading 2 Gender and Academic Achievement Reading 3 The Influence of Mass Media on Gender Roles	Skimming Personalizing the topic Examining graphics Predicting Reading for main ideas Applying what you have read Thinking about the topic Increasing reading speed Reading for details
Chapter 4 Gender Issues Today page 82	Reading 1 Balancing Home and Work Reading 2 It's Not So Easy Being Male Reading 3 Gender Equality at Work	Thinking about the topic Reading for details Personalizing the topic Skimming Previewing art Predicting Reading for main ideas Thinking critically

Level 3

	Content	Reading Skills
Chapter 5 Body Language page 112	Reading 1 Gestural Communication Reading 2 Facial Communication Reading 3 Eye Communication	Thinking about the topic Thinking of your own examples Thinking critically Skimming Personalizing the topic Increasing reading speed Comprehension after speed reading
Chapter 6 Touch, Space, and Culture page 137	Reading 1 The Meanings of Touch Reading 2 Spatial Messages Reading 3 Nonverbal Communication and Culture	Thinking about the topic Skimming Reading for details Gathering data Predicting

Unit 4: Interpersonal Relationships

	Content	Reading Skills
Chapter 7 Friendship page 166	Reading 1 What is Friendship? Reading 2 The First Encounter Reading 3 The Internet and Relationships	Thinking about the topic Predicting Personalizing the topic Previewing art Skimming Reading for details Increasing reading speed Comprehension after speed reading
Chapter 8 Love page 190	Reading 1 Attraction Theory Reading 2 Love Reading 3 Gender Differences in Loving	Personalizing the topic Reading for main ideas Reading for details Thinking about the topic Predicting Thinking critically

Level 4

- 3) Differentiation of language is systematically addressed throughout the materials. The Reading & Writing, Listening & Speaking student eBooks, include activities that allow students the opportunity to extend their knowledge based on differing proficiency levels as outlined by the CEFR levels. The unit lessons include activities that assist with scaffolding of student learning and they are differentiated at the different levels. The levels themselves are organized by numbers (1-4) where the lower levels represent lower levels of language usage and the higher levels provide more challenging language presentation and usage.

At Level 1 of the student eBook, various activities walk students through practice on how to: answer true/false questions, write definitions, read boxed texts, and illustrate main ideas. The example from Level 4 shows advanced vocabulary and their definitions. These higher-level vocabulary terms and phrases were heard in an interview by students. The vocabulary words along with the definitions help the students to make connections between what they heard and what they read.

A Complete the definitions of the words in **bold** below. Use the definitions in Reading 2 “Volcanoes,” but try not to look back at the text.

1. A **hot spot** is a _____.
2. An **active volcano** is a volcano that _____.

B Complete the definitions of the words in **bold** below. Use the definitions in Reading 1 “Plate Tectonics,” but try not to look back at the text.

1. **Tectonic plates** are _____.
2. A **ridge** is _____.
3. An **earthquake** is a _____.

C Compare your definitions in Steps A and B with a partner. Now look back at the texts to check your work.

3 Reading boxed texts

Many academic textbooks include boxed texts. Boxed texts usually contain interesting material that will add to your understanding of the main text.

Boxed texts can have different purposes. For example, they may:

- give interesting examples of ideas in the main text
- give more details about a topic in the main reading
- discuss a topic that is closely related to the topic of the main text
- help you apply the information from a text to your own life
- present a point of view, or way of thinking about something, that is different from the one in the main text

A Reread the boxed text “The Year Without a Summer” on page 35.

B In a small group, discuss the purpose of the boxed text. Does it match any of the purposes in the box above?

C Go back to the boxed texts in Chapter 1 on pages 6 and 20. What is the purpose of each boxed text? Write your answers below.

- “The Story of Pluto”: _____.
- “Save the Rocks!”: _____.

Level 1, Reading & Writing, Unit 1, pp. 36-39

1 Examining vocabulary in context

Here are some words and expressions from the interview with Nancy, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

trying to teach a new **concept**: *idea*

There's a **disruptive** child: *causing problems; behaving badly*

It pulls everyone **off track**: *away from the work that is being done*

things that are in the **curriculum**: *material that must be learned at a specific grade level*

How does the stress **manifest itself**?: *What are the signs or symptoms?*

Fatigue!: *feeling of being very tired*

The younger the children . . . , the more energy **they require**: *the teacher must have*

I have to **keep my temper** in the classroom: *not become angry*

Definitely!: *absolutely, certainly [strong yes]*

Stress does make you **more susceptible to illness**: *likely to get sick more easily and more often*

It weakens your **immune system**: *body's defenses against illness*

Level 4, Listening & Speaking, Unit 1, p. 5

In Level 4 of the student eBook, students engage at various levels of language and include sections reflective of the following: reading for main ideas, understanding paragraph structure, describing experimental results, preparing for a short-answer test, and writing short answers to test questions.

1 Reading for main ideas

Remember that identifying the main ideas in a text is the most important task when you are reading.

Find the two main ideas of "Healthful Behavior" in the following statements.

1. Exercise seems to make people not only physically healthier, but also emotionally healthier.
2. Religious people tend to have fewer illnesses than nonreligious people.
3. People who exercise often look better and therefore often have more self-esteem.
4. Because religious people tend to be women, and women live longer than men, religious people tend to live longer lives than nonreligious people.
5. Research seems to suggest that having strong religious faith influences how healthy and long-living a person will be.
6. Exercising regularly can help you live a longer life and have fewer illnesses.
7. Religion and health have been connected for centuries.

2 Understanding paragraph structure

Not only does an academic reading have one or two main ideas, but each paragraph in a reading should have a controlling idea that is supported by the details in the paragraph. Sometimes it is a good idea to identify key paragraphs and then outline them in note form.

A Look at this outline for Paragraph 5 (lines 29–35). Interpret the note-taking symbols.

A. Possible explanations for why aerobic exercise → ↓↓ **negative emotions**

1. Exercise releases chemicals that affect emotions
2. Exercise → ↑ sleep → feeling better
3. Exercise → a sense of achievement
4. Exercise improves one's body → ↑ self-esteem

B Make a similar outline for Paragraph 9 (lines 63–71).

C Look at the structure of the topic sentence in Paragraph 5 and use the same structure to write a topic sentence for Paragraph 9.

Level 4, Reading & Writing, Unit 1, pp. 47-49

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? **Yes** No
- 2) Are the targeted language domains presented within the context of language proficiency levels? **Yes** No
- 3) Are the targeted language domains systematically integrated throughout the materials? **Yes** No

- 1) All four language domains are targeted in the materials. Students engage in activities in all four domains at each level. Each book, at each level, in the series provides an assortment of activities that allow students to practice listening, speaking, reading and writing.

Unit 3: The Air Around Us • 83				V Vocabulary Skills	N Note Taking Skills
	Content	L Listening Skills	S Speaking Skills		
Chapter 5 Earth's Atmosphere page 85	Interview 1 Pollutants in the Air	Listening for background noise	Examining a map	Reading and thinking about the topic Building background knowledge and vocabulary Examining vocabulary in context Identifying key vocabulary in the lecture Guessing vocabulary from context	Organizing your notes in an outline Organizing your notes in a chart
	Interview 2 Air Quality	Listening for specific information Answering multiple-choice questions	Sharing your experience Conducting an experiment Predicting the content Applying what you have learned		
Chapter 6 Weather and Climate page 102	Interview 3 Humid and Dry Air			Reading and thinking about the topic Understanding scientific symbols Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Copying a lecturer's illustrations
	Lecture What Is In the Air Out There?				
	Interview 1 A Future Meteorologist	Listening for specific information Predicting the content	Personalizing the topic Understanding humor about the topic		
	Interview 2 Severe Weather	Listening for opinions Listening for numerical information	Thinking critically about the topic Applying what you have learned		
	Lecture Global Warming	Listening for cause and effect			

Level 1, Listening & Speaking, Table of Contents (excerpt)

Unit 3: The Struggle for Equality • 103			
	Content	R Reading Skills	W Writing Skills
Chapter 5 The Struggle Begins page 106	Reading 1 All Men Are Created Equal	Increasing reading speed Thinking about the topic Predicting	Writing about time sequences
	Reading 2 The Legacy of the Civil War	Reading for details Reading boxed texts Reading for main ideas Pronoun reference	
	Reading 3 The Civil Rights Movement and the Women's Movement		
Chapter 6 The Struggle Continues page 127	Reading 1 What Does Equality Mean Today?	Understanding key term Reading for main ideas Applying what you have read	Understanding text structure Markers of relationship Writing about examples
	Reading 2 Equal Rights and Protection for All	Predicting Thinking about the topic Reading for details	Writing about obligations and recommendations Writing about statistics
	Reading 3 How Equal Are We Now?	Examining graphics Reading about statistics	

Look at the graphs about religion in the United States and other countries. Then discuss the questions with a partner or small group.

1. What do the graphs tell you about the importance of religion in the United States?
2. Would you describe the United States as a religious country? Why or why not?
3. How does the information in these graphs compare with other countries that you are familiar with?
4. Does any of the information surprise you?

Level 2, Reading & Writing, Table of Contents (excerpt) Level 2, Unit 1, p. 34

Unit 3: The Struggle for Equality • 83			
	Content	L Listening Skills	S Speaking Skills
Chapter 5 The Struggle Begins page 85	Interview 1 A Personal Encounter with Segregation	Listening for answers to <i>Wh-</i> questions Listening for specific information Listening for stressed words Listening for guided questions	Sharing your opinion Drawing inferences Reviewing your notes after a lecture
	Interview 2 An Inspiring Time		
	Lecture The Civil Rights Movement and the Women's Movement		
Chapter 6 The Struggle Continues page 102	Interview 1 Issues of Inequality	Listening for specific information Listening for main ideas Listening for tone of voice Listening for signal words and phrases	Thinking critically about the topic Sharing your opinion
	Interview 2 Working with the Blind		
	Lecture Two Important Laws in the Struggle for Equality		

Level 2, Listening & Speaking, Table of Contents (excerpt)

Unit 3: Nonverbal Messages • 109			
	Content	R Reading Skills	W Writing Skills
Chapter 5 Body Language page 112	Reading 1 Gestural Communication	Thinking about the topic Thinking of your own examples	Defining language Signaling examples Paraphrasing
	Reading 2 Facial Communication	Thinking critically Skimming	
	Reading 3 Eye Communication	Personalizing the topic Increasing reading speed Comprehension after speed reading	
Chapter 6 Touch, Space, and Culture page 137	Reading 1 The Meanings of Touch	Thinking about the topic Skimming	The passive voice Summarizing
	Reading 2 Spatial Messages	Reading for details Gathering data	Using adverbs Generalizations about groups of people
	Reading 3 Nonverbal Communication and Culture	Predicting	Transitional expressions

Level 4, Reading & Writing, Table of Contents (excerpt)

- 2) The targeted language domains are presented within the context of language proficiency levels as shown the chart below.

Levels & CEFR

- Level 1: A2
- Level 2: B1
- Level 3: B2
- Level 4: C1

- 3) The targeted language domains are systematically integrated throughout the materials. Each level and unit provides opportunities for students to engage in the four domains. This is seen as a repeated format in each of the levels. Examples of the systematic activities where all language domains are addressed is found in these snippets from the student eBook.

<p>2 Listening for details  </p> <p>Details explain, describe, or give more information about main ideas. Listening for details will help you improve your listening comprehension.</p> <p>A The chart below shows the main ideas and some of the details Gaby and Jane will talk about in their interview. Notice that the notes are not complete sentences. Look at the photographs on the next page and think about other descriptive phrases that could go in the chart.</p> <table border="1" data-bbox="228 951 727 1129"> <thead> <tr> <th rowspan="2">Main ideas</th> <th colspan="2">Details</th> </tr> <tr> <th>Grand Canyon</th> <th>Uluru (Ayers Rock)</th> </tr> </thead> <tbody> <tr> <td>What it looks like</td> <td><i>big – seems to go on forever cliffs – different colors</i></td> <td></td> </tr> <tr> <td>Its colors</td> <td></td> <td><i>reddish-brown can change to pink, purple, gray depending on time of day</i></td> </tr> <tr> <td>The speakers' thoughts and feelings</td> <td><i>one of the most beautiful things ever seen lucky to see it</i></td> <td></td> </tr> </tbody> </table>	Main ideas	Details		Grand Canyon	Uluru (Ayers Rock)	What it looks like	<i>big – seems to go on forever cliffs – different colors</i>		Its colors		<i>reddish-brown can change to pink, purple, gray depending on time of day</i>	The speakers' thoughts and feelings	<i>one of the most beautiful things ever seen lucky to see it</i>		<p>1 Retelling what you have heard </p> <p>A Review the interviews with Patrick, Eunice, and John. On the lines below, write one question for each speaker. You will use these questions in Step C.</p> <p>Question for Patrick: _____</p> <p>Question for Eunice: _____</p> <p>Question for John: _____</p> <p>B Form groups of three. Each member of the group will pretend to be Patrick, Eunice, or John. When it is your turn to speak, explain</p> <ul style="list-style-type: none"> • when and why your family immigrated to America; and • what happened to your family after arriving in America.
Main ideas		Details													
	Grand Canyon	Uluru (Ayers Rock)													
What it looks like	<i>big – seems to go on forever cliffs – different colors</i>														
Its colors		<i>reddish-brown can change to pink, purple, gray depending on time of day</i>													
The speakers' thoughts and feelings	<i>one of the most beautiful things ever seen lucky to see it</i>														
<p>Listening</p> <p>Level 1, Listening & Speaking, Unit 1, p. 8</p>	<p>Speaking</p> <p>Level 2, Listening & Speaking, Unit 2, p. 50</p>														
<p>The Internet delivers traditional media</p> <p>The Internet is able to deliver everything that traditional mass media delivers, but it provides more of it and provides it more quickly. This is possible because of two important developments in digital technology: the browser and the search engine. Both of these are so familiar now that we may forget their importance. A browser, such as Explorer or Mozilla Firefox, allows users to navigate, or move around, the Internet through links. A search engine, such as Google, allows users to find Web sites about specific topics. Without these tools, all the information on the Internet would be inaccessible to most people.</p>	<p>4 Journal writing </p> <p>Many language learners keep a private journal and write about personal events and ideas. It is a good way to practice writing in a second language without worrying too much about accuracy or a grade. When you read about a topic that interests you, even in an academic textbook, take some time to write down your personal thoughts on the topic.</p> <p>Write a journal entry on one or more of the following topics from the reading:</p> <p>Work</p> <ol style="list-style-type: none"> 1. Why I chose my career 2. The career that I wish I had 3. Why I can't decide what career I want 														
<p>Reading</p> <p>Level 3, Reading & Writing, Unit 3, p. 135</p>	<p>Writing</p> <p>Level 4, Reading & Writing, Unit 2, p. 88</p>														

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|--|------------|-----------|
| 1) Do the materials connect the WIDA language development standards to the state academic content standards? | Yes | <u>No</u> |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | <u>No</u> |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

- 1) There is no evidence that the materials connect the WIDA language development standards to state academic content standards.
- 2) There is no evidence that the academic content standards are systematically represented throughout the materials.

- 3) Social and instructional language and one or more of the remaining WIDA standards are presented throughout the materials. While the WIDA standards are not explicitly addressed, content presented in the series reflects social and instructional language, the language of language arts, the language of science, and the language of social studies.

The example below illustrates interaction using social language as students are asked to reflect and share a time when they experienced discrimination.

Activity 4: Share an experience of discrimination

Tell the members of your group about a time when someone discriminated against you because of your race, religion, academic ability, athletic ability, hobbies, interests, gender, personal appearance, family income, home environment, or other factor. Explain how you felt and why you think you were the victim of discrimination. Listen to your classmates' stories. Discuss the similarities and differences between their experiences and yours.

B When you have finished your activity, discuss the following questions with the members of your group.

1. What did you learn from doing this activity?
2. What was the most interesting part of the activity?

Level 2, Listening & Speaking, Unit 3, p. 113

Another example of social interaction comes is reflected in Level 4 of the student eBook when students are asked to share an experience with their classmate.

C Discuss your own experiences and opinions with a partner.

1. Can you think of some other sources of stress not mentioned in the passage? Name as many as you can.
2. Do you believe that people under stress are more likely to get sick than those who are not under stress?
3. Can you think of some ways to relieve stress?

Level 4, Listening & Speaking, Unit 1, p. 4

The language of language arts is reflected in the example below a language arts activity where students are asked about main ideas and supporting details in the context of an outline.

2 Indenting **N**

Indenting can help you to see the difference between main ideas and supporting details. You can use indenting with other note-taking techniques, such as bullets, numbers, or letters. Continue to indent as the information becomes more specific.

For example:

- I. First main idea** (not indented)
 - 1. First supporting idea** (indented 5 spaces from the left margin)
 - **Example or detail** (indented 10 spaces)
 - 2. Second supporting idea** (indented 5 spaces)
 - **Example or detail** (indented 10 spaces)

A Below are a student's notes on Part 1 of the lecture. But it is hard to follow them because the student didn't separate main ideas from supporting ideas or examples. Read the notes and try to predict which items are main ideas and which ones are supporting ideas or examples.

Level 2, Reading & Writing, Unit X, p. 117

In the example below, students are using the language of language arts to make inferences based on what they hear.

2 Drawing inferences **L**

When you listen to people speak, you must not only think about what they tell you directly but also be aware of what they communicate indirectly. Drawing inferences, or gathering information beyond what a speaker actually says, is a critical aspect of listening.

A Read the following statements about the interviews that you heard. Write whether you agree (A) or disagree (D) with each statement.

- ___ **1.** Nancy is probably in her early thirties.
- ___ **2.** She takes her job very seriously.
- ___ **3.** She doesn't teach during the summer.

Level 4, Reading & Writing, Unit X, p. 9

The language of social studies is included in a reading passage about equality shown below.

What does equality mean in American society today? There are several different answers to this question and three basic perspectives. One answer is that there are no differences among Americans; we are all the same. A second idea is somewhat different. It states that we may not all be equal, but all Americans should all have an equal opportunity to compete for resources such as jobs, housing, and education. A third possibility also recognizes differences among Americans, but focuses on equal outcomes. In this last perspective, equal access and opportunity are not enough. Resources, such as jobs and education, should be distributed to ensure all Americans achieve the same level of success.

It seems fairly easy to reject the first somewhat idealistic view. Americans are clearly not all the same. There are differences based on race, ethnicity, social class, gender, religion, and other factors. Examining these second and the third viewpoints is more complicated.

Does equality mean equal opportunity?



The second view on the meaning of equality says that we are all different, but none of these differences matters; everyone should have an equal chance

Level 2, Reading and Writing, Unit 3, p. 128

An example of the language of science is found in the reading passage below.

The term **stress** has been defined in several different ways. Sometimes the term is applied to stimuli or events in our environment that make physical and emotional demands on us, and sometimes it is applied to our emotional and physical reactions to such stimuli. In this discussion, we will refer to the environmental stimuli or events as **stressors** and to the emotional and physical reactions as stress.

Many sorts of events can be stressors, including disasters, such as hurricanes or tornadoes; major life events, such as divorce or the loss of a job; and daily hassles, such as having to wait in line at the supermarket when you need to be somewhere else in 10 minutes. What all these events have in common is that they interfere with or threaten our accustomed way of life. When we encounter such stressors, we must pull together our mental and physical resources in order to deal with the challenge. How well we succeed in doing so will determine how serious a toll the stress will take on our mental and physical well-being.

Reacting to stressors

The Canadian physiologist Hans Selye has been the most influential writer on stress. Selye proposed that both humans and other animals

Level 4, Reading & Writing, Unit 1, p. 5

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

- 1) The materials present an opportunity for language learners to engage in various cognitive functions regardless of their language levels.

The example below from the series Level 2 of the student eBook asks students to decide on their own perspective, and include that perspective and point of view in writing their paper.

An example of a more challenging cognitive activity is seen in Level 4 of the student eBook. In this example, students are asked to listen to a lecture and take notes at the same time. The students are given a list of questions to listen for (in the lecture).

<p>C Now you must decide on your own perspective. Consider the three perspectives on equality. Read each one carefully. Check (✓) the one you agree with.</p> <p>_____ Perspective 1. Everyone, including protected groups, should have equal access and opportunity; differences in success are due to merit or what we do with our opportunities and access. (This is the second view on equality given in Reading 1 and included in the summary in Step B above.)</p> <p>_____ Perspective 2. Equal access and opportunity are not enough for some protected groups. To help them overcome the disadvantages of past discrimination, we should give them extra assistance, including some certain guarantees of representation in education and the workplace. This stronger action can also create diversity that better reflects the communities in which they live. (This is the third idea about equality given in Reading 1 and included in the summary in Step B above.)</p> <p>_____ Perspective 3. Some groups do have particular disadvantages. For this reason, society owes them extra assistance in order to help them achieve equality. On the other hand, there are other protected groups that do not need this extra help. If they have equal access and opportunity, they should be able to achieve equality without it. (This is a combination of the two perspectives.)</p> <p>D Make an outline for your paragraphs, as you did in Developing Writing Skills in Chapter 5. You may want to review that section.</p> <p>The first paragraph will be the same regardless of your choice in Step C. That is, it must include your point of view and the reasons for it. However, the second paragraph will vary depending on your perspective, that is, depending on your choice in Step C. Read the outline on page 151 and choose one option for your second paragraph. You may include more details than the ones that are shown in the outline.</p>	<p>2 Listening for specific information L N S</p> <p>A Read over these questions on Part 2 of the lecture. Think about what kind of information you will need in order to answer them.</p> <ol style="list-style-type: none"> 1. According to the lecturer, what contemporary challenge to friendship do children face? 2. What is the challenge to friendship that adults face today? 3. What effect has social networking had on friendships, according to Warden? 4. How is "social connectivity" different from friendship? <p>B Now watch or listen to Part 2 of the lecture. Take notes on your own paper. Use the questions in Step A as a guide to help you listen for the important points.</p> <p>C Work with a partner. Use your notes to answer the questions in Step A. Answer as fully as you can. Then write your answers. Share them as a class.</p> 
<p>Level 2, Reading & Writing, Unit 3, p. 150</p>	<p>Level 4, Listening & Speaking, Unit 4, p. 141</p>

2) Opportunities for students to engage in higher-order thinking are systematically addressed in the materials.

Each unit in the series begins with basic activities and culminate with higher order activities. In Level 1, students begin the chapter with a basic understanding and discussion of the topic and vocabulary but then advances to higher order activities when students are given a map and asked to answer questions based on what is observed in the map. The example from Level 3 provides students with a map and asks them to write sentences that compares facts taken from the graph.

A Look at the map below and answer the questions.

1. What generalizations or patterns can you see in humidity and dryness?
2. Which continent is the driest? Explain your answer.
3. What is the climate like in your part of the world?

The map shows a clear latitudinal pattern. The most humid areas (blue) are located in the tropical regions near the equator, including parts of South America, Africa, and Asia. As one moves away from the equator towards the poles, the climate becomes progressively drier, moving through red (partly dry) and orange (dry) to yellow (very dry) in the high northern and southern latitudes.

Level 1, Listening & Speaking, Unit 3, p. 89

B The graph below shows information about the victims of violent crime in the United Kingdom in 2007. Write three sentences that compare facts that are shown in the graph.

Figure 7.2. Risk factors for violence

Risk Factor	% victims once or more
All adults	4
Separated people	6
Men aged 25-34	6
Private renters	6
High physical disorder area	6
Women aged 16-24	7
Single adult household	7
Single people	9
Unemployed	9
Full-time students	9
Men aged 16-24	14

Level 3, Reading & Writing, Unit 4, p. 175

C. Supports for Various Levels of Language Proficiency

- | | | |
|---|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | <u>Yes</u> | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | <u>Yes</u> | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | <u>Yes</u> | No |

- 1) The materials provide scaffolding supports for students to advance within a given proficiency level. Students engage with less demanding language in the lower two levels moving toward more advanced language in the upper two levels. (See examples in Scope and Sequence excerpts below.)
- 2) The materials provide scaffolding supports for students to progress from one proficiency level as skills are built upon from one level to the next. (See examples in Scope and Sequence excerpts below.)
- 3) Scaffolding supports are presented systematically throughout the materials in the way that the books are leveled, more from simpler language and tasks to language that is more advanced in reference to tasks. In order to progress to the more demanding language, the lower concepts would need to be explored, covered, and understood as seen in this Scope and Sequence excerpts below.

Unit 1: Planet Earth • 1

	Content	L Listening Skills	S Speaking Skills
Chapter 1 The Physical Earth page 3	Interview 1 A Geologist Talks Interview 2 Earth's Natural Beauty Lecture A Look Inside Planet Earth	Listening to directions Listening for main ideas in an interview Listening for details Listening for main ideas in a lecture	Sharing your knowledge Sharing your opinion Discussing what you have learned
Chapter 2 The Dynamic Earth page 18	Interview 1 Living Near an Active Volcano Interview 2 Living with Earthquakes Lecture Volcanoes	Listening to numerical information about distances and rates Understanding multiple-choice questions Drawing inferences	Interpreting a map Responding to a speaker Retelling what you have heard Sharing ideas

Unit 2: Water on Earth • 41

	Content	L Listening Skills	S Speaking Skills
Chapter 3 Earth's Water Supply page 43	Interview 1 Water in the United States Interview 2 Water in Cambodia Interview 3 Water in Africa Lecture Sources and Functions of Surface Water	Listening for opinions Listening for details Listening for specific information	Examining graphic material Examining a map Applying what you have learned Predicting the content Considering related information
Chapter 4 Earth's Oceans page 62	Interview 1 Adventure Under the Ocean Interview 2 Surf's Up Lecture One World Ocean	Expressing likes and dislikes Predicting the content Listening for main ideas Thinking critically about the topic Personalizing the topic Listening for signal words	Sharing your opinion Retelling what you have heard Thinking creatively about the topic Building background knowledge on the topic

Listening & Speaking, Level 1

Unit 3: The Struggle for Equality • 83

	Content	L Listening Skills	S Speaking Skills
Chapter 5 The Struggle Begins page 85	Interview 1 A Personal Encounter with Segregation Interview 2 An Inspiring Time Lecture The Civil Rights Movement and the Women's Movement	Listening for answers to <i>Wh-</i> questions Listening for specific information Listening for stressed words Listening for guided questions	Sharing your opinion Drawing inferences Reviewing your notes after a lecture
Chapter 6 The Struggle Continues page 102	Interview 1 Issues of Inequality Interview 2 Working with the Blind Lecture Two Important Laws in the Struggle for Equality	Listening for specific information Listening for main ideas Listening for tone of voice Listening for signal words and phrases	Thinking critically about the topic Sharing your opinion

Unit 4: American Values • 125

	Content	L Listening Skills	S Speaking Skills
Chapter 7 American Values from the Past page 127	Interview 1 Personal Values Interview 2 Values in Theory and Practice Lecture Three American Folk Heroes	Listening for specific information Listening for tone of voice Listening for main ideas Listening for key words	Sharing your opinion Answering true/false questions Sharing your knowledge
Chapter 8 American Values Today	Interview 1 Differences in Values Between Parents and Children Interview 2 The American Dream	Listening for specific information Listening for stressed words Listening for general statements	Sharing your knowledge Sharing your opinion Drawing inferences Role-playing Conducting a survey

Listening & Speaking, Level 2

Unit 1: Belonging to a Group • 1			
	Content	L Listening Skills	S Speaking Skills
Chapter 1 Marriage, Family, and the Home page 3	Interview 1 Growing up in a Large Family	Listening for factual information Listening for details Listening for stressed words	Sharing your opinion Responding to questions with short answers Thinking critically about the topic Asking and answering questions
	Interview 2 Family Stories Lecture Family Lessons		
Chapter 2 The Power of the Group page 22	Interview 1 Living with Teenagers	Listening for specific information Listening for main ideas Listening for tone of voice	Sharing your opinion Personalizing the topic Thinking critically about the topic Conducting a survey Studying a syllabus
	Interview 2 Expressions About Groups Lecture Culture Shock: Group Pressure in Action		

Unit 2: Gender in Society • 43			
	Content	L Listening Skills	S Speaking Skills
Chapter 3 Gender Roles page 45	Interview 1 Bringing up Children	Listening for specific information Listening for opinions Drawing inferences	Personalizing the topic Answering multiple-choice questions Sharing your opinion Conducting and discussing a class experiment Sharing your point of view Thinking critically about the topic
	Interview 2 Growing up as a Boy or Girl Lecture The Benefits of Single Gender Education for Girls		
Chapter 4 Gender Issues Today page 64	Interview 1 Gender Discrimination in the Workplace	Listening for specific information Listening for tone of voice	Examining graphics Answering multiple-choice questions Answering true/false questions Thinking critically about the topic Conducting an interview and discussing your findings Applying what you have learned
	Interview 2 Gender Inequality at Home and in the Workplace Lecture Gender and Language		

Listening & Speaking, Level 3

Unit 3: Nonverbal Messages • 85			
	Content	L Listening Skills	S Speaking Skills
Chapter 5 Body Language page 87	Interview 1 Brazilian Body Language	Reading nonverbal cues Responding to true/false statements Determining which way this or that is pointing Using your body to communicate	Recalling what you already know Thinking critically about the topic Considering related information Looking beyond the facts Sharing your personal and cultural perspective
	Interview 2 Korean Body Language Interview 3 Japanese Body Language Lecture Body Language Across Cultures		
Chapter 6 Touch, Space, and Culture page 102	Interview 1 Marcos: Touch and Space	Summarizing what you have heard Decoding the meaning of word stress Listening for stress and intonation	Recalling what you already know Personalizing the topic Sharing your cultural perspective Considering related information Using comparison/contrast Analyzing cultural content Sharing your personal and cultural perspective
	Interview 2 SunRan: Touch and Space Interview 3 Airi: Touch Lecture Nonverbal Communication: The Hidden Dimension of Communication		

Unit 4: Interpersonal Relationships • 125			
	Content	L Listening Skills	S Speaking Skills
Chapter 7 Friendship page 127	Interview Friendships Lecture Looking at Friendship	Listening for specific information Retelling Listening for verb tense and aspect	Personalizing the topic Drawing inferences Sharing your personal and cultural perspective Forming generalizations Sharing your personal perspective Considering related information
	Interview Courtship and Making Marriage Work Lecture Love: What's It All About?		
Chapter 8 Love page 142		Listening for details Listening for specific information Listening for digressions Showing interest	Personalizing the topic Sharing your cultural perspective Sharing your personal and cultural perspective Considering related

Listening & Speaking, Level 4

Unit 1: Planet Earth • 1

	Content	R Reading Skills	W Writing Skills
Chapter 1 The Physical Earth page 3	Reading 1 Our Solar System	Thinking about the topic Previewing art Asking and answering questions about a text Previewing key parts of a text	Parts of speech Comparative adjectives
	Reading 2 Earth's Four Systems		
	Reading 3 Rocks on Our Planet		
Chapter 2 The Dynamic Earth page 27	Reading 1 Plate Tectonics	Using headings to remember main ideas Building background knowledge about the topic Reading boxed texts Illustrating main ideas Thinking about the topic Reading for main ideas	Writing simple and compound sentences Writing definitions Pronoun reference Showing contrast
	Reading 2 Volcanoes		
	Reading 3 Earthquakes		

Unit 2: Water on Earth • 51

	Content	R Reading Skills	W Writing Skills
Chapter 3 Earth's Water Supply page 54	Reading 1 The Water Cycle	Thinking about the topic Examining graphics Sequencing Reading about statistics Increasing reading speed Reading for main ideas Scanning	Identifying topic sentences Identifying topic sentences and supporting sentences Writing topic sentences and supporting sentences
	Reading 2 Groundwater and Surface Water		
	Reading 3 Glaciers		
Chapter 4 Earth's Oceans page 77	Reading 1 Oceans	Thinking about the topic Building background knowledge about the topic Reading maps Examining graphics Brainstorming Reading for main ideas and details	Writing about superlatives Describing results Concluding sentences Parallel structure Both...and and neither...nor Reviewing paragraph structure
	Reading 2 Currents		
	Reading 3 Waves and Tsunamis		

Reading & Writing, Level 1

Unit 3: The Struggle for Equality • 103

	Content	R Reading Skills	W Writing Skills
Chapter 5 The Struggle Begins page 106	Reading 1 All Men Are Created Equal	Increasing reading speed Thinking about the topic Predicting Reading for details Reading boxed texts Reading for main ideas Pronoun reference	Writing about time sequences
	Reading 2 The Legacy of the Civil War		
	Reading 3 The Civil Rights Movement and the Women's Movement		
Chapter 6 The Struggle Continues page 127	Reading 1 What Does Equality Mean Today?	Understanding key term Reading for main ideas Applying what you have read Predicting Thinking about the topic Reading for details Examining graphics Reading about statistics	Understanding text structure Markers of relationship Writing about examples Writing about obligations and recommendations Writing about statistics
	Reading 2 Equal Rights and Protection for All		
	Reading 3 How Equal Are We Now?		

Unit 4: American Values • 153

	Content	R Reading Skills	W Writing Skills
Chapter 7 American Values from the Past page 56	Reading 1 The Roots of American Values	Increasing reading speed Applying what you have read Previewing art Reading for details Examining graphics Thinking about the topic Predicting Understanding cartoons	Noun + infinitive phrases <i>Few</i> and <i>a few</i> Writing about change
	Reading 2 The American West		
	Reading 3 The Business of Success		
Chapter 8 American Values Today page 180	Reading 1 The Individual and Society: Rights and Responsibilities	Thinking about the topic Reading for main ideas Applying what you have read Previewing art Scanning Reading for details Examining graphics	Understanding text structure Writing about reasons Gerunds Writing definitions
	Reading 2 The Open Road and Car Culture		

Reading & Writing, Level 2

Unit 1: Belonging to a Group • 1			
	Content	R Reading Skills	W Writing Skills
Chapter 1 Marriage, Family, and the Home page 4	Reading 1 Marriage: A Changing Institution	Examining graphics Reading for main ideas Reading actively	Writing about changes Definitions
	Reading 2 The Family Today	Thinking about the topic Skimming	
	Reading 3 How We Learn to Behave	Predicting Personalizing the topic Reading boxed texts Applying what you have read	
Chapter 2 The Power of the Group page 28	Reading 1 The Influence of Culture	Thinking about the topic Reading actively Understanding key terms	Expanded definitions Describing differences Understanding text structure
	Reading 2 Peer Groups	Personalizing the topic Previewing art	
	Reading 3 Crowds	Skimming Applying what you have read	
Unit 2: Gender in Society • 53			
	Content	R Reading Skills	W Writing Skills
Chapter 3 Gender Roles page 56	Reading 1 Growing up Male or Female	Skimming Personalizing the topic Examining graphics	Showing contrast Summarizing Using adverbs The passive voice
	Reading 2 Gender and Academic Achievement	Predicting Reading for main ideas Applying what you have read	
	Reading 3 The Influence of Mass Media on Gender Roles	Thinking about the topic Increasing reading speed Reading for details	
Chapter 4 Gender Issues Today page 82	Reading 1 Balancing Home and Work	Thinking about the topic Reading for details Personalizing the topic	Pronoun reference Going beyond the text Supporting main ideas
	Reading 2 It's Not So Easy Being Male	Skimming Previewing art Predicting	
	Reading 3 Gender Equality at Work	Reading for main ideas Thinking critically	
Reading & Writing, Level 3			

Unit 3: Nonverbal Messages • 109			
	Content	R Reading Skills	W Writing Skills
Chapter 5 Body Language page 112	Reading 1 Gestural Communication	Thinking about the topic Thinking of your own examples	Defining language Signaling examples Paraphrasing
	Reading 2 Facial Communication	Thinking critically Skimming	
	Reading 3 Eye Communication	Personalizing the topic Increasing reading speed Comprehension after speed reading	
Chapter 6 Touch, Space, and Culture page 137	Reading 1 The Meanings of Touch	Thinking about the topic Skimming	The passive voice Summarizing
	Reading 2 Spatial Messages	Reading for details Gathering data Predicting	Using adverbs Generalizations about groups of people Transitional expressions
	Reading 3 Nonverbal Communication and Culture		
Unit 4: Interpersonal Relationships • 163			
	Content	R Reading Skills	W Writing Skills
Chapter 7 Friendship page 166	Reading 1 What is Friendship?	Thinking about the topic Predicting	Efficient sentence structure Understanding paragraph structure
	Reading 2 The First Encounter	Personalizing the topic Previewing art	Journal writing Paraphrasing Summarizing
	Reading 3 The Internet and Relationships	Skimming Reading for details Increasing reading speed Comprehension after speed reading	
Chapter 8 Love page 190	Reading 1 Attraction Theory	Personalizing the topic Reading for main ideas	Journal writing Using quotations The passive voice
	Reading 2 Love	Reading for details Thinking about the topic	
	Reading 3 Gender Differences in Loving	Predicting Thinking critically	
Reading & Writing, Level 4			

D. Accessibility to Grade Level Content

- | | | |
|--|-----|------------------|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | <u>No</u> |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes | <u>No</u> |
| 3) Is the grade-level content systematically presented throughout the materials? | Yes | <u>No</u> |

- 1) There is no evidence that the materials contain linguistically and developmentally appropriate grade-level content.
- 2) There is no evidence that the materials include grade-level content accessible for the targeted levels of language proficiency.
- 3) There is no evidence that the grade-level content is systematically presented throughout the materials.

E. Strands of Model Performance Indicators

- 1) Do materials include a range of language functions? **Yes** No
- 2) Are the language functions incorporated into a communicative goal or activity? **Yes** No
- 3) Do the language functions support the progression of language development? **Yes** No

- 1) The materials include a range of language functions. Both books at all levels include an introductory section that informs the students of what they will be covering in each unit. Examples are shown below.

<p>In Unit 2, you will listen to and speak about the following topics.</p> <table border="1"> <thead> <tr> <th>Chapter 3 Earth's Water Supply</th> <th>Chapter 4 Earth's Oceans</th> </tr> </thead> <tbody> <tr> <td>Interview 1 Water in the United States</td> <td>Interview 1 Adventure Under the Ocean</td> </tr> <tr> <td>Interview 2 Water in Cambodia</td> <td>Interview 2 Surf's Up</td> </tr> <tr> <td>Interview 3 Water in Cameroon</td> <td>Lecture One World Ocean</td> </tr> <tr> <td>Lecture Sources and Functions of Surface Water</td> <td></td> </tr> </tbody> </table>	Chapter 3 Earth's Water Supply	Chapter 4 Earth's Oceans	Interview 1 Water in the United States	Interview 1 Adventure Under the Ocean	Interview 2 Water in Cambodia	Interview 2 Surf's Up	Interview 3 Water in Cameroon	Lecture One World Ocean	Lecture Sources and Functions of Surface Water		<p>In Unit 2, you will listen to and speak about the following topics.</p> <table border="1"> <thead> <tr> <th>Chapter 3 The Origins of Diversity</th> <th>Chapter 4 Diversity in the United States Today</th> </tr> </thead> <tbody> <tr> <td>Interview 1 Immigration to the United States in the 1860s</td> <td>Interview 1 Reasons for Coming to the United States</td> </tr> <tr> <td>Interview 2 Immigration to the United States in the 1900s</td> <td>Interview 2 Adapting to Life in the United States</td> </tr> <tr> <td>Lecture Immigrants to America: Challenges and Contributions</td> <td>Lecture Recent Immigrants and Today's United States</td> </tr> </tbody> </table>	Chapter 3 The Origins of Diversity	Chapter 4 Diversity in the United States Today	Interview 1 Immigration to the United States in the 1860s	Interview 1 Reasons for Coming to the United States	Interview 2 Immigration to the United States in the 1900s	Interview 2 Adapting to Life in the United States	Lecture Immigrants to America: Challenges and Contributions	Lecture Recent Immigrants and Today's United States
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<p>Learning Outcomes</p> <p>Prepare and deliver an oral presentation about daily water usage</p>	<p>Learning Outcomes</p> <p>Prepare and deliver an oral presentation in pairs on an interview conducted outside of class</p>																		
<p style="text-align: center;">Listening & Speaking, Level 1</p>	<p style="text-align: center;">Listening & Speaking, Level 2</p>																		

In Unit 4, you will read and write about the following topics.

Chapter 7 Crime and Criminals	Chapter 8 Controlling Crime
Reading 1 Deviance and Crime	Reading 1 What Stops Us from Committing Crimes?
Reading 2 Who Commits Crimes?	Reading 2 Science and Technology in Crime Fighting
Reading 3 Technology and Crime	Reading 3 Crime and Punishments

Skills
In Unit 4, you will practice the following skills.

R Reading Skills	W Writing Skills
Thinking about the topic Scanning Understanding cartoons Reading critically Reading for main ideas Personalizing the topic Increasing reading speed Applying what you have read Reading for details	The passive voice Comparing data Going beyond the text Using data from a graphic Signals of chronological order Responding to prompts
V Vocabulary Skills	A Academic Success Skills
Words related to the topic Guessing meaning from context Synonyms Collocations Verbs of control Word families The Academic Word List	Answering short-answer test questions Highlighting Making a chart

Learning Outcomes
Write an essay based on a prompt

Reading & Writing, Level 3

In Unit 2, you will read and write about the following topics.

Chapter 3 The Teen Years	Chapter 4 Adulthood
Reading 1 Defining Adolescence	Reading 1 Early Adulthood
Reading 2 Physical Change in Adolescence	Reading 2 Middle Adulthood
Reading 3 Cognitive and Social Development in Adolescence	Reading 3 Late Adulthood

Skills
In Unit 2, you will practice the following skills.

R Reading Skills	W Writing Skills
Personalizing the topic Previewing art and graphics Reading for main ideas Skimming Reading for details Thinking critically Reading actively Thinking about the topic Applying what you have read Examining graphics Increasing reading speed Comprehension after speed reading Describing change	Understanding paragraph structure Understanding text structure Hedging Gerunds as subjects Using data from a graphic Journal writing Paragraph topics Paragraph main ideas Supporting main ideas Paraphrasing
V Vocabulary Skills	A Academic Success Skills
Word families Synonyms Collocations Guessing meaning from context Describing change	Definition answers on tests The SQ3R system Taking notes in the margins Synthesizing Group projects

Learning Outcomes
Write an essay comparing and contrasting two consecutive periods of life.

Reading & Writing, Level 4

2) The language functions are incorporated into a communicative goal or activity throughout the series. The target language functions for each unit are included in the “Learning Outcomes” section of the unit outline, shown in the examples below.

V Vocabulary Skills	N Note Taking Skills	Learning Outcomes	V Vocabulary Skills	N Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Building background knowledge and vocabulary Examining vocabulary in context Identifying key vocabulary in the lecture Guessing vocabulary from context	Organizing your notes in an outline Organizing your notes in a chart	Prepare and deliver an oral presentation about global warming with a partner	Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Summarizing what you have heard Choosing a format for organizing your notes	Prepare and deliver an oral presentation as a group on an aspect of media and society
Reading and thinking about the topic Understanding scientific symbols Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Copying a lecturer's illustrations		Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Recording numerical information Organizing your notes as a map	
V Vocabulary Skills	N Note Taking Skills	Learning Outcomes	V Vocabulary Skills	N Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Examining vocabulary in context Previewing the topic Guessing vocabulary from context	Checking your notes Organizing your notes in a chart	Prepare and deliver an oral presentation about a living thing in Earth's biosphere	Reading and thinking about the topic Building background knowledge: Technical terms Examining vocabulary in context Organizing vocabulary: Technical terms Guessing vocabulary from context	Clarifying your notes Using your notes to answer test questions Applying what you have learned	Prepare and deliver an oral presentation on a topic related to crime
Reading and thinking about the topic Examining vocabulary in context	Taking notes in a flowchart Evaluating your own note-taking		Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context	Recording numerical information Using your notes to ask questions and make comments Summarizing what you have heard	
Listening & Speaking, Level 1			Listening & Speaking, Level 3		

V Vocabulary Skills	A Academic Success Skills	Learning Outcomes	V Vocabulary Skills	A Academic Success Skills	Learning Outcomes
Suffixes Words related to the topic Guessing meaning from context Understanding key terms	Answering definition questions on a test Answering short-answer test questions	Write two paragraphs presenting a point of view on equal rights and equal protection	Words related to the topic Guessing meaning from context Ways of looking	Outlining practice Highlighting Taking notes Exploring key concepts Writing short answers to test questions	Produce a handbook that will help someone who is not a member of your culture understand how your culture uses body language
Synonyms Prepositions with verbs	Reviewing for a test		Word families Collocations	Making a chart Answering a short-answer test question Exploring key concepts Synthesizing	
V Vocabulary Skills	A Academic Success Skills	Learning Outcomes	V Vocabulary Skills	A Academic Success Skills	Learning Outcomes
Understanding key terms Word families Collocations	Preparing for a test Answering multiple-choice questions	Write a four-paragraph essay on American values	Using new words in context Words related to the topic Collocations	Outlining practice Exploring key concepts	Write an essay in which you analyze one or two of your personal relationships
Prepositions Collocations Word families	Responding to a quote Answering true/false questions Conducting a survey		Prepositions Words related to the topic Similar and different	Mnemonics Preparing for a test Taking notes	
Reading & Writing, Level 2			Reading & Writing, Level 4		

- 3) There is evidence that the materials include language functions that support the progression of language development. The range of language functions incorporated into the communicative activities support progression of language development.