



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): **Skills for Effective Writing, Levels 1 through 4**

Publisher: **Cambridge University Press**

Materials/Program to be Reviewed: **Student Books**

Tools of Instruction included in this review: **Student Books**

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

Intended Student Audiences: **Secondary ESL Students (Grades 9-12)**

Language domains addressed in material:

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

WIDA Spanish Language Development Standards

WIDA English Language Development Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). **The WIDA Language Development Standards are not explicitly referenced. Since the focus of instruction is writing, the Language of Language Arts can be found throughout all four Student Books. The themes included in each of the skills units cover a wide range of topics, which, although not directly linked to the WIDA Standards do include language related to Social Studies. Social and Instructional language is incorporated in the form of directions for various activities throughout each student book.**

WIDA Language Proficiency Levels included: **The materials are aligned to the CEFR levels rather than the WIDA Proficiency Levels.**

Most Recently Published Edition or Website: **First published in 2013; reprinted in 2019**

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

“Students are better writers when they master discrete writing skills. Discrete writing skills, such as creating topic sentences and recognizing irrelevant information, are critical for good writers. When students master these skills, all of their writing improves. This allows teachers to focus their time and feedback on the content of student work. This 4-level series teaches these skills and offers extensive practice opportunities.”

PRIME Part 2: Correlate Your Materials

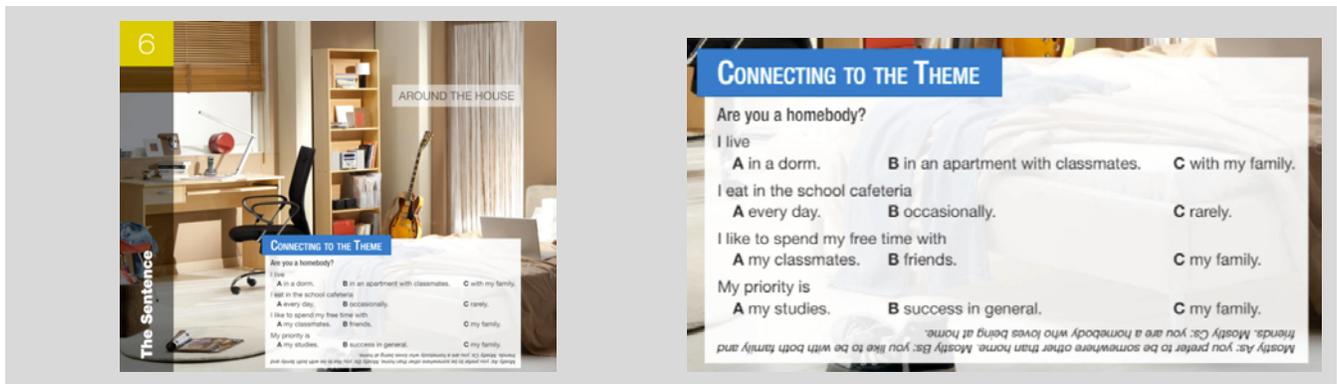
1. Asset-Based Philosophy

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

The series considers students’ assets and contribution through a “Connecting to the Theme” section, which engages students in considering the topic for each unit through a series of questions. Below are examples of this section from units in the leveled student books.



Level 1, Unit 6, p. 22



Level 4, Unit 3, p. 10

- 1) The series considers students’ assets and contribution systematically throughout the materials. Every unit in each of the four leveled student texts begins with a “Connecting to the Theme”

section, which engages students in considering the topic based on their backgrounds and experiences.

5

Recognizing and Identifying Verbs



SKILLS AND QUALITIES FOR SUCCESS

CONNECTING TO THE THEME

How ambitious are you?

Yes No I work hard at school.
 Yes No I am organized.
 Yes No I complete work on time.
 Yes No I get things done faster than others.
 Yes No I have clear goals.
 Yes No I know when to ask for help.

Level 1, Unit 5, p. 18

15

Sentence Combining for Variety



FOOD ON THE TABLE

CONNECTING TO THE THEME

What kind of food shopper are you?

Yes No I like to buy fresh food that is grown locally.
 Yes No I try to always have fresh fruit in the kitchen because I like to snack healthily.
 Yes No I would rather go to a farmer's market than a supermarket.
 Yes No When I go into a supermarket, I never look at the chips and candy.

Level 2, Unit 15, p. 58

6

Avoiding Sentence Fragments



BUSINESS PRACTICES OF THE FUTURE

CONNECTING TO THE THEME

Read the list of business practices. Which ones do you feel are most important for running a business now and in the future?

- An increasing number of businesses use recycled materials in products, which is often a big selling point.
- Companies offer alternative work arrangements that give employees greater flexibility with their personal time.
- Companies try to reduce pollution because it is necessary to be successful in most markets.
- Companies connect with customers through social networking sites, which can result in greater sales.

Level 3, Unit 6, p. 22

7

Appropriate Sources



FAMILY VALUES IN DIFFERENT CULTURES

CONNECTING TO THE THEME

If you were to write an essay on family values in current times, which of the following sources would be appropriate?

A a recent article by Professor Patrick J. DiVetri, Ph.D. of the Family Life Institute
 B your friend's personal blog about her family life
 C an encyclopedia that is 30 years old

Level 4, Unit 7, p. 26

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 materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Because the materials focus on developing academic writing skills, language at the discourse dimension is considered in most chapters in all four books.

C. Practice

1 Check (✓) the paragraph in each pair where the bold sentence is next to a related sentence.

- 1 A Many companies allow "business casual" clothes. This means employees do not have to wear dress clothes every day. **The clothes should be neat and clean.** They do not wear suits five days a week. One example of a business casual outfit for women is a sweater and comfortable pants. Business casual makes working comfortable. Remember that there are still appropriate ways to dress.
- B Many companies allow "business casual" clothes. This means employees do not have to wear dress clothes every day. They do not wear suits five days a week. One example of a business casual outfit for women is a sweater and comfortable pants. **The sweater and pants should be neat and clean.** Business casual makes working comfortable. Remember that there are still appropriate ways to dress.
- 2 A When you give a speech, look at your audience. It is important to smile during your speech. **Smiling lets your audience know you enjoy what you are talking about.** Speak in a clear voice so your audience can understand you. Speaking slowly will also help them understand what you are saying, and you will seem confident. If you seem confident, you will probably give a better speech.
- B When you give a speech, look at your audience. It is important to smile during your speech. Speak in a clear voice so your audience can understand you. Speaking slowly will also help them understand what you are saying, and you will seem confident. **Smiling lets your audience know you enjoy what you are talking about.** If you seem confident, you will probably give a better speech.

Level 1, Unit 31, p. 124

C. Practice

1 Number the sentences in the correct order to make logical paragraphs.

- 1 ___ One main reason is that the resolution is too difficult.
___ Another reason is that people do not stick to their plans.
___ There are many reasons why people do not keep their resolutions.
___ Also, people may not have good support from friends and family.
___ For these reasons, many resolutions are not successful.
- 2 ___ To reach this goal, you can start by studying more.
___ It is also a good idea to ask questions in class.
___ Getting plenty of sleep may help you do better on tests.
___ If you need additional help, tell your teacher.
___ A common goal is to do better in school.
- 3 ___ You can be careful about how much trash you throw away.
___ Here are some tips if your goal is to improve the environment.
___ You can also drink tap water instead of buying water in plastic bottles.
___ Finally, you can walk or ride a bike instead of driving more often.
___ These are some easy ways to reach your goal.

Level 2, Unit 9, p. 36

B. Over to You

1 Read each paragraph. Decide what type of paragraph it is and write *DESCRIPTIVE, COMPARISON, CAUSE-EFFECT, or PERSUASIVE*.

- 1 _____
Korean supermarkets in the United States are similar to supermarkets in South Korea. Both Korean supermarkets in South Korea and in the United States sell kimchi. Most Korean supermarkets in South Korea only sell Korean products, but in the United States they sometimes also sell Japanese products.
- 2 _____
It is important to support the new Korean supermarket in the neighborhood. The store offers a variety of products needed in traditional Korean meals. If more people shop at the market, more Korean products will become available.
- 3 _____
There are a variety of Korean products in the new supermarket. It is easy to find Korean products, like spicy kimchi and crisp green Korean pears. The salty smell of fresh fish fills the aisles.
- 4 _____
Many Korean immigrants are moving to smaller cities in the United States. They are moving because smaller towns are more affordable, and there are opportunities to open small businesses.

Level 3, Unit 14, p.55

B. Over to You

1 Read the paragraph from a comparison essay. Underline the five connectors the writer has used to show how things are different, and answer the questions below.

In Malaysia, the clothes people wear for evening business events are different from the clothes usually worn during the workday. One difference is the clothing that men wear. For evening events, they generally wear short-sleeved shirts and pants instead of suits. Another difference is the clothing that women wear. During the day, they normally wear skirts, but in the evening, they tend to wear pants. Clothing during the workday is formal for men and women. However, clothes for evening business events can be casual.

- 1 Which connectors does the writer use to link ideas within a single sentence?
_____ and _____
- 2 Which connectors introduce new information?
_____ and _____
- 3 Which connector links an idea in one sentence to an idea in another sentence?

Level 4, Unit 8, p. 30

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

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

1) The materials address language features at the sentence dimension for all of the identified proficiency levels. Because the materials are focused on developing academic writing skills, several sections of most of the chapters include practice working with language at the sentence dimension. The examples below show the range of topics related to features of language at the sentence dimension, including conventions, such as capitalization, sentence fragments, sentence types and parallel structure.

C. Practice

1 Make sentences. Put the subject or verb in parentheses in the correct form. Don't forget to capitalize.

- 1 we in a nice apartment. (live)
- 2 have a problem, though. (we)
- 3 is always dirty. (the kitchen)
- 4 looks very messy. (your room)
- 5 I to the supermarket every week. (go)
- 6 the food bad. (goes)
- 7 I a clean apartment. (like)
- 8 we some rules. (need)

Level 1, Unit 1, p. 2

C. Practice

1 Read each item in the chart. Decide if it is a sentence fragment or not. If it is, decide on the reason and check (✓) the box in the correct column.

	COMPLETE SENTENCE	NO SUBJECT (SENTENCE FRAGMENT)	NO VERB OR NO AUXILIARY VERB (SENTENCE FRAGMENT)	DEPENDENT CLAUSE (SENTENCE FRAGMENT)
1. Are allowing employees to work from home.				
2. Many of his co-workers work from home.				
3. Some employees keeping in touch through video conferences.				
4. Because e-mail is so fast.				
5. Sometimes is difficult to manage employees online.				
6. Employees share information on secure sites.				
7. If they do not have to compete with other employees.				
8. Employees at this company their computers every day.				
9. Offices are becoming smaller.				
10. When the office is open.				

Level 2, Unit 8, p.31

B. Over to You

1 Read the sentences. Decide if they are simple, compound, or complex. Write S for Simple, C for Compound, or CX for Complex.

- 1 Tom made a good impression, so he got the job.
- 2 Jason seems friendly, although he is very shy.
- 3 Nancy and Lorena have a lot of friends.

Level 3, Unit 1, p.3

B. Over to You

1 The sentences below do not have parallel structure. Correct them in the way suggested.

- 1 Some women do not want to be thought of as too assertive or behaving aggressively. (list of adjectives): _____
- 2 Men tended to compliment women more than women were complimenting men. (same verb tenses): _____
- 3 Women give each other compliments to build relationships with friends, relationships with coworkers, and with bosses. (list of phrases starting with *with*): _____

Level 4, Unit 6, p. 23

2) The language features at the sentence dimension are appropriate for the identified proficiency levels. All the units throughout each of the four levels include an “Over to You” section that

provides practice using language and ideas from the “Skills Presentation” section that begins each unit. The examples below show a progression of topics related to sentence structure, ranging from identification of simple and compound sentences to relative clauses, to topic sentences and controlling ideas, to sentence variety.

B. Over to You

1 Read each sentence in the chart. Decide if it is a simple sentence or a compound sentence. Check (✓) the box in the correct column.

	SIMPLE SENTENCE	COMPOUND SENTENCE
1. Sheila received a text message from a stranger.		
2. Marsha received a text message from a stranger, but she did not reply.		
3. A stranger tricked Miguel over e-mail last year.		
4. Don received a phone call from a stranger, so he hung up.		
5. Antonio always uses a credit card, but Patricia pays with cash.		
6. Charlotte sends text messages to her friends.		

Level 1, Unit 1, p. 2

B. Over to You

1 Match each relative clause (1–5) with the correct independent clause (a–e).

- Dr. Vu is the professor ____
- This is the map ____
- There are people ____
- It is a city ____
- Ms. Lin is the principal ____

- that work in green buildings.
- which has a large population.
- who is responsible for the largest school district.
- that shows the tourist destinations.
- who teaches urban planning.

Level 2, Unit 12, p.47

B. Over to You

1 Read the topic sentences. Decide what are the topics and what are the controlling ideas. Circle the topics. Underline the controlling ideas.

- Students who are successful leaders inspire other people.
- Scholarships give many students a chance to attend college.
- Political leaders often inspire people to change society.
- Success at college can lead to many different opportunities to make a difference.

Level 3, Unit 3, p.11

B. Over to You

1 Read the original sentences and the sentences with more variety. Check (✓) the two techniques the writer uses to add variety to the sentences.

Original Sentences: While living in Ghana, Freddy Adu played soccer often. Before moving to the United States, he often played without shoes.

Sentences with More Variety: Freddy Adu played soccer every day while living in Ghana. Before moving to the United States, he often played without shoes.

- change the order of phrases and clauses
- use different words to express the same meaning
- change the sentence type

Level 4, Unit 9, p. 35

3) The language features at the sentence dimension are addressed systematically throughout the materials. Most of the chapters in each of the four student books focus on language features at the sentence dimension. There is more focus on the sentence dimension in Level 1 and Level 2, but Level 3 and Level 4 also include sentence dimension features with a focus on the different types of sentences used to create paragraphs.

2 Read each sentence in the chart. Are the words in bold the subject, the verb, or the object? Check (✓) the box in the correct column.

	SUBJECT	VERB	OBJECT
1. My brother is a newspaper editor.			
2. He spends all his time at work.			
3. He ignores his diet .			
4. He drinks coffee all day.			
5. He rarely takes a vacation.			
6. He checks his e-mail constantly.			
7. My brother loves his job .			
8. I prefer a relaxing lifestyle.			

Level 1, Unit 8, p. 31

2 Read each sentence and decide what type of simple sentence it is. Write SV, SSV, SVV, or SSVV.

- ___ 1 The average American spends 32.7 hours online every week.
- ___ 2 Technology and Sociology are my two classes this semester.
- ___ 3 Sandra and her mother shopped online.
- ___ 4 Most people talk to friends and share photos online.
- ___ 5 Maria and Juan usually study in the library and eat lunch in the park.
- ___ 6 The Internet affects our lives.
- ___ 7 Many teenagers meet friends at school and interact with them online.
- ___ 8 Many adults enjoy social networking sites.
- ___ 9 John and his wife pay their bills and book their vacations on the Internet.
- ___ 10 Alejandra goes to a tutoring session and practices the piano after school.

Level 2, Unit 1, p.4

1 Read the topic sentence and four concluding sentences. Three are correct for the paragraph. One is not correct because it introduces a new idea. Check (✓) the three appropriate concluding sentences.

Topic Sentence: Seoul is a world leader in technology.

- a. In summary, many new technologies are developed in Seoul.
- b. For this reason, you should visit Seoul to get the most modern products.
- c. To conclude, Seoul has wonderful food in their night markets.
- d. In conclusion, technology companies in Seoul will probably succeed in the years ahead.

Level 3, Unit 5, p.19

1 Read the supporting sentences from a paragraph about sibling rivalry, and answer the questions.

This is often referred to as sibling rivalry. Siblings normally want to receive an equal amount of attention from their parents. If children feel their siblings get more attention, they may get angry.

- 1 Which topic sentence is the most appropriate for this paragraph?
 - a. Sometimes children compete for their parents' attention.
 - b. Eighty-two percent of people in the United States have siblings.
- 2 Which concluding sentence is the most appropriate for this paragraph?
 - a. Another common problem among siblings is a large gap in ages.
 - b. Although sibling rivalry is very common, it can have negative consequences.

Level 4, Unit 5, p. 19

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? | Yes | <u>No</u> |
| 4) Is the general, specific, and technical language systematically presented throughout the materials? | Yes | <u>No</u> |

1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. In the “Skills Presentation” section, which are included in each unit, language at the word/phrase dimension is represented. In these sections, the words and phrases that are introduced are routinely related directly to writing skills.

<div data-bbox="154 892 803 1312" data-label="Text"> <p>A. Skill Presentation</p> <p>When you write, it is important to use verbs correctly. It helps your reader understand what is happening. In statements, nouns come before verbs.</p> <p>NOUN VERB Ms. Franklin teaches English.</p> <p>Most verbs express action. These are called action verbs. They say what someone or something does. Some action verbs are <i>ask, find, and study</i>.</p> <p>Her brother works very long hours.</p> <p>There are other verbs that do not express action. These are called non-action verbs. This kind of verb can show that something belongs to someone.</p> <p>Mia has goals. The verb <i>has</i> shows us that the goals belong to Mia.</p> <p>This kind of verb can also help describe a quality.</p> <p>Emory is intelligent. The verb <i>is</i> shows us that <i>intelligent</i> describes Emory.</p> <p>Finally, this kind of verb can express a feeling.</p> <p>Dino loves his job. The verb <i>love</i> tells us how Dino feels about his job.</p> </div>	<div data-bbox="820 892 1469 1312" data-label="Text"> <p>A. Skill Presentation</p> <p>We use punctuation to end sentences. There are different ways to end sentences.</p> <p>If the sentence is a statement, end it with a period.</p> <p>Dr. Hilleman is a famous scientist.</p> <p>If the sentence is a question, end it with a question mark.</p> <p>Is Dr. Hilleman a famous scientist?</p> <p>Use punctuation to separate items in a list. Use commas to do this. When you are only listing two items with <i>and</i>, do not use a comma.</p> <p>Dr. Khan studies diseases and vaccines.</p> <p>When you are listing three or more items, you need to use commas. Put a comma after each item except for the last item.</p> <p>Cynthia is taking chemistry, history, and public health.</p> </div>
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Level 1, Unit 5, p. 18

Level 2, Unit 5, p.18

2) Words, expressions, and phrases are represented in context. Every unit in each of the four

¹

General language refers to words or expressions not typically associated with a specific content area (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.

student books begins with a “Skills Presentation” section in which language at the word/phrase dimension is consistently introduced and represented in the context of an academic writing skill.

<p>A. Skill Presentation</p> <p>Most paragraphs end with a concluding sentence. It is usually the last sentence of the paragraph. You can write a concluding sentence in several ways. You can</p> <ol style="list-style-type: none">1 restate the main idea from the topic sentence using different words.2 offer a suggestion about the topic.3 make a prediction about the topic. <p>It is important to remember that a good concluding sentence does not introduce a new idea.</p> <p>Look at this topic sentence for a paragraph about 3D TVs and three different possible concluding sentences for the same paragraph.</p> <p>3D TV is a relatively new technology that is becoming more popular.</p> <p>¹To conclude, the popularity of 3D TV is increasing. ²For these reasons, you may wish to wait to buy a 3D TV. ³In conclusion, most people will probably have 3D TVs in the future.</p> <p>The first concluding sentence restates the main idea that 3D TV is relatively new and that it is becoming more popular. The second concluding sentence offers readers a suggestion – that they wait to buy a 3D TV. The third concluding sentence makes a prediction – that in the future, most people will own 3D TVs.</p>	<p>A. Skill Presentation</p> <p>A good paragraph has a clear topic sentence, relevant supporting sentences, and a strong concluding sentence.</p> <p>The topic sentence is usually the first sentence in the paragraph. It is about one idea (the main idea), but it is fairly broad so it can be expanded on in the rest of the paragraph. It helps the reader understand what the paragraph will be about, but it does not usually include specific examples or details.</p> <p>Supporting sentences follow the topic sentence and support the main idea. They relate only to the topic of the paragraph. They can also give examples and explanations and may provide facts and details about the topic of the paragraph.</p> <p>A concluding sentence ends a paragraph. It restates the main idea of the paragraph and gives the reader something to think about.</p> <p>For example, read this paragraph about family size.</p> <p>¹The size of an average family varies across countries. ²For example, in the United States, the average family size is 3.19. ³That means that there are, on average, about three people per family in the United States. ⁴It is possible that differences in family sizes from one country to another influence people's personalities.</p> <p>The topic sentence (1) in the paragraph above is about family size across countries. The first supporting sentence (2) offers an example of the topic sentence, and the second supporting sentence (3) explains the example. The concluding sentence (4) restates the idea that family size varies depending on the country. In addition, it gives the reader something to think about by mentioning a possible effect of differing family sizes.</p>
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Level 3, Unit 5, p.18

Level 4, Unit 5, p. 18

- 3) Because the focus of the book is developing academic writing skills vocabulary is not explicitly taught. The vocabulary is appropriate for the levels as it relates to writing skills being taught.
- 4) Since vocabulary instruction is not the focus of the materials, general, specific and technical language is not systematically addressed. Vocabulary is systematically addressed in relation to the writing skills being presented in each unit.

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

- 1) The materials do not reference the WIDA language proficiency standards. They are based on the Common European Framework Reference, or CEFR.
- 2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. Each book is designed for students at one of four CEFR proficiency levels, from level A2 to level C1. The range of topics and writing skills addressed in each book is appropriate for each CEFR level. (See descriptions of CEFR levels below as well as the topics and skills addressed in each book.)

3) Differentiation of language is systematically addressed throughout the materials.

Level 1 is designed for students with a CEFR Level of A2 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

“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.”

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Skill 17 Compound Sentences with And, But, and So	66			
Languages				
iv	Skills for Effective Writing 1		Contents	v

Level 1, Table of Content, pp. iv-v

Level 2 is designed for students with a CEFR Level of B1 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

“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.”

Contents	Skill Walkthrough	vi	Skill 18 Capitalization Rules 2	70
	Skill 1 Simple Sentences	2	Learning to Communicate	
	Are You Often Online?		Skill 19 Transition Words 1: Chronological Order	74
	Skill 2 What Is a Paragraph?	6	Amazing Science	
	Brainpower		Skill 20 Verb Tense Consistency	78
	Skill 3 Subject-Verb Agreement	10	Good Causes	
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	Science and Society		Skill 23 Review: Simple, Compound, and Complex Sentences	90
	Skill 6 Consistent Pronoun Use	22	Life Today, Life Tomorrow	
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	Skill 7 Avoiding Run-Ons and Comma Splices	26	Getting Along at Work	
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	Skill 10 Supporting Sentences	38	The Best and the Worst	
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	Skill 14 Complex Sentences	54	Viruses	
	Learn Quickly!		Skill 32 The Essay	126
	Skill 15 Sentence Combining for Variety	58	Special Days	
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	Skill 16 Giving Specific Examples 1	62	Glossary of Writing Terms	130
	Life Lists		Academic Word List	132
	Skill 17 Punctuation 2: More About Commas	66		
Getting Older				
iv	Skills for Effective Writing 2	Contents	v	

Level 2, Table of Content, pp. iv-v

Level 4 is designed for students with a CEFR Level of C1 which is described below. The range of topics and writing skills addressed is appropriate for this level and systematically addressed.

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.

Contents	Skill Walkthrough	vi	Skill 18	Avoiding Overgeneralizations Violence, Media, and Children	70	
	Skill 1	Avoiding Sentence Fragments, Run-Ons, and Comma Splices The Environment and You	2	Skill 19	Avoiding Charged Language Information Overload	74
	Skill 2	Connectors 1: Connectors for Cause and Effect Writing Consumer Behavior	6	Skill 20	Elements of a Strong Argument Social Networking	78
	Skill 3	Simple Strategies for Making Writing More Academic Social Responsibility	10		Glossary of Writing Terms	82
	Skill 4	Paraphrasing to Avoid Plagiarism Alternative Energy Sources	14		Academic Word List	86
	Skill 5	Topic, Supporting, and Concluding Sentences Family Size and Personality	18			
	Skill 6	Parallel Structure Communication Styles	22			
	Skill 7	Appropriate Sources Family Values in Different Cultures	26			
	Skill 8	Connectors 2: Connectors for Compare and Contrast Writing Business Practices	30			
	Skill 9	Sentence Variety The American Dream	34			
	Skill 10	Punctuation for Quotations Immigrant Life	38			
	Skill 11	Strategies to Avoid Repetition of Words Job Interviewing	42			
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	Skill 13	Avoiding Frequently Misspelled Words Genetically Modified Food	50			
	Skill 14	Facts vs. Opinions Children and Health	54			
	Skill 15	Acknowledging Opposing Opinions Patients, Doctors, and the Internet	58			
	Skill 16	Avoiding Choppy Sentences and Stringy Sentences Leading a Healthy Life	62			
	Skill 17	Summarizing Outside Sources Privacy in the Digital Age	66			

Level 4, Table of Content, pp. iv-v

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 not targeted in the materials. Since the focus is on the development of academic writing skills, only the domains of reading and writing are included.
- 2) The targeted language domains are presented within the context of language proficiency levels. As mentioned above, each of the four student books is designed for students at one of four CEFR levels from A2 through C1. The targeted language domains of reading and writing are appropriate for each level.

A. Skill Presentation

A prepositional phrase is a **preposition** followed by a **noun**. For example, look at these two prepositional phrases.

PREPOSITION	NOUN	PREPOSITION NOUN
in	the United States	at noon

Many prepositional phrases start with *in, on, or at*.

Use prepositional phrases to write about locations and time – where and when things happen.

WHERE? in the United States, in Boston, on Market Street, at school

WHEN? in 1865, in May, on Monday, on May 27, at 8:00 a.m.

Most prepositional phrases of time and location can go at the end of a sentence.

There was a big event in Atlanta.

Some prepositional phrases can also go at the beginning of a sentence. When you write a prepositional phrase at the beginning of a sentence, remember to use a comma.

In Atlanta, there was a big event.

When you write sentences with *be* as the main verb, do NOT put a prepositional phrase at the beginning of the sentence. The prepositional phrase must go after *be* when it is the main verb.

On May 30, Memorial Day was. At the grave, we were. ✗

Memorial Day was on May 30. We were at the grave. ✓

C. Practice

1 Make sentences. Write the words in the correct order. Don't forget to add a period.

- ended | on November 11, 1918 | World War I
- died | a Canadian soldier | at 10:58 a.m.
- in Le Havre, France | he | died
- the war | at 11:00 a.m. | ended
- celebrate | Remembrance Day | in Canada, | they
- started | Remembrance Day | in 1919
- there is | a moment of silence | at 10:58 a.m.
- they | in other places | soldiers who died | remember

Level 1, Unit 10, pp. 38 & 40

A. Skill Presentation

Use different sentence types to add variety, interest, and complexity to your writing. Using some **simple** sentences, some **compound** sentences, and some **complex** sentences is a good way to do this. It can also make your writing sound more academic.

Read this paragraph about farmers' markets. There are six simple sentences in this paragraph.

⁸Shopping at farmers' markets is popular. ⁹The food is healthy. ⁹The food is not processed. ⁹There are usually no chemicals. ⁹Many people shop at local markets now. ⁹More people will buy food from them in the future.

Now read this paragraph.

⁸Shopping at farmers' markets is popular because the food is healthy. ⁹The food is not processed, so there are usually no chemicals. ⁹Many people shop at local markets now, and more people will buy food from them in the future.

Now there are only three sentences in the paragraph. The writer combined sentences to add variety to the paragraph. There is now one complex sentence (an independent clause combined with a dependent clause) and two compound sentences (an independent clause combined with a second independent clause). This paragraph is more interesting to read.

C. Practice

1 Read each sentence in the chart. Decide whether it is simple, compound, or complex. Check (✓) the box in the correct column.

	SIMPLE	COMPOUND	COMPLEX
1. Although the supermarket is closer, Talia shopped at the farmers' market.			
2. The local market has all the ingredients she needs, and it has fresh food.			
3. Food at her local store is not as fresh.			
4. She does not want vegetables in packages, and she does not want food from a warehouse.			
5. Talia wants her food to be healthy.			
6. Because chemicals are used on some vegetables, she thinks they are less healthy.			
7. Talia does not buy too much food.			
8. She will serve a healthy meal, and she will use only local ingredients.			

Level 2, Unit 15, pp. 58 & 60

See examples from Level 3 and Level 4 on the next page.

A. Skill Presentation

There are three ways to improve the **clarity** of your writing. One way is to use language that is specific, not vague or general. Use **specific adjectives** to add more information. Avoid common words like *good, great, nice, and bad* – these are too general and do not help make ideas clearer. Look at this sentence. To improve clarity, we could change *good* to a word like *skilled* – a more vivid and specific adjective.

She is **good skilled** at choosing colors for websites.

A second way to improve clarity is to use **pronouns** carefully. A pronoun that refers to a noun in a previous sentence may be confusing. If it is not completely clear what a pronoun refers to, change it to a specific noun or noun phrase. Look at this sentence. What *Laura enjoys* is not completely clear. The pronoun *it* might refer to the *cross-cultural impact of color*, to *does research*, or to *an event*. To improve clarity, we could change it to a specific noun or noun phrase, like *learning about cross-cultural differences*.

Laura does research on the cross-cultural impact of color before **she** plans an event. **She** enjoys **it** learning about cross-cultural differences.

A third way to add clarity to your writing is to use **action verbs** instead of *to be* as the main verbs. This makes the sentence more specific, helps the reader understand meaning, and makes your writing more interesting. Be careful – sometimes when you replace a form of *to be* with an action verb, you may need to rephrase the sentence. Look at this sentence. To improve clarity, we could change *was careful* to an action verb phrase like *made careful decisions*.

He did not want to offend his hosts, so he **was / made** careful decisions about choosing colors for business gifts.

C. Practice

1 Circle the correct clearer, more specific words to replace the words in bold for each item.

good | *significant*

safe | *stimulating*

negative | *rude*

plays an important role | *is useful*

good | *safe*

People in different cultures | *Colors*

The color green | *Food packaging*

Royalty | *This color*

produces calm feelings | *seems nice*

create | *do*

1 The color red is often used on signs because it has a **big** impact on the people who view it.

2 Some experts believe that the color orange has a **good** effect on diners' appetites.

3 A 2010 study showed that some cultures have a **bad** reaction to brown and orange.

4 Color choice is **important** in global marketing.

5 Culture experts say that yellow is a **fine** choice for gift giving in Asia.

6 People in different cultures view colors in different ways. **They** can be considered lucky or unlucky, depending on where you are.

7 Green is used more than blue in food packaging. **It** often signifies something "healthy" or "natural."

8 Purple often signifies "royalty" in the West. **It** was the choice of kings and queens in the Middle Ages.

9 According to Western psychology, blue is **calming** for many people.

10 Mixing two hues can **make** a third color.

Level 3, Unit 10, pp. 38 & 40

A. Skill Presentation

A **fact** is something that is true and can be proven. An **opinion** is someone's feelings or beliefs about something. Look at these sentences.

FACT: Research shows that home-cooked meals usually include more fruits and vegetables than meals in restaurants.

OPINION: Home-cooked meals taste better than meals in restaurants.

Facts help make writing more objective and impersonal. You should include them in academic writing. Remember that many facts require a citation to provide details about where the information came from.

If you do include opinions in your writing, for example, when you make an argument in an essay, use facts to support the opinions and make them stronger and more objective.

Look at this excerpt from an academic essay about parents eating meals with their children. It expresses the writer's **opinion** that parents should eat with their children. The writer then uses **facts** to support the idea. This makes the writing stronger and more objective.

⁰Parents should eat at least one meal a day with their children. ^FResearch shows that there are many benefits when a family eats together. ^SSeveral studies by Becky Hand, a dietician, have indicated that children are healthier when they eat five to six meals a week with their parents.

C. Practice

1 Match each opinion (1–6) with the sentence that contains a fact to support it (a–f).

— 1 Adults should help children learn about healthy eating habits.

— 2 Americans should take better care of their hearts.

— 3 Consumers who read nutrition fact labels on food products are better able to make informed decisions about nutrition.

— 4 Strenuous exercise is not beneficial for everyone.

— 5 Fried food is extremely unhealthy and can lead to heart problems.

— 6 By not exercising enough, people may gain too much weight.

a About 80 million adults in the United States currently suffer from heart disease, according to the American Heart Association.

b For example, the U.S. Department of Agriculture (USDA) recommends that people who are at risk for heart disease consult a doctor before exercising.

c The Food and Drug Administration (FDA) strongly supports the claim that parents and teachers can fight unhealthy weight gain by teaching children about eating better.

d The Food and Drug Administration says that healthier choices include lean meats that are baked, boiled, or grilled.

e The USDA advises most people to exercise for 60 minutes a day to prevent weight gain that may lead to serious health problems.

f Shirley Blakely, a dietician, stresses that shoppers who understand what is in their food can more clearly see the connections between ingredients and health.

Level 4, Unit 14, pp. 54 & 56

3) The targeted language domains are systematically integrated throughout the materials.

As mentioned above, each of the four student books is designed for students at one of four CEFR levels from A2 through C1. The targeted language domains of reading and writing are appropriate and systematically addressed for each level.

A. Skill Presentation

Use the expressions *there is* and *there are* to introduce new information in your writing. *There is* is followed by a **singular noun**.

There is a good **book** about starting a new job.

There are is followed by a **plural noun**.

There are some helpful **tips** about working for a new company.

Use *there is* or *there are* at the beginning of a statement. They show that you are going to write about something you have not mentioned before. They introduce new information.

I like working at this company. There are many friendly people.

The writer uses *there are* to introduce new information – the fact that many friendly people work at the company. When you write, use *there is* or *there are* only the first time you mention something.

I like working at this company. There are many friendly people. They help me learn new things.

The writer used *there are* to introduce new information, and then the writer used the word *they* to refer to many friendly people. The writer did not use *there are* again to talk about friendly people. Remember, you cannot start a statement with *are*, *is*, *have*, or *has*. You must use the word *there*.

*Make something you do that could cause danger or loss

CHECK!

- 1 *There is* is followed by a _____ noun. *There are* is followed by a _____ noun.
- 2 *There is* and *there are* go at the _____ of a statement. They introduce _____ information. Use *there is* or *there are* only the _____ time you mention something.
- 3 Remember to include the word *there* before *are* or *is*. Do _____ start a statement with *are* or *is*.

Level 1, Unit 18, pp. 70-71

A. Skill Presentation

Some ideas can be expressed with either formal or informal vocabulary.

MORE FORMAL	MORE INFORMAL
children	kids
dollar	back
police	cops

It is important to remember that academic writing is usually formal. For example, a college essay uses more formal vocabulary and grammar than an e-mail to a friend. Personal e-mails and text messages are usually examples of informal writing.

It is also important to make your writing clear and interesting. One way to do this is to use **vivid language**. Vivid language helps your reader understand exactly what you are writing about and also makes your writing more interesting.

To make the language in your writing vivid, choose words that are as specific and descriptive as possible.

A big flood destroyed the city.

In this example, the word *big* could be more specific.

A major flood destroyed the city.

A word like *major* is more specific and helps make this sentence clearer and more interesting.

CHECK!

- 1 Academic writing is usually _____, so informal language is usually not appropriate for academic contexts.
- 2 Using _____ language can help make your writing clearer and more interesting.
- 3 To make your writing vivid, choose words that are as _____ and descriptive as possible.

Level 2, Unit 27, pp. 106-107

A. Skill Presentation

All paragraphs have a **topic sentence**, several **supporting sentences**, and a **concluding sentence**. Supporting sentences are usually specific and give facts or examples to support the topic sentence. These sentences must be directly related to the main idea to give your paragraph **unity** and make it strong and clear. Any sentence not related to the main idea does not belong there.

For example, the paragraph below does not have good unity. The first two supporting sentences are directly related to the main idea in the topic sentence. However, the third supporting sentence does not support the topic sentence. It gives information about a film company, but it does not relate to the idea that some companies work together. This detail does not add to paragraph unity and should not be included.

¹Some film companies work together to make movies. ²Disney and Pixar make animated films. ³Disney and Pixar sometimes work together. ⁴Pixar encourages creative thinking. ⁵Film companies that work together can create more innovative movies.

CHECK!

- 1 Supporting sentences should support the _____ sentence of the paragraph.
- 2 A paragraph that includes only supporting sentences related to the main idea has _____.

Level 3, Unit 11, pp. 42-43

A. Skill Presentation

Repeating key ideas in a paragraph helps make the sentences flow together smoothly, but repeating the same key words will make your writing repetitive. There are a number of ways to avoid this.

One technique is to replace key words with **synonyms** or to use pronouns to refer to them. Look at this paragraph about group interviews. **Key words** are repeated too often.

When conducting group interviews, the **interviewers** at Harrison Global Web Design have a clear **objective**. The **interviewers** give a group of candidates a **task**, but the **task** is not completely clear. In addition, there is a time limit. The **objective** is to see how well the candidates work together under pressure.

Now look at the revised paragraph with **synonyms** and **pronouns** replacing some of the key words.

When conducting group interviews, the **interviewers** at Harrison Global Web Design have a clear **objective**. **They** give a group of candidates a **task**, but it is not completely clear. In addition, there is a time limit. The **goal** is to see how well the candidates work together under pressure.

Another technique is to use **different word forms** to say the same thing in a slightly different way. In this paragraph about group interviews, the writer uses the adjective form of *simulation* – *simulated* – to avoid repeating the noun.

IV Corporation often uses a **simulation** to evaluate candidates' personalities. When a group of candidates watch and respond to a **simulated** conflict situation, for example, the interviewers can clearly see how creatively each individual thinks.

CHECK!

To avoid too much repetition of words in your writing:

- 1 replace key words with _____.
- 2 use _____ to refer to key words.
- 3 use different _____ to say the same thing in a different way.

Level 4, Unit 11, pp. 42-43



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) The materials do not connect the WIDA language development standards to state academic content standards.
- 2) The academic content standards are not systematically represented throughout the materials because they are not included.

3) Social and instructional language and the language of Language Arts are presented in the materials. Each section of the unit, with the exception of “Skills Presentation,” begins with instructional language in the form of directions. The examples below show the “Skills Quiz” section, which end each unit and include language related to the skill presented. Language from other standards may be included depending on the theme for each unit.

D. Skill Quiz

Check (✓) the correct answer for each item.

- The expressions *There is* and *There are*
 - a. repeat information.
 - b. give useless information.
 - c. introduce new information.
- There is* is always followed by a
 - a. singular noun.
 - b. plural noun.
 - c. proper noun.
- There are* is always followed by a
 - a. singular noun.
 - b. plural noun.
 - c. proper noun.
- Choose the correct sentence.
 - a. There is a job opening at my office.
 - b. There are a job opening at my office.
 - c. Has a job opening at my office.
- Choose the correct sentence.
 - a. Are 50 employees at the company.
 - b. There is 50 employees at the company.
 - c. There are 50 employees at the company.
- Choose the correct sentence.
 - a. There is an insurance plan for employees.
 - b. Have an insurance plan for employees.
 - c. There are an insurance plan for employees.
- Choose the correct sentence.
 - a. There is a new house for sale in the neighborhood.
 - b. There are a new house for sale in the neighborhood.
 - c. Is a new house for sale in the neighborhood.
- Choose the correct sentence.
 - a. There are a closet in the bedroom.
 - b. There is one closet in the hall.
 - c. There is four bedrooms and two closets.
- Choose the correct sentence.
 - a. There is some good professors at my school.
 - b. There is many classes that interest me.
 - c. There is a program that interests me.
- Choose the correct sentence.
 - a. There are a scholarship for some students.
 - b. There are scholarships for students who work full time.
 - c. There are one scholarship for the best student athlete.

Level 1, Unit 18, p. 72

D. Skill Quiz

Check (✓) the correct answer for each item.

- A fact
 - a. can be invented.
 - b. is impossible.
 - c. can be proven.
- An opinion is something that
 - a. is always true.
 - b. others may disagree with.
 - c. can be counted.
- In academic writing, you should
 - a. use opinions to prove ideas.
 - b. use facts to support opinions.
 - c. use only opinions, never facts.
- Which sentence is a fact?
 - a. Travis and Hans are co-workers.
 - b. Travis and Hans work well together.
 - c. Travis and Hans are busy.
- Which sentence is a fact?
 - a. They are both humorous.
 - b. They are both hard workers.
 - c. They both work at CopleyTech.
- Which sentence is an opinion?
 - a. Hans and Travis have fun working together.
 - b. Hans and Travis work together every weekend.
 - c. Hans and Travis have never worked together.
- Which sentence is a fact?
 - a. Hans started working 50 hours a week.
 - b. Hans was not working very hard.
 - c. Hans was working too hard.
- Which sentence is a fact?
 - a. Travis is a kind and thoughtful person.
 - b. Travis asked Hans what was wrong.
 - c. Travis was very worried.
- Which sentence is an opinion?
 - a. Hans has worked there for a long time.
 - b. Hans has worked there since last summer.
 - c. Hans has worked there five years longer than Travis.
- Which sentence is an opinion?
 - a. Travis is an engineer.
 - b. Travis is smart.
 - c. Travis has a graduate degree.

Level 2, Unit 24, p. 97

See the next page for examples from Level 3 and Level 4

D. Skill Quiz

Check (✓) the correct answer for each item.

- All sentences in a paragraph
 - a. are general and not specific.
 - b. are related to the same topic.
 - c. introduce new topics.
- Supporting sentences
 - a. give more information about the main idea.
 - b. are not related to the topic sentence.
 - c. are general and not specific.
- A paragraph that has unity includes supporting sentences
 - a. that relate only to topics in previous paragraphs.
 - b. that only support the topic sentence.
 - c. that give information about a variety of topics.
- A piece of writing that has unity is usually
 - a. strong and clear.
 - b. vague and confusing.
 - c. serious and educational.
- Choose the main idea of this topic sentence: *Some companies believe diversity in the workplace is very important.*
 - a. There are companies that like to have employees with different backgrounds.
 - b. Some employees work better when there are no office distractions.
 - c. Companies with many benefits often have satisfied employees.
- Choose the main idea of this topic sentence: *Patagonia gives one percent of its profits to charities.*
 - a. Patagonia's profits have grown in the past 40 years.
 - b. Patagonia donates money.
 - c. Groups that help others are important.
- Choose the supporting sentence for this topic sentence that will not give the paragraph unity: *Some companies believe diversity in the workplace is very important.*
 - a. They believe that employees from different backgrounds make stronger teams.
 - b. To encourage diversity, employers often seek employees from a variety of countries.
 - c. Many companies also provide different resources to their employees.
- Choose the supporting sentence for this topic sentence that will not give the paragraph unity: *Patagonia gives one percent of its profits to charities.*
 - a. They typically give money to environmental groups.
 - b. Many Patagonia employees enjoy competing in marathons.
 - c. Many Patagonia employees are proud to work for a company that gives money to good causes.
- Choose the main idea of this topic sentence: *Employees at companies like Pixar and Patagonia are usually satisfied.*
 - a. Some employees want more perks.
 - b. Some employees are distracted.
 - c. Some companies have happy employees.
- Choose the supporting sentence for this topic sentence that will not give the paragraph unity: *Employees at companies like Pixar and Patagonia are usually satisfied.*
 - a. For example, some of them think they deserve even better benefits.
 - b. These employees have many perks.
 - c. These companies understand how to keep employees happy.

Level 3, Unit 11, p. 45

D. Skill Quiz

Check (✓) the correct answer for each item.

- The best way to persuade someone to agree with your opinion is to
 - a. use emotionally charged language.
 - b. state your opinion so strongly that it cannot be opposed.
 - c. be impersonal and objective.
- One way to maintain an objective tone is to
 - a. cite sources carefully.
 - b. use neutral language.
 - c. avoid descriptive adjectives.
- Another way to maintain an objective tone is to
 - a. provide facts to support your opinions.
 - b. present strong opinions using subjective language.
 - c. avoid an overabundance of details.
- Another way to maintain an objective tone is to
 - a. explain why the opposite point of view is completely false.
 - b. show that you agree with part of the opposing point of view.
 - c. mention all the points of view that oppose yours.
- Choose the sentence that is the most objective and impersonal.
 - a. People are unwise to believe that multitasking is as efficient as doing one activity at a time.
 - b. People are foolish to believe that multitasking is as efficient as doing one activity at a time.
 - c. People are wrong to believe that multitasking is as efficient as doing one activity at a time.
- Choose the sentence that is the most objective and impersonal.
 - a. Teenagers should not multitask because they tend to make horrible mistakes when they do several things at once.
 - b. Even though teenagers are better at multitasking than older adults, they tend to make horrible mistakes when they do several things at once.
 - c. Teenagers may be better at multitasking than adults, but they tend to make more mistakes when doing several things at once.
- How is the original sentence revised to make it more objective, impersonal, and persuasive?
Original: *The human brain is not capable of doing two complex tasks at the same time.*
Revised: *While it may be manageable to do two simple tasks at the same time, it is considerably more difficult to do two complex tasks simultaneously.*
 - a. made language more neutral
 - b. included an example
 - c. included an area of agreement
- How is the original sentence revised to make it more objective, impersonal, and persuasive?
Original: *For teenagers, multitasking may have negative effects on brain development.*
Revised: *For teenagers, multitasking may have negative effects on brain development. Some studies show that it can lead to poor critical thinking and analytical skills.*
 - a. made language more neutral
 - b. included an example
 - c. included an area of agreement

Level 4, Unit 19, p. 77

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 language level? **Yes** No
- 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? **Yes** No

- 1) The materials present opportunities for language learners to engage in various cognitive functions (higher-order thinking skills from Bloom’s taxonomy) regardless of their language level. Throughout the materials, students are engaged in activities at a wide range of cognitive levels, including levels higher on Bloom’s taxonomy.

Students have to **evaluate** the relevance of sentences within a paragraph.

2 Read the paragraph. How many irrelevant sentences are there? Check (✓) the correct answer.

¹An academic adviser is a person who can help with decisions about school. ²There are many ways your adviser can help. ³It is a good idea to get your adviser’s advice before you choose a major. ⁴Talk to your adviser about the classes that interest you. ⁵Be sure to tell your adviser about your favorite social activities. ⁶Your adviser can also help you if you are having trouble in a course. ⁷Many students’ parents care about their children’s personal problems. ⁸Your adviser may also show you websites with tips about how to succeed in school. ⁹You may be able to find out personal information about your teachers online, too. ¹⁰An adviser can also help you with questions like “How many classes should I take each semester?” ¹¹It is important to speak with your adviser about any academic issues you have.

- a. There are three irrelevant sentences. Sentences: _____
- b. There are four irrelevant sentences. Sentences: _____
- c. There are six irrelevant sentences. Sentences: _____

Level 1, Unit 22, p. 88

Students have to **remember** and **understand** transitions the show opinions or conclusions.

3 Read the sentences from paragraphs about epidemics. In each group of sentences, check (✓) three sentences with transitions that show opinions or conclusions.

- 1 a. Many viruses come from animals.
- b. Animals that are infected with a virus sometimes spread the virus to humans.
- c. This can lead to an epidemic.
- d. In my opinion, people need to be careful when they work with animals.
- e. Most importantly, there should be laws about how people work with animals.
- f. Studies show this can help stop viruses from spreading.
- g. In closing, laws and education could help prevent epidemics.
- 2 a. The Centers for Disease Control and Prevention (CDC) helps people understand epidemics.
- b. In my view, the CDC has done an excellent job of educating people.
- c. However, many people still die each year from preventable illnesses.
- d. In my opinion, even more education would help.
- e. For this reason, the CDC needs to create more programs to fight the spread of disease.

Level 2, Unit 31, p. 123

- 2) There are opportunities for systematically engaging in higher order thinking. Throughout the materials, students are asked to **remember** and **understand** the skills presented in the unit in the “Check” section, which presents fill-in-the-blank statements based on the skill presented. They are also asked to **analyze** and **evaluate** sentences and paragraphs to demonstrate understanding of the writing skills presented in each unit.

Students have to **understand** the sentence and **analyze** each to determine which two sentences would be included in the same paragraph.

2 Match each sentence (1–7) with a sentence (a–g) from the same paragraph. Look for pronouns and synonyms to help you.

- 1 Companies consider teenagers’ interests when they create new products.
 - 2 Many companies want their employees to be creative.
 - 3 Consumers often react to commercials with positive messages.
 - 4 Advertisements with a negative tone can sometimes be effective.
 - 5 Consumers have various reactions to advertising.
 - 6 Some companies use ads to promote a certain product.
 - 7 Big companies spend millions of dollars in advertising each year.
-
- a Workers who use their imaginations at work are often better at solving problems.
 - b Negative ads can draw attention to a product and make consumers want to know more about it.
 - c It may actually become popular if people respond to the ad.
 - d Teens spend a lot of money on products, and these companies want to appeal to them.
 - e One business spent over \$90 million dollars on commercials.
 - f An ad with a positive message makes consumers feel good, and it may help to sell products.
 - g Their immediate response to an ad often makes them decide whether or not to buy it.

Level 3, Unit 13, p. 52

Students have to **understand** and **evaluate** word choice.

2 Circle the more neutral words.

- 1 Multitasking while trying to learn something new is *unwise* | *stupid*.
- 2 It is *problematic* | *outrageous* to assume that focusing on new information while checking e-mail and writing text messages is possible.
- 3 The ability to absorb new information may be *ruined* | *limited* by multitasking.
- 4 It is *misguided* | *ridiculous* to believe that multitasking is fundamentally better than doing just one task at a time.
- 5 Because they are accustomed to multitasking in all areas of their lives, many students *dislike* | *hate* waiting until after class to check their text messages.
- 6 Concentrating on schoolwork is important; therefore, it is *idiotic* | *risky* to study while watching television and talking on the phone.
- 7 The belief that a student can read a magazine during class and retain the details of the lecture may well be *crazy* | *irrational*.
- 8 Focusing on more than one thing at a time is *stupid* | *ill-advised* when the goal is to absorb new and complex information.
- 9 People who multitask while learning tend to perform *poorly* | *horribly* on analytic test questions.
- 10 Researchers at Toringville University conducted an *exciting* | *informative* experiment to study the effects of multitasking.

Level 4, Unit 19, p. 75

C. Supports for Various Levels of Language Proficiency

- | | | |
|---|-----|------------------|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | Yes | <u>No</u> |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | <u>No</u> |
| 3) Are scaffolding supports presented systematically throughout the materials? | Yes | <u>No</u> |
- 1) The materials do not provide explicit scaffolding supports for students to advance within a proficiency level because each book targets a single CEFR level. The sequencing of units forms a type of scaffolding as each new skill presented builds on the skills in previous units.
- 2) The materials do not provide scaffolding supports for students to progress from one proficiency level to the next because, as stated above, each leveled book targets a single proficiency level. However, successful completion of each book should prepare the student for the subsequent level (unless the student begins at Level 4, which is the highest level in the series).
- 3) Scaffolding supports are not presented systematically throughout the materials since the content presented in each book is designed to be appropriate for a given proficiency level. As mentioned above, the systematic sequencing of content from one unit to the next functions as a form of scaffolding.

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) Linguistically and developmentally appropriate grade-level content is not explicitly represented in the materials, although the content presented in each leveled student book seems appropriate for high school ESL students at one of four CEFR levels.
- 2) Grade-level content is not explicitly presented, but the content presented in each leveled student book would be accessible to high school ESL students at one of four CEFR levels.
- 3) Grade-level content is not systematically presented because grade-level content is not explicitly represented in 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? | Yes | <u>No</u> |

- 1) The materials include a range of language functions, specifically connected to a variety of purposes for writing, from descriptive writing to persuasive writing.

Students have to **sequence** sentences to form logical paragraphs

2 Number the sentences in each item in the correct order to make logical paragraphs.

1

- ___ An earthquake in 1957 caused a tsunami in Alaska.
- ___ There was also a historic earthquake in Alaska in 1964.
- ___ An earthquake killed 3,000 people in California in 1906.

2

- ___ Finally, move to a higher floor or the roof, and call for help.
- ___ Next, move important things to a higher floor, if possible.
- ___ Second, turn off the electricity.
- ___ First, bring in things that are outside.

3

- In February 2010, three blizzards hit the eastern United States.
- ___ Then, on February 25, a third blizzard started.
 - ___ The first blizzard started on February 5, 2010.
 - ___ A second blizzard started on February 9.
 - ___ A blizzard is a big storm.
 - ___ In the central part of this first blizzard, there were over 36 inches of snow.
 - ___ Over 20 inches of snow fell.
 - ___ It also dropped more than 20 inches in some places.
 - ___ They happen when it is very cold.
- The blizzards of 2010 were historic because they came one right after the other.

Level 1, Unit 33, p. 132

- 2) The language functions are incorporated into a communicative goal or activity. There are a variety of activities that incorporate communicative goals directly related to the writing skills being taught within each unit. These activities are included across all levels.

Students have to **recognize** and **identify** words that are more formal in tone.

2 Circle the correct words to give the text a more formal tone.

- 1 When *humans are* | *you're* sleeping, *you* | *they* go through four stages. The first stage is called "light sleep." When people are in light sleep, they can wake up easily
- 2 In the second stage, the brain slows down. *It's* | *It is* more difficult to wake *someone* | *you* up when you're in this stage.
- 3 In the third and fourth stages, R.E.M., or Rapid Eye Movement, occurs. R.E.M. usually happens when *a person is* | *you're* having detailed dreams. *You* | *Most people* probably experience R.E.M. at least three times each night.
- 4 If the third or fourth sleep cycle is interrupted, *it'll probably have* | *there may be* negative effects on the body. To prevent waking up during the night, *you* | *some people* can take precautions. Some doctors advise their patients to sleep in a dark bedroom.
- 5 *It is probably not a good idea to* | *You should not* sleep with music or the television on. Relaxing activities, such as reading or stretching, may also help *you* | *people* sleep better.
- 6 *People* | *You* who have trouble sleeping should probably try to take naps to avoid becoming overtired. *Those who nap* | *you* probably get more sleep that way.

Level 2, Unit 13, p. 52

Students have to **distinguish** four different types of paragraphs

1 Read each paragraph. Decide what type of paragraph it is and write *DESCRIPTIVE*, *COMPARISON*, *CAUSE-EFFECT*, or *PERSUASIVE*.

1 _____

Korean supermarkets in the United States are similar to supermarkets in South Korea. Both Korean supermarkets in South Korea and in the United States sell kimchi. Most Korean supermarkets in South Korea only sell Korean products, but in the United States they sometimes also sell Japanese products.

2 _____

It is important to support the new Korean supermarket in the neighborhood. The store offers a variety of products needed in traditional Korean meals. If more people shop at the market, more Korean products will become available.

3 _____

There are a variety of Korean products in the new supermarket. It is easy to find Korean products, like spicy kimchi and crisp green Korean pears. The salty smell of fresh fish fills the aisles.

4 _____

Many Korean immigrants are moving to smaller cities in the United States. They are moving because smaller towns are more affordable, and there are opportunities to open small businesses.

Level 3, Unit 31, p. 123

See next page for an example from Level 4.

Students have to **compare** techniques for making language objective and impersonal.

2 Read the sentences and decide which technique the writer included to make the writing objective and impersonal. Write *NL* for Neutral Language, *E* for Example, or *PA* for Partial Agreement.

- 1 Although multitasking may be effective when performing simple tasks such as making photocopies or organizing papers, it is not an ideal way to learn.
- 2 Many mistakenly believe that multitasking means doing several things at once, but it is actually the process of quickly switching from one activity to another.
- 3 The human brain is not capable of doing two tasks at once that require equal focus. A person cannot, for instance, read and understand an article while writing an effective essay about a different topic.
- 4 Many teenagers make the questionable decision to do three or four things simultaneously rather than focus on one activity at a time.
- 5 As a group, teenagers actually make more errors when they attempt to multitask, although they may get things done more quickly.
- 6 Multitasking often introduces errors that could have been avoided by doing one task at a time. One study indicated that a teenager doing homework while talking on a cell phone made more errors than a teenager who performed each activity separately.

Level 4, Unit 19, p. 76

3) The language functions within each unit do not necessarily support the progression of language development, but they are appropriate to the language proficiency targeted at each level.