



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

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): **Prism Reading and Writing and Prism Listening and Speaking**

Publisher: **Cambridge University Press**

Materials/Program to be Reviewed: **Prism Reading and Writing and Prism Listening and Speaking**
(Note: Representative samples for this correlation are taken from the Intro, Level 2, and Level 4 texts)

Tools of Instruction included in this review: **Student Book, Teacher’s Manual, Online Workbook**

Intended Teacher Audiences: **Secondary ESL Teachers (Grades 9-12)**

Intended Student Audiences: **Secondary ESL Students (Grades 9-12)** (Note: The materials do indicate they are geared towards the college-level ESL student)

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

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).

WIDA Language Proficiency Levels included: WIDA Language Proficiency Levels are not used in the program. The program instead uses the Common European Framework of Reference (CEFR) Levels.

Most Recently Published Edition or Website:

www.cambridge.org/us/cambridgeenglish/catalog/english-academic-purposes/prism

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

Today’s students need to develop a range of academic skills. They need to learn how to analyze information, look at things in new ways, formulate their own opinions, and express themselves clearly. Prism takes a fresh approach to EAP, by focusing strongly on critical thinking, skills for academic life, and teaching the most useful language.

Critical Thinking: Each book integrates the full pyramid of Bloom’s taxonomy, from remember to create, so students are prepared to do more.

On Campus: A dedicated section in each unit teaches important skills for being an engaged and

successful university student, both inside and outside of the classroom.

The Most Important Words: Each book's target vocabulary focuses on the General Service List (GSL) and the Academic Word List (AWL), ensuring that students learn the most useful words.

Online Workbooks: Student's learn more, and teachers can track their progress.

Video Program: An engaging start to each unit's topic, these fascinating videos pique student interest and set them up to explore the topic further.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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

1) **Are the student assets and contributions considered in the materials?** Yes No

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

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

1) Student assets and contributions are considered in the Prism materials. Both books, Prism Listening and Speaking (L/S) and Prism Reading and Writing (R/W) materials integrate opportunities for students to express their interests, as well as their unique backgrounds and cultures. See examples below, from Level 2, R/W, Unit 4:

<p>ACTIVATE YOUR KNOWLEDGE Work with a partner. Discuss the questions.</p> <ol style="list-style-type: none">1 Which celebration is shown in the photo? Are the customs and traditions at this event the same in your country?2 What traditional celebrations do you have in your culture?3 Which countries have you visited? What surprised you about the customs or traditions of the places you visited?	<p>PREPARING TO WATCH</p> <ol style="list-style-type: none">1 You are going to watch a video about Halloween. Before you watch, work with a partner and discuss the questions.<ol style="list-style-type: none">1 When do people wear traditional clothes in your country? When do they wear costumes? Why?2 Do people ever decorate their homes for special events? How?3 Do people ever eat special foods to celebrate events and holidays? Which ones?
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See additional examples from Intro, L/S, , Unit 4 regarding Customs and Traditions:

<p>ACTIVATE YOUR KNOWLEDGE Work in a small group. Discuss the questions.</p> <ol style="list-style-type: none">1 Look at the photo. What country do you think it is from? What is the tradition?2 Do you have any similar traditions in your country?3 Do you follow all of your country’s traditional customs? Why or why not?	<p>PREPARING TO WATCH</p> <ol style="list-style-type: none">1 Work with a partner. Discuss the questions.<ol style="list-style-type: none">1 What are some traditional dances in your country?2 What kind of dances are popular with young people nowadays?3 If you go dancing, do you prefer to dance on your own, with a partner, or with a group of friends? Why?
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2) Student assets and contributions are systematically considered throughout the materials. The program begins each unit with a video for the students to watch. As it says in the “How Prism Works” section of each book, the video is meant to serve “as a springboard for the unit and introduces the topic in an engaging way.” There are always questions following the video clip that allow students to engage with a partner and express their

watch to introduce and support the content. The scripts are all included in the back of each book. See an example of a script from Intro, L/S, page 202., here:

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Professor: OK, so today I want to talk about a place with extreme **temperatures**. Take a look at the photos. What seasons do you see?

Student 1: Summer

Professor: Uh, huh.

Student 2: Winter

Professor: Yes, that's right.

Student 3: Fall

Professor: And?

Student 4: Spring?

Professor: Yes, and they're all from one place—Minnesota—in the United States. It's in the middle of the country next to Canada. So, there's **cold** air from the north and warm air from the south. This can create extreme temperatures.

Let's look at photo "a". What can we see? Well, it's a **hot** day in summer. And, there's a beautiful lake and a beach. There's a blue sky, and it's sunny. There are 10,000 lakes in Minnesota, so people like to swim and fish.

Now here, in photo "b", it's winter. There's lots of **snow** and a forest. It's also very cold. The temperature can get to minus 30 degrees F.

In photo "c", you can see it's fall. The temperature is a little cold, and the trees change color to red and orange. There are many forests in Minnesota, so it's very beautiful.

The R/W books also have videos for students to watch at the beginning of each unit as well as reading passages and writing practice at the discourse level. See an example of a multi-paragraph essay from Level2, R/W, page 151:

Is fast fashion taking over?

- 1 The fashion industry has changed significantly in recent years. Traditionally, fashion retailers created two clothing **collections** per year, called **seasons**. Each season was a collection of clothes for *spring/summer* and *fall/winter*. Nowadays, in contrast, they can design and **manufacture** clothes in as little as four weeks. *Fast fashion* means that the latest designs shown at the fashion shows in Paris, London, New York, and Milan can be copied and sold in shopping malls within a month. A typical fast-fashion retailer can stock 10,000 designs annually, compared with 2,000 for its high-fashion competitors. The largest fast-fashion retailers have annual sales in the billions of dollars.
 - 2 The advantages of rapidly changing fashions are clear. Shortening the life cycle of a product means that if a design doesn't sell well within a week, it is taken out of the stores and replaced with a new one. This is good for manufacturers as it means a greater **volume** of sales. It is also good for customers, who can keep up with fast-moving trends cheaply and who can enjoy finding something new every time they visit the store.
 - 3 However, there are also a number of **disadvantages** to the fast-fashion approach. Perhaps the **biggest** concern is the impact of wasted clothes on the environment. The low cost of most fast fashion enables shoppers to buy several new sets of clothes each season instead
 - 4 of wearing the same outfits year after year. This means that huge amounts of clothing are thrown away. Furthermore, with fashions changing so quickly, **cotton** growers need to produce more cotton more cheaply and that means using more pesticides and chemicals. A **third** problem is the theft of ideas. Fashion houses **invest** a lot of time and money in new designs, only to see these ideas stolen and copied by fast-fashion companies.
 - 5 Fast fashion rests at one end of the fashion scale. At the other end is high-end designer clothing, where major changes are also happening. At the same time as fast fashion is becoming more and more popular, wealthy consumers worldwide are buying more and more expensive, **luxury brands**. Many well-off customers buy designer clothes just to show that they can afford them, but others choose luxury brands for their quality, saying that they will last longer. They have a point. Due to their longer lifespan, expensive designer clothes are more environmentally friendly.
- In short, these days it seems that the fashion industry is changing almost as fast as the fashion it produces—but what do you think? We would like to hear your comments about the fashion industry today.

2) Language features at the discourse dimension are systematically addressed throughout the materials. As mentioned above, each unit begins with a video that the students will watch to help ground the unit and encourages discourse through all four language domains. See examples at the discourse level for all four domains, from Level 4, R/W, pages 118 and 124:

DISCUSSION

7 Join another pair to form a small group. Discuss the questions.

- 1 Why do you think people with psychological problems are more likely to be tolerated in a community of artists?
- 2 What do you think is the source of creativity? Can it be taught or learned?
- 3 Do you know of someone who has psychological problems and who is also very creative? Describe this person.

CRITICAL THINKING

At the end of this unit, you are going to write an explanatory synthesis essay in which you synthesize information from different sources but do not make an argument of your own. Look at this unit's Writing Task below.

What is creative thinking? Explain the current understanding of this concept, synthesizing information from different sources.

1 Read Reading 1 and Reading 2 again. As you read, make annotations in the margins that sum up in a few words the topics that are discussed and the main points the writer is making about them. Compare your annotations with a partner.

history of
connection
between creativity
& mental illness

1 The association of mental illness with creative genius goes back to ancient times. The Greeks considered creative but troubled geniuses to be "touched by the gods." The list of tortured artists throughout history is both long and familiar. It includes writers such as Hemingway, Tolstoy, and Woolf, painters, such as Gauguin, Van Gogh, and Kahlo, and musicians such as Mozart, Billie Holiday, and Kurt Cobain, to name just a few. Some artists report their own mental illness as crucial to their creative process while others curse their struggles. Van Gogh, in a letter to his brother, writes, "Oh, if I could have worked without this accursed disease—what things I might have done."



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 |

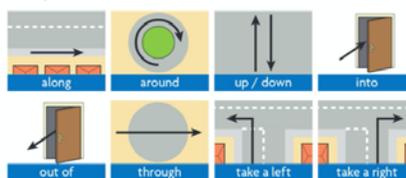
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

- 1) The materials address language features at the sentence dimension for all of the identified proficiency levels. Every book's Scope and Sequence has a "Language Development" column that outlines, for each unit, the sentence dimension focus. See an example from Intro, L/S:

LANGUAGE DEVELOPMENT
Subject pronouns and possessive adjectives The verb <i>be</i>
Seasons Weather Colors <i>There is / There are</i>
The simple present • Statements • Questions Verb collocations
Vocabulary for places Prepositions of place The imperative

Each unit incorporates activities around these language development features, like this fill-in-the-blank activity regarding prepositions of place, from the, Intro, L/S, Unit 4:

6 Look at Map 2. Write words from the pictures below and Exercise 5 to complete the sentences.



Map 2

Go ¹ _____ the square and ² _____ ³ _____ on Racer Street and go ⁴ _____ the hill to the fountain. Go ⁵ _____ the fountain and ⁶ _____ Fort Street to the river, and then go ⁷ _____ the bridge. Go ⁸ _____ the road and ⁹ _____ the park to a big tree. When you are ¹⁰ _____ the tree, ¹¹ _____ and go ¹² _____ to the monument.

The Teacher’s Manuals explain in more detail, the purpose and function of the Language Development section. Some of the stated purposes of this section are “to practice language and structures that will improve student accuracy and fluency in the Speaking task,” “to introduce and practice grammar that is relevant to the Writing Task,” and “to introduce and practice grammar that often presents trouble for students at this level of academic writing.” See below, an example of the Writing Task Rubric, which outlines the criteria for various sentence level features:

CATEGORY	CRITERIA	SCORE
Content and Development	<ul style="list-style-type: none"> • Writing completes the task and fully answers the prompt. • Content is meaningful and interesting. • Main points and ideas are fully developed with good support and logic. 	
Organization	<ul style="list-style-type: none"> • Writing is well-organized and follows the conventions of academic writing: <ul style="list-style-type: none"> • Paragraph – topic sentence, supporting details, concluding sentence • Essay – introduction with thesis, body paragraphs, conclusion • Rhetorical mode(s) used is appropriate to the writing task. 	
Coherence, Clarity, and Unity	<ul style="list-style-type: none"> • Sentences within a paragraph flow logically with appropriate transitions; paragraphs within an essay flow logically with appropriate transitions. • Sentences and ideas are clear and make sense to the reader. • All sentences in a paragraph relate to the topic sentence; all paragraphs in an essay relate to the thesis. 	
Vocabulary	<ul style="list-style-type: none"> • Vocabulary, including expressions and transition language, is accurate, appropriate, and varied. • Writing shows mastery of unit key vocabulary and Language Development. 	
Grammar and Writing Skills	<ul style="list-style-type: none"> • Grammar is accurate, appropriate, and varied. • Writing shows mastery of unit Grammar for Writing and Language Development. • Sentence types are varied and used appropriately. • Level of formality shows an understanding of audience and purpose. • Mechanics (capitalization, punctuation, indentation, and spelling) are strong. • Writing shows mastery of unit Academic Writing Skills. 	

2) Language features at the sentence dimension are appropriate for the identified proficiency

levels. Prism utilizes the Common European Framework of Reference (CEFR) Levels, seen here:

SERIES LEVELS

Level	Description	CEFR Levels
<i>Prism Intro</i>	Beginner	A1
<i>Prism 1</i>	Low Intermediate	A2
<i>Prism 2</i>	Intermediate	B1
<i>Prism 3</i>	High Intermediate	B2
<i>Prism 4</i>	Advanced	C1

Sentence level tasks in the Prism materials are appropriate for these levels as evidenced by the scope and sequence charts found at the beginning of each Level. The Intro Level (Beginner, A1) Listening and Speaking Language Development activities range from using the simple present to the simple past. In contrast, the Level 4 materials are more appropriate for the targeted Advanced level as students will be using more sophisticated language features like cause and effect phrases and adjectives of strong disapproval. See an example of the latter here:

ADJECTIVES OF STRONG DISAPPROVAL

LANGUAGE The English language is rich with synonyms, especially when it comes to emotions.

Adjectives expressing how a person feels
 Many of these adjectives are past participle forms of verbs. They often appear as passives with a *by* phrase.
aghast appalled dismayed horrified outraged shocked
 We were **horrified** by the conditions in which the children were living.

Adjectives describing a situation or activity
 These adjectives are sometimes related forms of the adjectives above.
appalling atrocious deplorable dreadful outrageous shocking
 The conditions in which the children were living were **appalling**.

The words in each list overlap in meaning, but they are not exactly the same. Use a dictionary to help you understand some of the subtle differences between them.

3) Language features at the sentence dimension are addressed systematically throughout the materials. As mentioned above, each Level has a Scope and Sequence that addresses the language development targets for each Unit. All Units contain multiple activities at the sentence level to develop and build skills that they can use to advance to the next level within the program.

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 technical² language systematically presented throughout the materials? | <u>Yes</u> | No |

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

- 1)** The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The Prism program outlines, in the Teacher’s Manuals, the purpose of each level, which includes vocabulary review and development. As mentioned above, each unit begins with a video meant to ground the upcoming lessons in the unit. Along with this video are “Preparing to Watch” discussion questions as well as a glossary of terms that the students will encounter. See an example here, from Level 4, L/S, Unit 6:

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

GLOSSARY

resolution (n) a promise to yourself to do something, often made at the start of a new year

internship (n) a period of time spent receiving or completing training at a job as a part of becoming qualified to do it

on the fence (idiom) not able to decide something

take a leap (v phr) to go for something; to take one's chances

talent pool (n phr) the suitable, skilled people who are available to be chosen to do a particular type of job

untapped (adj) not yet used or taken advantage of

- 2) Words, phrases, and expressions are represented in context. Although the program does teach explicit vocabulary, it also integrates these words into whatever text, video, or other medium the unit is about. See an example below, from Level 2, R/W, Unit 3:

commuter (n) someone who travels between home and work or school regularly
connect (v) to join two things or places together
destination (n) the place where someone or something is going
outskirts (n) the outer area of a city or town
public transportation (n) a system of vehicles, such as buses and subways, which operate at regular times for public use
rail (n) trains as a method of transportation
traffic congestion (n) when too many vehicles use a road network and it results in slower speeds or no movement at all

Masdar:
the Future of Cities?



1 Abu Dhabi, the capital of the United Arab Emirates, is a modern city with a population of about 1.5 million people. The expanding economy and rising population have brought great benefits to Abu Dhabi, but with them comes a major problem: traffic jams. Abu Dhabi, like many cities in the United Arab Emirates, suffers from traffic congestion, and although it is not as bad as in some cities, the average commuting time of 45 minutes is relatively high.

2 One answer to the congestion problem is Masdar City, a new city of 2.3 square miles (6 square kilometers) being built near the airport on the outskirts of Abu Dhabi. Masdar gets all of its electricity from solar power. There is a wall around the city to keep out the hot desert wind, and the streets are narrow. This provides shade from the sun and allows a breeze to pass through the streets. As a result, the city is about 60 °F (15 °C) cooler than Abu Dhabi.

3 There is no traffic congestion in Masdar because cars are not allowed in the city. Instead, people use public transportation. An underground rail system and a light-rail transit system run through the center of the town and connect Masdar to Abu Dhabi and the airport. A unique transportation system called Personal Rapid Transit (PRT) was also planned and partially built. The original plan was to have 3,000 solar-powered "podcars" that could carry passengers to about 100 stations all around the city. The vehicles would also be used to transport commuters from stations in the city outskirts, where they would leave their cars, to their destinations in the city.

4 Since 2006, Masdar City has run into serious financial difficulties. It was originally projected to cost around \$24 billion, but the global financial crisis of 2008-2009 had a negative effect on the plans. In October of 2010, it was announced that the PRT would not be expanded beyond the test phase of the project. Instead, Masdar will use a fleet of electric vehicles together with the PRT and other transportation systems to move people from place to place. Meanwhile, construction continues, and Masdar City is expected to be completed sometime before 2020. When it is finished, it will have as many as 50,000 people. If all goes well, Masdar's green solutions to both traffic and environmental problems will outweigh the financial cost of building the city.

All Units revolve around a particular theme and vocabulary is integrated in a variety of different ways for each unit.

- 3) General, specific, and technical language are appropriate for the targeted proficiency levels in the Prism program. The program explains its vocabulary choices in the Introduction section of each level, where there is a blurb about Vocabulary Research which addresses academic and general vocabulary:

Vocabulary Research

Learning the right words

Students need to learn a wide range of general and academic vocabulary in order to be successful in college. *Prism* carefully selects the vocabulary that students study based on the General Service List, the Academic Word List, and the Cambridge English Corpus.

- 4) General, specific, and technical language are systematically presented throughout the materials. As mentioned above, each level contains the Vocabulary Research behind word choice and difficulty in the materials. The lessons also explicitly teach key vocabulary that will be essential to understand from the text or audio. See an example here from Level2, L/S, Unit 1:

PREPARING TO LISTEN

1 You are going to listen to a debate about using animals for work. Before you listen, read the definitions. Complete the sentences with the correct form of the words in bold.

abuse (n) violent or unfair treatment of someone
conditions (n) the situation in which someone lives or works
cruel (adj) not kind
issue (n) a topic or problem that causes concern and discussion
protect (v) to keep safe from danger
suffer (v) to feel pain or unhappiness
survive (v) to continue to live, in spite of danger and difficulty
welfare (n) someone's or something's health and happiness

- 1 Some people feel that using elephants in the circus is animal _____. To be healthy, elephants need to live in the wild.
- 2 This animal organization helps to _____ animals that are in danger. It saves thousands of animals every year.
- 3 People who let animals go hungry are _____. I don't understand how they can be so mean.
- 4 Some wild animals _____ in zoos. They live in small, uncomfortable cages, and they don't have enough space to run.
- 5 The _____ in this zoo are excellent. All of the animals have plenty of space and are treated very well.
- 6 The biggest _____ for many animal rights organizations is the use of animals in scientific experiments.

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 No

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

Yes **No**

3) Is differentiation of language systematically addressed throughout the materials?

Yes **No**

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

- 1)** The materials reference the CEFR levels, but not the WIDA language proficiency levels.
- 2)** While the program is leveled and provides multiple opportunities for students to become familiar with the topic in a variety of ways, there is no explicit differentiation of language proficiency within each leveled text.
- 3)** The materials do not differentiate for language.

B. Representation of Language Domains

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

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

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

- 1) All four language domains are targeted in the Prism materials. The program itself consists of two sets of materials, each covering 5 levels (Intro-4). One set addresses the language domains of Listening and Speaking (L/S) and the other set Reading and Writing (R/W). Although the program is separated into these domain pairs, every Unit of every level begins with a video for students to watch to ground the unit topic as well as related exercises for students to collaborate. Students are engaging in all language domains in every unit. See an example of the video introduction (Listening) and Speaking exercises here, from Level 2, R/W, Unit 5 (Health and Fitness):

ACTIVATE YOUR KNOWLEDGE
Work with a partner. Discuss the questions.

- 1 Look at the photo. Do you think this is a healthy activity? Why or why not?
- 2 What are some habits of healthy people?
- 3 What things do healthy people usually avoid?
- 4 What kinds of things can people do to get in shape or stay in shape?

PREDICTING CONTENT USING VISUALS

- 1 Which of these foods do you think has the most calories?
- 2 What do you think the woman with the blond hair is doing in the first photo?
- 3 What could Michelle Obama be talking about?

PREPARING TO WATCH

- 1 You are going to watch a video about nutrition. Before you watch, work with a partner and discuss the questions.
 - 1 What do you often eat for a snack?
 - 2 Which snack foods are healthy and which are unhealthy?
 - 3 What information on a nutrition label is important to you?
- 2 Work with a partner. Look at the photos from the video and discuss the questions.
 - 1 Which of these foods do you think has the most calories?
 - 2 What do you think the woman with the blond hair is doing in the first photo?
 - 3 What could Michelle Obama be talking about?

VOCABULARY

nutrition label [n] a chart on a package of food that gives information about how the food might affect your health

Food and Drug Administration [n] FDA, the U.S. government agency that makes sure food and medicine is safe for people to use

-serving size [n] the amount of a food or drink one person normally eats or drinks at one meal

beverage [n] a drink of any type

consumer [n] someone who buys goods or services for personal use

- 2) The targeted language domains are presented within the context of language proficiency levels. Each level of the program corresponds to one of the CEFR Levels. The program description states that "Prism is a five-level paired skills series for beginner to advanced level students of North American English." The paired domains (L/S and R/W) are represented at each of the five levels. See below, a chart of the Series Levels that are covered for each paired domain:

SERIES LEVELS

Level	Description	CEFR Levels
<i>Prism Intro</i>	Beginner	A1
<i>Prism 1</i>	Low Intermediate	A2
<i>Prism 2</i>	Intermediate	B1
<i>Prism 3</i>	High Intermediate	B2
<i>Prism 4</i>	Advanced	C1

- 3) The targeted language domains are systematically integrated throughout the materials. The program has a systematic design, with each paired domain represented at each of the five levels. Although the targeted paired domains (L/S and R/W) are the main focus of the materials, every level integrates all language domains into various activities. See an example below, from Level 4, L/S, where the students are asked to read sentences with key words and write the word next to the definition, and also listen for and write about generalizations:

3 Read the sentences and write the words in bold next to the definitions.

- 1 I don't have enough information about the situation, so I am not going to **speculate** about why it happened.
- 2 He is an excellent jazz musician, but that doesn't necessarily make him **competent** to lead the school orchestra.
- 3 This type of dog is known for its **dominance** and aggressive behavior.
- 4 It is difficult to learn a new language as an adult just from **exposure** to it. You'll need to take some classes while you're in Mexico, too.
- 5 This new software will have many **applications**; for example, it is already being used in driverless cars.
- 6 For plants, the amount of daylight is a more important **cue** than temperature. Trees begin to lose their leaves when the days become shorter, not when they become colder.
- 7 I heard an **intriguing** story on the radio about a man who was in a coma after a car accident and just woke up after twenty years! Can you imagine?
- 8 Everyone told me that the boss was very serious and rather cold, but I found him very **approachable**.

a _____ (adj) skilled; able to do things well
b _____ (n) experiencing something by being in a particular place or situation
c _____ (v) to guess when there is not enough information to be certain
d _____ (adj) friendly and easy to talk to
e _____ (n) a way in which something can be used
f _____ (n) behavior that aims to control others
g _____ (adj) very interesting because of being unusual or mysterious
h _____ (n) a signal; something that causes a response

Listening for generalizations and summaries

Speakers often help listeners understand their main ideas by providing signals that they are going to offer a generalization or summarize what they have said. Here are some signals to listen for:

In general, ... / Generally, ...

... a generalization ...

Overall, ...

A rule of thumb, ...

In short, ...

In a nutshell, ... (informal)

To conclude, ... / In conclusion, ...

We/They can conclude that ...

X leads us to conclude that ...

To summarize, ...

In summary, ...

To sum up, ...

The bottom line is ...

Bottom line – ...

5  5.1 Listen again. Write down the generalizations that you hear after these signal phrases, paraphrasing as needed.

1 OK, if I had to draw one **generalization** from all the readings, it would be _____

2 For first impressions, **in a nutshell**, it's _____

3 The scientists who conducted the study speculate that, **in general**, _____

4 **Overall**, it turns out the judgments were pretty accurate. Most participants _____

5 Well, the authors of the study had an interesting explanation ... **They conclude** that _____

6 Can you just summarize it? _____

7 **Bottom line** – he was able to _____

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? | Yes | <u>No</u> |

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

- 1) The materials do not mention the WIDA language development standards nor any state academic content standards.
- 2) While the Prism program does identify “Academic Disciplines” in its program there is no

evidence that academic content standards are systematically represented.

- 3) The Prism program does not utilize WIDA's Language Development Standards.

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

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

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

- 1) The Prism program uses and emphasizes Bloom's taxonomy at all five levels (Intro-4). Critical thinking is an integral part of the program, as evidenced by this description, found in the beginning of every Level book:

Bloom's Taxonomy

In order to truly prepare for college coursework, students need to develop a full range of thinking skills. *Prism* teaches explicit critical thinking skills in every unit of every level. These skills adhere to the taxonomy developed by Benjamin Bloom. By working within the taxonomy, we are able to ensure that your students learn both lower-order and higher-order thinking skills.

Critical thinking exercises are accompanied by icons indicating where the activities fall in Bloom's Taxonomy.

The program also separates out higher and lower order thinking skills and how the program utilizes them to ensure student success:

SPEAKING
CRITICAL THINKING

At the end of the unit, assess progress in the Speaking task below.

Using Surveys
Analyze the data gathered in the survey and determine the results and what questions you will ask in the next survey.

1 Before you write your survey, think of the information you will want to know about a topic or problem. Write the questions for your survey and the information that you need to answer the questions in the table below.

Step 1: Plan

Step 2: Write

Step 3: Survey

Step 4: Analyze

Step 5: Present

Step 6: Reflect

Step 7: Evaluate

Step 8: Revise

Step 9: Share

Step 10: Reflect

Higher-Order Thinking Skills

Create, Evaluate, and Analyze are critical skills for students in any college setting. Academic success depends on their abilities to derive knowledge from collected data, make educated judgments, and deliver insightful presentations. Prism helps students get there by creating activities such as categorizing information, comparing data, selecting the best solution to a problem, and developing arguments for a discussion or presentation.

SPEAKING
CRITICAL THINKING

At the end of the unit, assess progress in the Speaking task below.

Using Photos
Analyze the photos of places you see in the world.

1 Think about a place that you have visited. Write the name of the place in the box below.

Question	Answer
1. How did you feel about the place?	
2. What was the most interesting thing you saw there?	
3. How did the weather affect your trip?	
4. How did you feel about the place when you were there?	
5. How did you feel about the place when you were there?	
6. How did you feel about the place when you were there?	
7. How did you feel about the place when you were there?	
8. How did you feel about the place when you were there?	
9. How did you feel about the place when you were there?	
10. How did you feel about the place when you were there?	

Using Maps
Analyze the maps of places you see in the world.

1 Think about a place that you have visited. Write the name of the place in the box below.

Lower-Order Thinking Skills

Apply, Understand, and Remember provide the foundation upon which all thinking occurs. Students need to be able to recall information, comprehend it, and see its use in new contexts. Prism develops these skills through exercises such as taking notes, mining notes for specific data, demonstrating comprehension, and distilling information from charts.

- 2) Opportunities for higher order thinking are systematically addressed in the materials. As mentioned above, Prism “teaches explicit critical thinking skills in every unit of every level.” The Scope and Sequence document, found at the beginning of each Level book, contains a section called “Critical Thinking” which outlines the skill from Blooms the students will be engaging with. See an example from the Scope and Sequence from Level 4, L/S:

CRITICAL THINKING
Analyzing issues
Evaluating pros and cons
Eliciting information via surveys
Brainstorming and narrowing

Additionally, throughout the units in each book, students will find in the margins, the specific critical thinking skill the activity is connected to. See an example here from

Level 4, L/S, Unit 6:

<p>4 Watch again. Complete the paragraph with the missing details.</p> <p>Julie Haim has returned to the workplace after ⁽¹⁾_____ years. She is taking part in an internship program in ⁽²⁾_____, 900 miles away from her home. The ⁽³⁾_____ at Credit Suisse and other banks helps women return to the workforce. Julie's ⁽⁴⁾_____ encouraged her to take the leap. Women are leaving the ⁽⁵⁾_____ and insurance industries. Only ⁽⁶⁾_____ of CEOs in Fortune 1000 companies are women.</p>	<p>UNDERSTANDING DETAILS</p>
<p>5 Work with a partner. Discuss the questions.</p> <ol style="list-style-type: none"> Why do you think Julie was unsure about taking the position in New York? What responsibilities do you think have changed at home as a result of Julie working in New York? Why do you think so many women left jobs in the financial and insurance industries between 2002 and 2012? Why do you think there are so few female CEOs? 	<p>MAKING INFERENCES</p>

C. Supports for Various Levels of Language Proficiency

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

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

- The materials provide scaffolding supports for students to advance within a proficiency level. There are five levels to the Prism program and within each level are eight units that allow for multiple opportunities to engage with the language and content at the designated level and prepare students to move on to the next level. See below, descriptions from the Teacher’s Manual for Listening, regarding how the units are structured to provide support and scaffolding within a unit:

LISTENING 1

Listening 1 includes a listening passage on an academic topic. It provides information on the unit topic, and it gives students exposure to and practice with language and listening skills while helping them begin to generate ideas for their Speaking Task.

PREPARING TO LISTEN

PURPOSE

- To prepare students to understand the content of the listening
- To introduce, review, and/or practice key pre-listening skills
- To introduce and build key academic and topical vocabulary for the listening and for the final Speaking Task

TEACHING SUGGESTIONS

Encourage students to complete the pre-listening activities in this section in pairs or groups. This will promote a high level of engagement. Once students have completed the activities, check for understanding and offer any clarification.

Encourage or assign your students to keep a vocabulary notebook for new words. This should include new key vocabulary words, parts of speech, definitions (in the students' own words), and contextual sentences. To extend the vocabulary activity in this section, ask students to find synonyms, antonyms, or related terms for the vocabulary items they just practiced. These can then be added to their vocabulary notebooks.

Key vocabulary exercises can also be assigned ahead of time so that you can focus on the listening content and skills in class.

LISTENING 2

Listening 2 is a listening passage on the unit topic from a different angle and often in a different format than Listening 1. It gives students additional exposure to and practice with language and listening skills while helping them generate and refine ideas for their Speaking Task. It generally provides a structured model for the Speaking Task.

PREPARING TO LISTEN

PURPOSE

- To prepare students to understand the content of the listening
- To help students anticipate content using visuals and prior knowledge
- To introduce and build key academic and topical vocabulary for the listening and for the Speaking Task

TEACHING SUGGESTIONS

Encourage students to complete the pre-listening activities in this section in pairs or small groups to promote a high level of engagement. Circulate among students at this time, taking notes of common areas of difficulty. Once students have completed the activities, check for understanding and offer clarification, paying particular attention to any problem areas you noted.

If you wish to extend the vocabulary activity in this section, elicit other word forms of the key vocabulary. Model pronunciation of these word forms so that students are able to recognize them in context.

POST-LISTENING

PURPOSE

- To analyze, expand on, and/or practice key pronunciation or listening skills from the previous section
- To introduce, review, and/or practice key critical thinking skills applied to content from the listening passage

TEACHING SUGGESTIONS

Have students complete the activities in pairs or small groups; do not play the audio again at this point. After checking answers, survey students on what they found most challenging in the section. Then have students listen to the audio again for homework and take additional notes on the challenging skills and content, to be shared at the beginning of the next class or in an online forum.

2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. The program is systematically designed to move students from CEFR Levels A1 (Beginner) to C1 (Advanced) by engaging in a variety of activities that promote developing proficiency within a level before moving on to the next. Each level contains eight units which cover a variety of language development skills, each more complex than the previous. See examples of Reading Skills and Language Development, from Level 2, R/W:

Units 1-4:

Units 5-8:

READING SKILLS	LANGUAGE DEVELOPMENT
<p>Key Skill Reading for main ideas</p> <p>Additional Skills Understanding key vocabulary Using your knowledge Reading for details Working out meaning Summarizing Making inferences Synthesizing</p>	<p>Academic verbs Comparative adjectives</p>
<p>Key Skill Reading for details</p> <p>Additional Skills Understanding key vocabulary Predicting content using visuals Reading for main ideas Scanning to find information Identifying purpose Previewing Summarizing Making inferences Synthesizing</p>	<p>Academic vocabulary Environment collocations</p>
<p>Key Skill Predicting content using visuals</p> <p>Additional Skills Understanding key vocabulary Reading for main ideas Reading for details Making inferences Synthesizing</p>	<p>Transportation collocations Synonyms for verbs</p>
<p>Key Skill Annotating</p> <p>Additional Skills Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Previewing Synthesizing</p>	<p>Avoiding generalizations Adverbs of frequency Synonyms to avoid repetition</p>

READING SKILLS	LANGUAGE DEVELOPMENT
<p>Key Skill Making inferences</p> <p>Additional Skills Understanding key vocabulary Predicting content using visuals Skimming Reading for main ideas Reading for details Using your knowledge Scanning to predict content Synthesizing</p>	<p>Verb and noun forms Health and fitness collocations</p>
<p>Key Skill Scanning to find information</p> <p>Additional Skills Understanding key vocabulary Using your knowledge Reading for main ideas Annotating Making inferences Reading for details Synthesizing</p>	<p>Making predictions with modals and adverbs of certainty Prefixes</p>
<p>Key Skills Distinguishing fact from opinion</p> <p>Additional Skills Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Skimming Scanning to find information Synthesizing</p>	<p>Vocabulary for the fashion business</p>
<p>Key Skills Skimming</p> <p>Additional Skills Understanding key vocabulary Using your knowledge Reading for main ideas Reading for details Making inferences Annotating Synthesizing</p>	<p>Nouns and adjectives for economics Nouns for economic trends</p>

3) The scaffolding supports are presented systematically throughout the materials. As mentioned above, the Prism program is organized in an eight unit per level system to

allow students ample time and support developing the language skills necessary to advance to the next level. Using lower to higher order thinking skills throughout each unit helps to achieve this goal.

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> |

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

- 1) While the program does have some linguistically and developmentally appropriate grade-level content for grades 9-12, the program is designed for university students, so some of the content is not grade-level appropriate.
- 2) While the program does have some linguistically and developmentally appropriate grade-level content for grades 9-12, the program is designed for university students, so some of the content is not grade-level appropriate.
- 3) While the program does have some linguistically and developmentally appropriate grade-level content for grades 9-12, the program is designed for university students, so some of the content is not grade-level appropriate. The content for university level students is systematically presented throughout the materials.

E. Strands of Model Performance Indicators

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

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

- 1) The materials include a range of language functions. Each level contains eight units, and every unit incorporates a variety of language functions. See an example from Level 4, L/S, Unit 6, where students need to compare and infer:

POST-LISTENING

6 Work with a partner. Compare your tables from Exercise 5. Then compare those tables to the ones you made before you listened. Did any of the new pros or cons in the presentation surprise you? Why or why not?

SKILLS Making inferences

Sometimes speakers do not say everything they mean. Use logic as well as your own knowledge to infer the speaker's intended meaning.

7 6.2 Listen to the excerpts from the presentation. Use logic and your own knowledge to infer the speaker's meaning.

Online Workbook

See additional examples from Intro, R/W, Unit 6 where students are asked to ask and answer, match, and compare:

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Ask and answer the questions below.

- 1 Do you think this city looks like a nice place to live? Why or why not?
- 2 How is this city like or not like your town or city?
- 3 Do you like being in very big cities? Why or why not?

ADJECTIVES

4 Match the adjectives to their opposites.

1 big	a ugly
2 tall	b cheap
3 traditional	c short
4 old	d small
5 expensive	e modern
6 beautiful	f new

Write a comparison of two buildings.

PLAN

1 Look at the chart you completed in the Critical Thinking section. What other information do you want to compare? Add it below.

	(building 1)	(building 2)

- 2) Language functions are always incorporated into a communicative goal or activity in the Prism materials. Each unit contains multiple activities around a particular theme which involves a variety of language functions. Students always begin each unit by discussing

questions that are intended to activate their knowledge about the upcoming unit. See an example from Level 2, R/W, Unit 7:

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 Which clothing companies are popular in your country? Why are they popular?
- 2 Why do people buy designer clothing?
- 3 Do you prefer designer clothing or clothes that are not designer? Why or why not?
- 4 Are stores that sell cheap clothes popular in your country?

Throughout each unit, in the margins, students will see the language function that they are to be using for each activity. See additional examples from Level 2, R/W, Unit 7:

PREDICTING CONTENT USING VISUALS

2 Work with a partner. Look at the photos from the video and discuss the questions.

- 1 What industry do you think the men work in?
- 2 Do you think these clothes are made by machine or by hand?
- 3 Where would people wear clothes like these?

5 Work with a partner. Discuss the questions and give reasons for your answers.

- 1 Does the designer prefer formal or informal clothes?
- 2 Do you think his company makes a large number of jackets each year?
- 3 How do you think the speaker feels about the way many young people dress today?
- 4 What does the speaker mean when he says that he wants his clients to step out of their comfort zone?

MAKING INFERENCES

SCANNING TO FIND INFORMATION

5 Complete the sentences with words from the article.

- 1 In 2014, the United States imported almost _____ dollars' worth of textiles.
- 2 _____ companies outsource their factories to countries where workers are paid less than they are in developed countries.
- 3 One study found that workers in offshore factories earned only _____ percent of the money they needed each month, even though they worked 14 hours a day.
- 4 In developing countries, worker-protection laws often _____.
- 5 _____ people died in the Dhaka fire in 2012.
- 6 David Schneider is an _____.

DISCUSSION

7 Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the following questions.

- 1 These days the production of both designer fashion and fast fashion is outsourced to factories in developing countries. Do you think workers make more money if they are producing designer fashions? Do you think there is any difference in working conditions, depending on the type of fashion local workers are making?

SYNTHESIZING

- 3) The language functions support the progression of language development. As mentioned above, student's progress through each level of Bloom's taxonomy during each unit, beginning with lower level skills and moving up to higher level ones by the end of the unit:

Bloom's Taxonomy

In order to truly prepare for college coursework, students need to develop a full range of thinking skills. *Prism* teaches explicit critical thinking skills in every unit of every level. These skills adhere to the taxonomy developed by Benjamin Bloom. By working within the taxonomy, we are able to ensure that your students learn both lower-order and higher-order thinking skills.

Critical thinking exercises are accompanied by icons indicating where the activities fall in Bloom's Taxonomy.