NATIONAL GEOGRAPHIC LEARNING | CENGAGE

WIDA CONSORTIUM PRIME V2™

correlation

IMPACT

National Geographic Learning

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): Impact

Publisher: National Geographic School Publishing and Cengage Learning

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

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

Intended Teacher Audiences: Curriculum Administrators & Teachers

Intended Student Audiences: Middle School and High School

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

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

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).

WIDA Language Proficiency Levels included: Levels 1-5 Entering, Beginning, Developing, Expanding, and Bridging

Most Recently Published Edition or Website: 2017 http://ngl.cengage.com/sites/impact/21st-century-teens/explore-world

In the space below explain the focus or intended use of the materials:
Impact is a new five-level series in American and British English that helps teenage learners to better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, Impact motivates students to explore who they are and who they want to be, all while learning English! National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens. Cross-curricular topics engage learners with stimulating information about the world, better preparing them for future academic success. Student-choice activities and projects present learners with options for language practice, allowing teens to become active participants in the learning process.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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

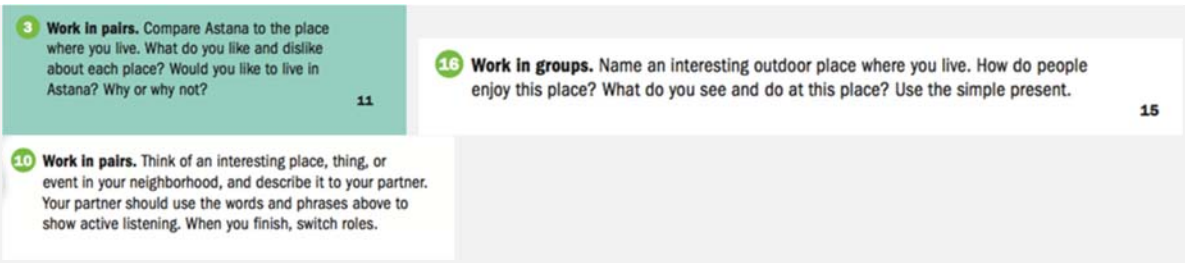
1) **Are the student assets and contributions considered in the materials?** Yes No

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

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

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

Activities surrounding the content encourage students to relate and explore similarities and differences between themselves and the content. View examples from Unit 1, Level 1:

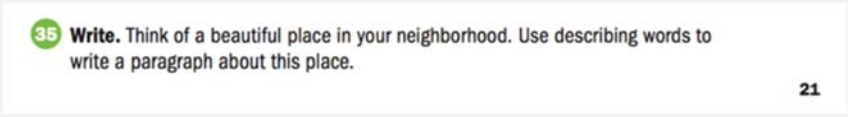


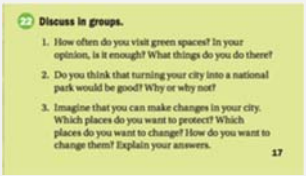
The unit opening lessons center around an engaging photograph that introduces the theme, activates prior knowledge, and builds background knowledge through guided questioning as well as open-ended questions. Example questions from Level 4 include: Why should we challenge ourselves? What are some of your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

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

Level 1, Unit 4 Level 4, Unit 1

2. Opportunities for students to contribute and share their experiences, prior knowledge, and personal experiences and systematically presented throughout the Impact series. The example features cited in part 1 are present at the beginning of each unit and throughout the lessons. These representative examples are only a sampling of activities that consider student's assets and contributions. Other examples include writing lessons that encourage opinions, peer/group discussions about real-world content and personally relevant questions, and lesson content that directly asks students to share their background, culture, and personal ideas. These type of activities are very common in Impact, and are found consistently throughout all language domain practice. See examples from Level 1, Unit 1:





2. Academic Language

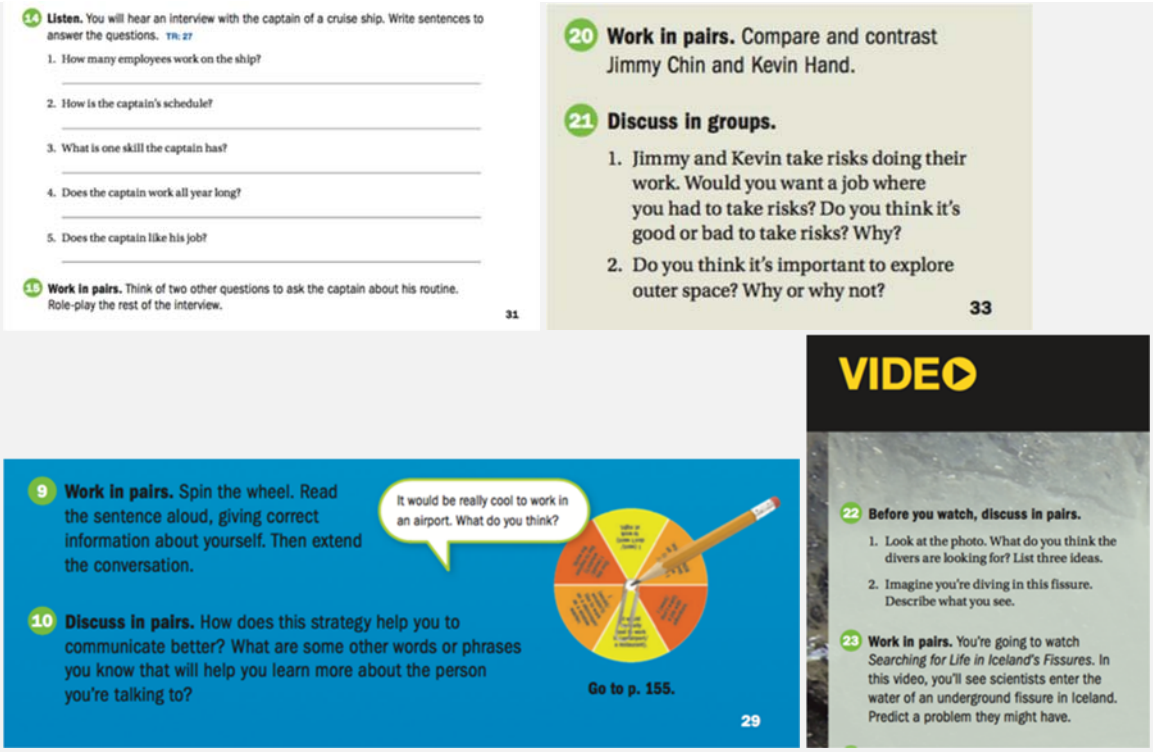
WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the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

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

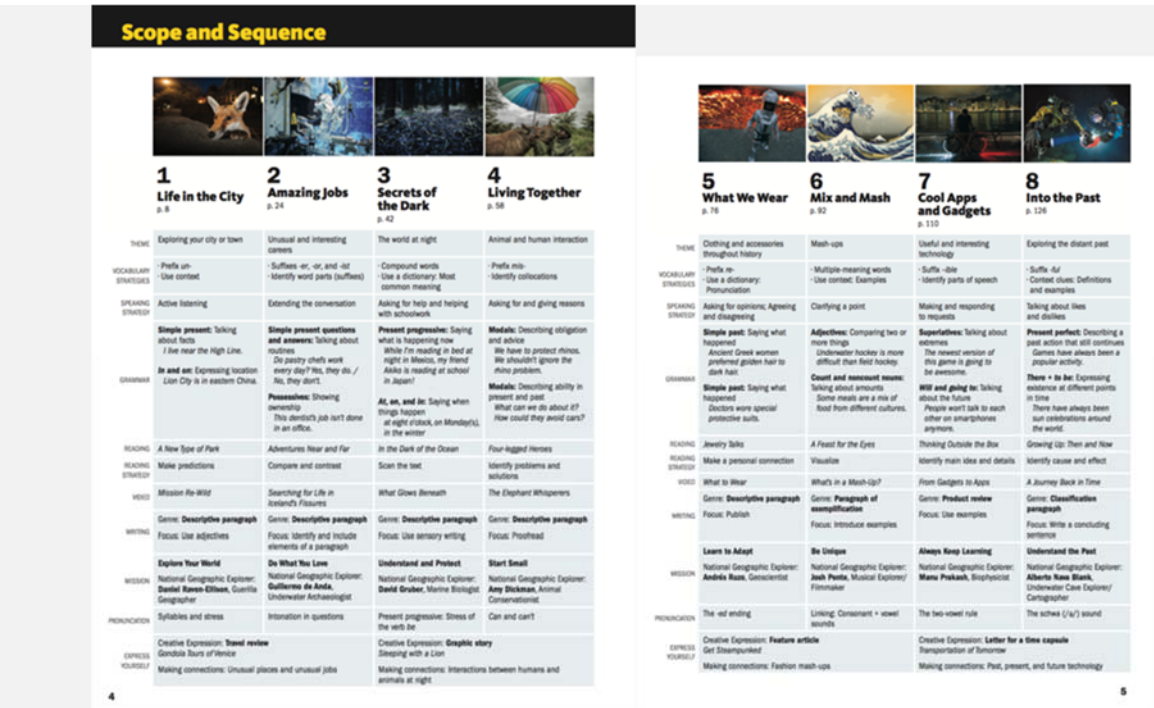
1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?	Yes	No
2) Are the language features at the discourse dimension addressed systematically throughout the materials?	Yes	No

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

1. The Impact program includes a range of language features at the discourse dimension in a consistent manner for all targeted proficiency levels. Unit content is organized by theme to allow students to connect ideas across non-fiction texts and videos in group and peer discussions. The overarching theme creates an opportunity for consistent and on-going productive talk and dialogue, and then cumulates into an end of unit cooperative and individual projects. Lessons include open-ended questions that encourage learners to share experiences, be imaginative, contemplate, speculate, and articulate ideas that lead to further discourse. Specific discourse level Speaking Strategies are targeted in each unit like asking for opinions, making requests, buying time when answering questions, and expressing understanding. Cooperative learning opportunities provide continuous language practice and encourage students to continue talking and developing language skills. Cooperative lessons can include debating a point of view, taking a stance, or researching and reporting to their peers. End of unit projects provide opportunities for intensive collaboration and discussion. Students practice presenting the projects to the class using academic language. The writing project encourages collaboration in the pre-writing and editing phases when students brainstorm ideas and share their work. Additionally, supports like language frames and models are found throughout the program to support all targeted levels. See representative examples language features at the discourse level from Unit 1, Level 2:



2. Language features at the discourse dimension are systematically presented throughout the program. All units and levels utilize the same type of language activities creating consistency as the program advances and grows through the levels. Daily instruction includes lessons grouped into the following categories: Speaking and Listening, Vocabulary, Language, Writing, and Reading Comprehension. In each section, opportunities to practice discourse are systematically presented. In addition, resources for teachers include videos like 'Learning Language through Real World Content' at http://ngl.cengage.com/sites/impact/professional-development/watch-pd-videos. View a Scope and Sequence from Unit 1:



Scope and Sequence

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

4

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

5

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

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

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

1. The Impact series provides frequent sentence level language features for the targeted proficiency levels. Students practice sentence level language throughout every lesson in listening, speaking, and writing routines that include discussions, cooperative learning activities, presentations, and projects. Each unit has multiple grammar lessons that are integrated into all domain practice. Grammar, phonics, spelling, and mechanics are addressed in skill building lessons that focus on particular skills in each unit. These skills are developed in the levels and throughout the units. End of unit viewing, writing, and interactive projects combine all the unit skills and develop sentence level skills. View examples of sentence level language activities in Level 4, Unit 1:

GRAMMAR TR: 6

Embedded clauses, questions, and commands

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

11 **Work independently.** Listen to the speakers. Then complete the embedded clause, question, or command. Remember to change the order of words when necessary. TR: 6

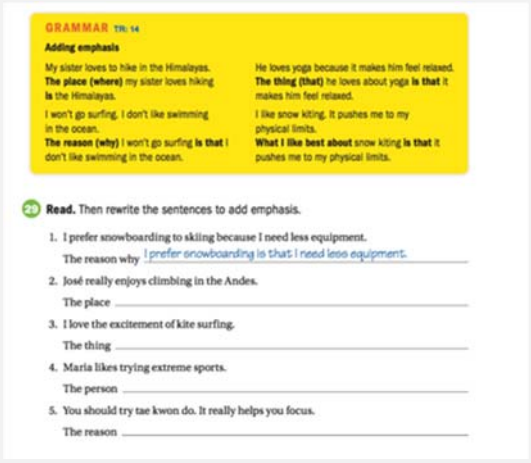
1. She's guessing _____
2. He's wondering _____
3. You're telling me _____
4. I think _____
5. I'm asking you _____

12 **Work in pairs.** Make sentences to form embedded clauses, questions, and commands.

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

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

14



GRAMMAR TR: 14

Adding emphasis

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

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

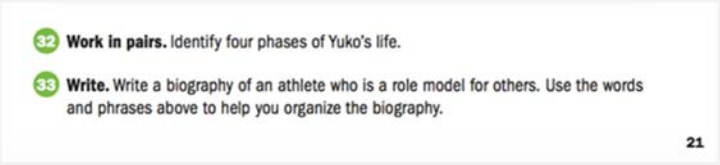
1. I prefer snowboarding to skiing because I need less equipment.
   The reason why I prefer snowboarding is that I need less equipment.
2. José really enjoys climbing in the Andes.
   The place _____
3. I love the excitement of kite surfing.
   The thing _____
4. Maria likes trying extreme sports.
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

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

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

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

15



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

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

21

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

comparisons, and giving opinions. See an example of supports in Level 4, Unit 1:

3. Impact has a systematic design that repeats sentence-level language activities and lessons in the same manner throughout the levels. Unit themes and content are dynamic and thought provoking, but the instructional design in systematic and repetitive. It is designed to promote language activities in all domain practice, providing an interactive and speaking/writing rich curriculum. View representative grammar and sentence level activities in Level 4:

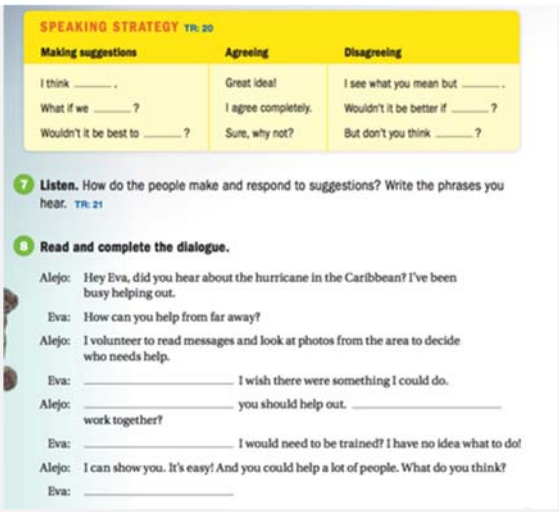
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?	Yes	No
2) Are words, expressions, and phrases represented in context?	Yes	No
3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?	Yes	No
4) Is the general, specific, and technical[2] language systematically presented throughout the materials?	Yes	No

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

1. Language features at the word/phrase dimension are presented in a consistent manner for all ELP levels throughout the Impact program. Vocabulary instruction is threaded throughout the lessons and includes content specific vocabulary, general vocabulary, and in language lessons that support speaking and writing activities. Every unit includes Vocabulary Strategy lessons that practice word study skills like identifying collocations, using dictionaries, Latin roots, multiple meaning words, and identifying parts of speech. In the readings, terms are highlighted on-page and follow-up questions reveal definitions through context clues and discussions. Phrasing is highlighted in speaking strategy, grammar, and writing lessons. See examples from Level 4, Unit 2:

[2]General language refers to words or expressions not typically associated with specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.



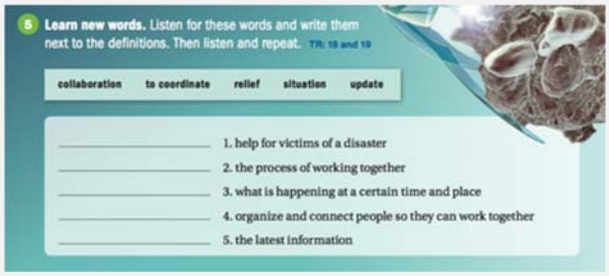
SPEAKING STRATEGY TR: 20

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

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

8 Read and complete the dialogue.

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

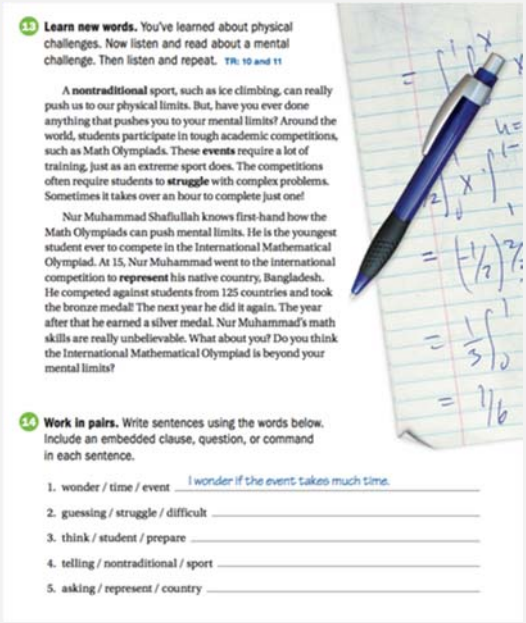


5 Learn new words. Listen for these words and write them next to the definitions. Then listen and repeat. TR: 18 and 19

collaboration | to coordinate | relief | situation | update

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

2. Words, phrases, and expressions are presented with the readings, video, and language domain lesson content. Content based or technical vocabulary are specific to the non-fiction topic like social studies and science. Specific or academic vocabulary is practiced in the instructional language as well as in the non-fiction content. Basic/general vocabulary is practiced in language development activities and throughout the readings. In addition, resources for teachers include videos like 'Learning Language through Real World Content' at http://ngl.cengage.com/sites/impact/professional-development/watch-pd-videos. See examples from Level 4, Unit 1:



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

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

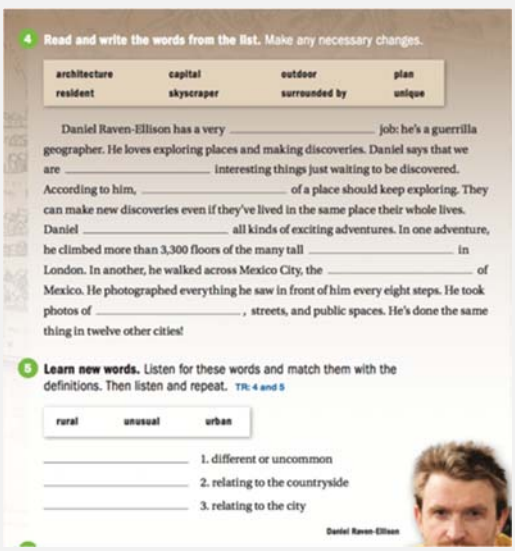
Nur Muhammad Shafiullah knows first-hand how the Math Olympiads can push mental limits. He is the youngest student ever to compete in the International Mathematical Olympiad. At 15, Nur Muhammad went to the international competition to **represent** his native country, Bangladesh. He competed against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

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

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

3. General, specific, and technical language is appropriate for the targeted ELP levels. Vocabulary is made accessible to all levels of learners by presenting it with contextual

support, graphics, cooperative activities, language frames, models, and audio supports. See examples from Level 1, Unit 1:
Audio and contextual supports.



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

architecture	capital	outdoor	plan
resident	skyscraper	surrounded by	unique

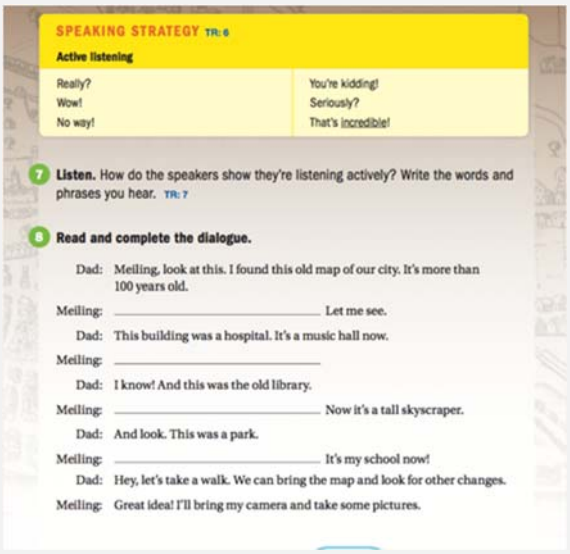
Daniel Raven-Ellison has a very _____ job: he's a guerrilla geographer. He loves exploring places and making discoveries. Daniel says that we are _____ interesting things just waiting to be discovered. According to him, _____ of a place should keep exploring. They can make new discoveries even if they've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

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

rural	unusual	urban

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

Daniel Raven-Ellison



SPEAKING STRATEGY TR: 6

Active listening

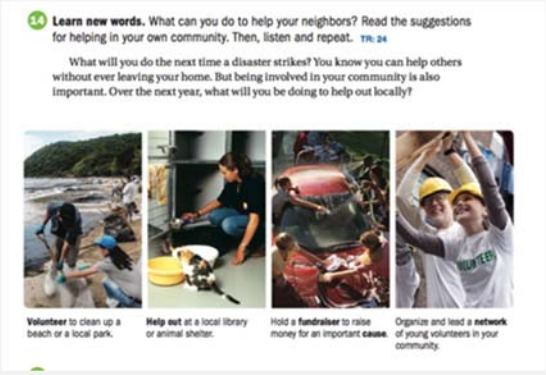
Really?	You're kidding!
Wow!	Seriously?
No way!	That's incredible!

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

8 **Read and complete the dialogue.**

Dad: Meiling, look at this. I found this old map of our city. It's more than 100 years old.
Meiling: _____ Let me see.
Dad: This building was a hospital. It's a music hall now.
Meiling: _____
Dad: I know! And this was the old library.
Meiling: _____ Now it's a tall skyscraper.
Dad: And look. This was a park.
Meiling: _____ It's my school now!
Dad: Hey, let's take a walk. We can bring the map and look for other changes.
Meiling: Great idea! I'll bring my camera and take some pictures.

Example of visual supports from Level 4, Unit 2:

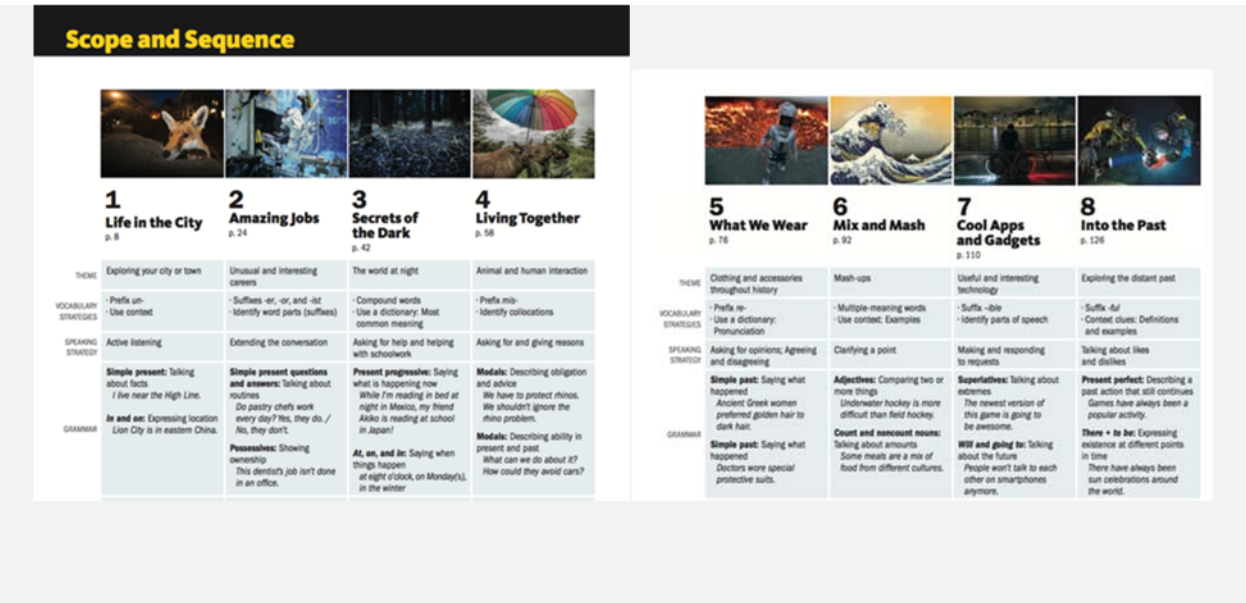


14 **Learn new words.** What can you do to help your neighbors? Read the suggestions for helping in your own community. Then, listen and repeat. TR: 24

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

Volunteer to clean up a beach or a local park.
Help out at a local library or animal shelter.
Hold a **fundraiser** to raise money for an important **cause**.
Organize and lead a **network** of young volunteers in your community.

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



3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

1)	**Do the materials differentiate between the language proficiency levels?**	Yes	No
2)	**Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?**	Yes	No
3)	**Is differentiation of language systematically addressed throughout the materials?**	Yes	No

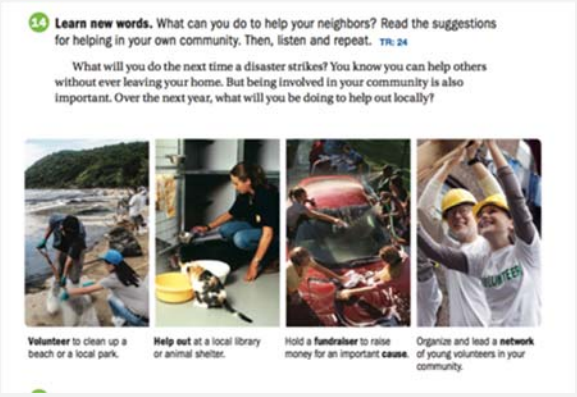
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

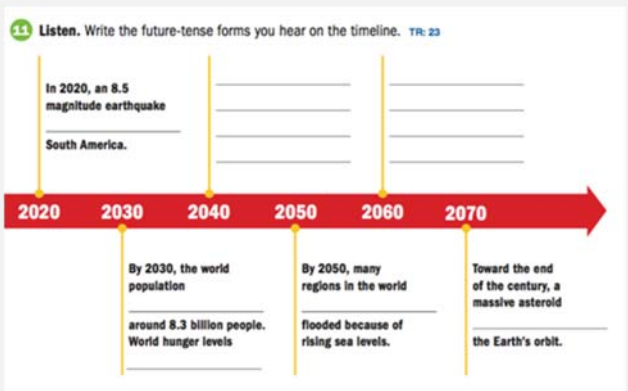
1. Impact is a five level series that targets beginners through advanced English Language Learners in American English and British English options. Levels correlate to the CEF levels foundational, elementary, intermediate, upper-intermediate, advanced, and proficient. Students start the program with a proficiency pretest that identifies student ELP and places the student in the appropriate level. All students work at their

appropriate level, and content is supported with instructional scaffolds for students working above and below level. Each level includes a student book, student workbook and online workbooks, classroom audio, DVD's, assessment CD ROM and ExamView, and teacher video resource lessons.

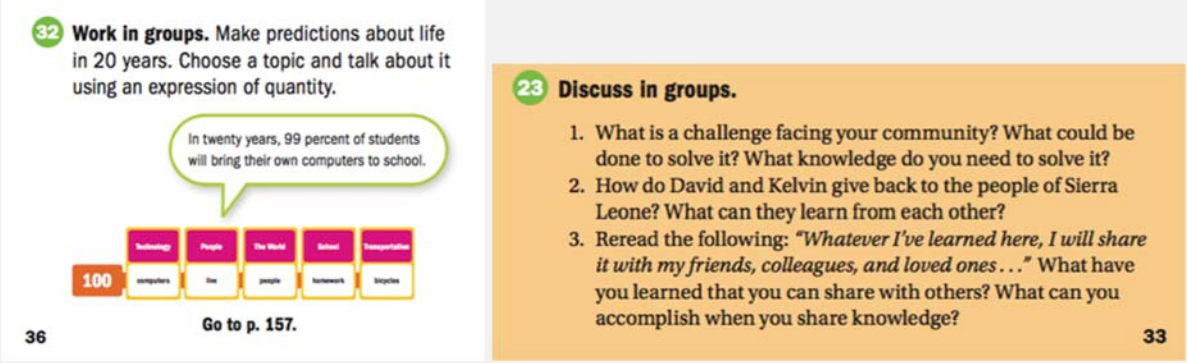
2. Differentiation of content is linguistically and developmentally appropriate for the targeted ELP levels in every leveled text. Each level corresponds to the student's proficiency level for targeted language learning. The series provides consistent by providing lesson specific supports like language starters, sentence frames, models, connections to native languages, and practice with peers. Instructional scaffolds and supports are found on each page and include descriptive graphics, illustrations, National Geographic photographs and videos, collaborative work, interactive technology online, and home connections that create personal connections to content. See examples from Level 4, Unit 2:

Visual Supports





Cooperative Learning Supports



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

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

	Technology	People	The World	School	Transportation
100	computers		people	homework	bicycles

Go to p. 157.

36

23 **Discuss in groups.**

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

33

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

B. Representation of Language Domains

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

1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?** Yes No

2) **Are the targeted language domains presented within the context of language proficiency levels?** Yes No

3) **Are the targeted language domains systematically integrated throughout the materials?** Yes No

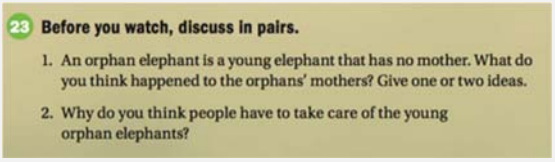
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

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

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

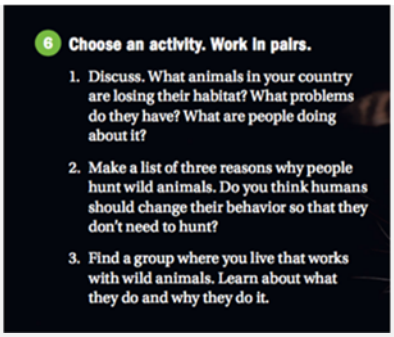
End of unit lessons like 'Express Yourself' and 'Make an Impact' include all domain activities like making a graphic novel, invitations, articles, or organizing a context.

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



23 Before you watch, discuss in pairs.

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



6 Choose an activity. Work in pairs.

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

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

3. Lessons are paced and structured systematically in every unit and throughout the levels. View the structured content in the Unit 1 Scope and Sequence.

Scope and Sequence

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

4

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

5

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

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

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

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

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

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

1. Impact is a leveled program that uses ESL/ELD standards-based instruction to teach English. Levels correlate to the CEF levels foundational, elementary, intermediate, upper-intermediate, advanced, and proficient. The series aligns to national and state standards for ESL/ELD, English language arts, science and social studies. Content aligns to the Common Core State Anchor Standards. The Common Core influence can be seen in the academic rigor across contents, creating arguments and using text

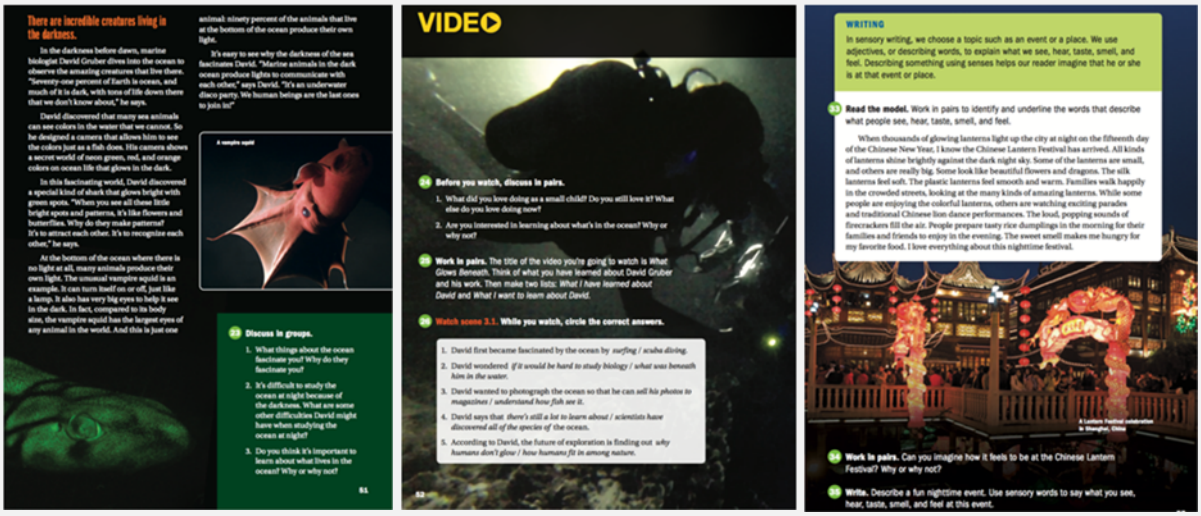
based evidence, and the emphasis on informational texts throughout the program. Impact explores science and social studies topics in thematic units that incorporate general and content related vocabulary and subject specific language activities.

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

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

Level 1, Unit 3:

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



Level 4, Unit 3:

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

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

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

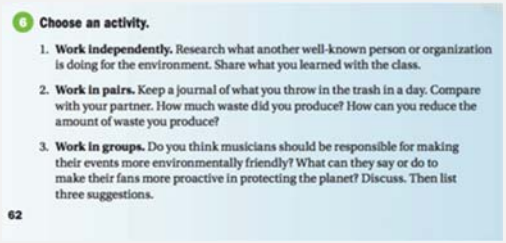
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

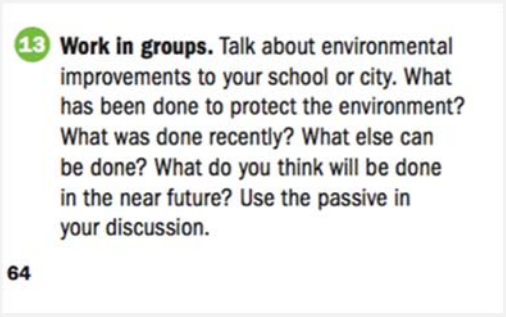
1) National Geographic Impact presents opportunities for all language learners to engage in various cognitive functions at all levels of proficiency. Impact content exposes students to places, ideas, and cultures from around the world that encourages students to remember, understand, compare, analyze,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

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

Examples from Level 4, Unit 4:

2) Opportunities like the examples listed above are systematically presented in the Impact series. Speaking and language lessons consistently connect content to the learner and ask open ended questions that require reflection and creative answers. See representative example activities that analyze, assess information, encourage opinions, and support creative expression found in Level 1, Unit 4:





C. Supports for Various Levels of Language Proficiency

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

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

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

Video Lessons

Cooperative Learning

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

3. The types of supports described in part 1 and 2 are found systematically throughout the units and levels. The online interactive workbook is an important resource for making the program personalized, interactive, and supportive to all levels of learners. View the interactive sample units at http://ngl.cengage.com/sites/impact/about/interactive-samplers/american-english.

D. Accessibility to Grade Level Content

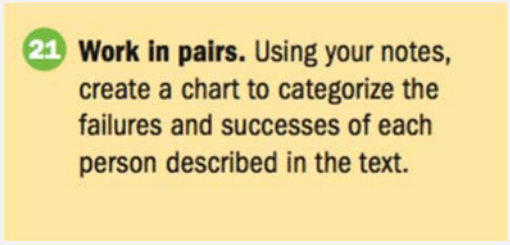
1) **Is linguistically and developmentally appropriate grade-level content present in the materials?** Yes No

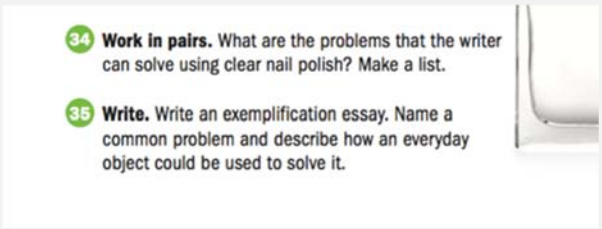
2) **Is grade-level content accessible for the targeted levels of language proficiency?** Yes No

3) **Is the grade-level content systematically presented throughout the materials?** Yes No

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

1) Impact is a leveled program with content appropriate for teen leaners. Age appropriate content in every level exposes students to different cultures, places, and ideas from all around the world. Topics were chosen for their ability to interest teens and features real teens, supported with National Geographic photography, images, and video. Units are thematic and relate to global issues, people, places, science, technology, history, animals, and the environment. Lessons include topics drawn from life sciences, social studies, and language arts. Language lessons target content area and general vocabulary, as well as the academic tasks ELLs need to become familiar with for regular classroom like researching, making and using graphic organizers, defending opinions, writing essays, and creating presentations.
See examples from Level 4, Unit 7:





2) Grade level content is made accessible to students through instructional supports and differentiated content for projects. For example, the series includes opportunities

at the beginning of each unit to build student background knowledge and access prior knowledge. Other supports include leveled instruction, leveled workbooks, graphic aids, illustrations, National Geographic photographs and video, and interactive workbooks.

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

Level 1 Level 4

Scope and Sequence

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

4

Scope and Sequence

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

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E. Strands of Model Performance Indicators

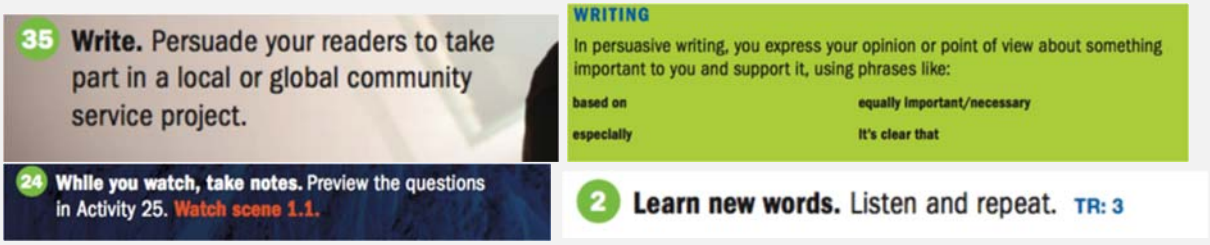
1) **Do materials include a range of language functions?** Yes No

2) **Are the language functions incorporated into a communicative goal or activity?** Yes No

3) **Do the language functions support the progression of language development?** Yes No

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

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



3) Language functions are always attached to a context, and used to guide instruction through the units and lessons. They are used to define the action involved in the activity, in the descriptive instructions, and used to define lesson goals in the Scope and Sequence.

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