



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**



# PRIME V2™

## Introduction to PRIME

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

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

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

## New in This Edition

PRIME has been expanded to include

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

## Primary Purposes

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

## Primary Audience

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

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

## Overview of the PRIME Process

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

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

### PRIME at a Glance

1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

## PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Do I Have A Right?

Publisher: iCivics

Materials/Program to be Reviewed: Do I Have A Right? Game; Game Guide; DIHAR Extension Pack and PPT slides; iCivics Teacher website

Tools of Instruction included in this review: downloadable PDFs, game

Intended Teacher Audiences: Middle school Civics Teachers

Intended Student Audiences: Middle school students (Grades 6-8)

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

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).

Language of Social Studies (Standard 5)

Social and instructional language (Standard 1)

WIDA Language Proficiency Levels included:

Beginner (Levels 1-2); Intermediate (Levels 3-4), Advanced (Levels 5-6)

The instructional materials state that they are geared towards the proficiency levels of Beginner, Intermediate, Advanced. Although they do not directly state they are WIDA proficiency levels, these bands allow teachers to see differentiated activities for these level ranges.

Most Recently Published Edition or Website: [icivics.org](http://icivics.org)

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

The lesson was created with all students in mind, including English Language Learners. The game is designed for middle school civics education, but high school teachers may find it appropriate for their students as well. The objectives are for students to identify rights guaranteed by the Bill of Rights and the 13th, 14th, 15th, 19th and 26th Amendments. Students need to recall the amendments that guarantee particular rights and recognize complaints that are protected under them. The support materials help teachers instruct students on constitutional law and present Tier 3 vocabulary terms.

iCivics provides built-in supports in the game as well as additional scaffolds in the ELL



**B. What Does It Mean to Have a Right?** How would you explain it to someone? Or think about it this way: How would you know you did NOT have a right? List everything you can think of!



The word right has many different meanings. This is the definition we will use for this lesson:

**Right:** \_\_\_\_\_  
 \_\_\_\_\_

Below are examples of activities in the teacher guide that can be played after the game. These activities can be done individually or in pairs or groups. They synthesize the information from the game and students practice what they learned. Student assets and contributions lead to class discussion of the material.

**E. The Most Important Amendment.** Which amendment do you think is the most important? Fill in the blank and draw a picture in the box. Then complete the writing prompt below.

The \_\_\_\_\_ Amendment



The \_\_\_\_\_ Amendment protects the right to \_\_\_\_\_.

It is the most important amendment because \_\_\_\_\_

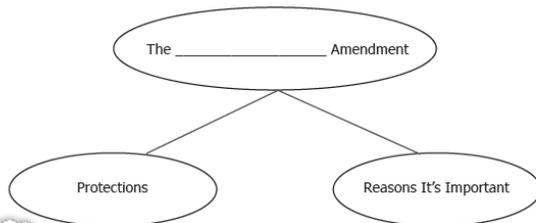
\_\_\_\_\_

\_\_\_\_\_ (Choose One)

**Do I Have a Right?**

Name: \_\_\_\_\_

**E. The Most Important Amendment.** Which amendment do you think is the most important? Complete the graphic organizer. Then use your ideas to answer the question below in a well-written paragraph using your own notebook paper.



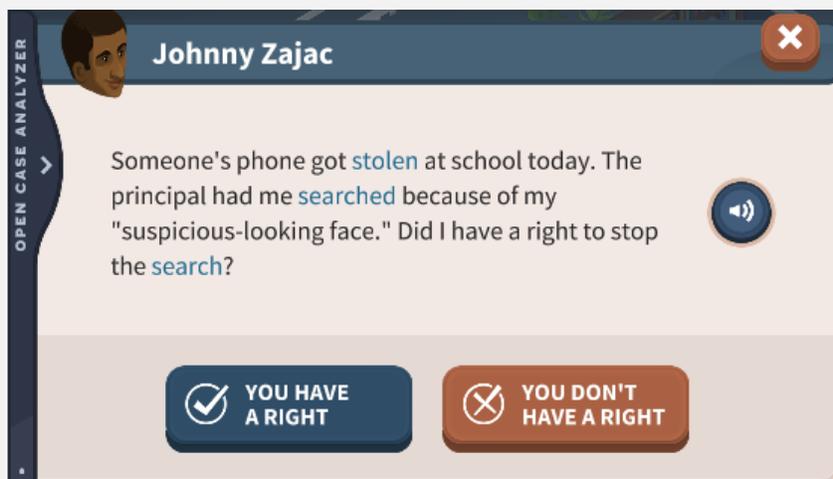
**Which amendment is the most important? Why?**

2. Yes, student assets and contributions are systematically considered throughout the game and

the Extension Pack. Students will learn the material by playing the game successfully. That said, students will get more out of the game if they already have some background knowledge of constitutional rights. In the game, they can earn points to hire more lawyers for their firm. The lawyers can gain expertise (knowledge of additional amendments) which allows the students to handle more cases. As the students successfully navigate the game, they are able to expand their firm and learn more constitutional rights. If they already know the amendments, their knowledge is applied in context. The game can be played in pairs or small groups and students can use their skills and assets to work together. The Extension Pack also has activities where student assets come into play. For example, the Rights Decoder involves matching the amendment number to the illustration and the Rights Scramble matches the amendment number to basic text.

Here is a screenshot that shows the systematic way in which the game introduces clients and has students use their knowledge. Students must decide if the client has a right or not. Every single time students see a new client, this screen is shown. The repetitive structure is systematically apparent throughout the game. If the client has a right, the students need to see whether or not they have a lawyer who specializes in that amendment.

There are also support tools available in this screen such as glossed terms (in blue) and the Case Analyzer which breaks down the case by including questions for students to answer using their assets.



Here is a screenshot that shows the next step in the game. The student matches the client to a lawyer who specializes in the amendment needed in the case. It is systematic reinforcement that utilizes student assets and knowledge of the material.

New visuals of the amendments and color-coding help students identify the amendments.

**Johnny Zajac**

Someone's phone got **stolen** at school today. The principal had me **searched** because of my "suspicious-looking face." Did I have a right to stop the **search**?

**4** **8** **13** **26**

Sally Fourth  
**HOW CAN I HELP YOU?**

**FOURTH AMENDMENT: NO UNREASONABLE SEARCHES**



If the police want to **search** you or your stuff -- or take your things -- they need a good **reason** to suspect they'll find **evidence** of a **crime**.

**MATCH** **NO MATCH**

Additionally, the new Extension Pack has added optional vocabulary activities to prepare students before playing.

## 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.*

- Yes, the proficiency levels are identified in the ELL Extensions which include charts with tips for instructors for English proficiency adjustments. In the example below, students discuss a

courtroom scene.

Beginner	Intermediate	Advanced
I see _____. What do you see?	I think he/she is ____-ing and next he/she will _____ because _____.	Tell a short story about one person in the photograph. Some questions to consider: Who is this person? Why is he/she in the courtroom? How is he/she feeling? What might this person do next?

2. Yes, the language features at the discourse dimension are addressed systematically throughout the game. Clients explain their cases in the form of a story. It is sentence level discourse and is conversational. It is presented in a consistent manner each time you meet a client. If you cannot match the client, he or she will reappear once you have more lawyers with more expertise (knowledge of amendments).

**OPEN CASE ANALYZER**

 **Rebecca Olson** ✕

I was **convicted** of **stealing** a napkin from McDonald's, and the **judge** says I have to clean his pool, mow his lawn, and drive his kids to school for the next 30 years. Do I have a right to a different **punishment**?



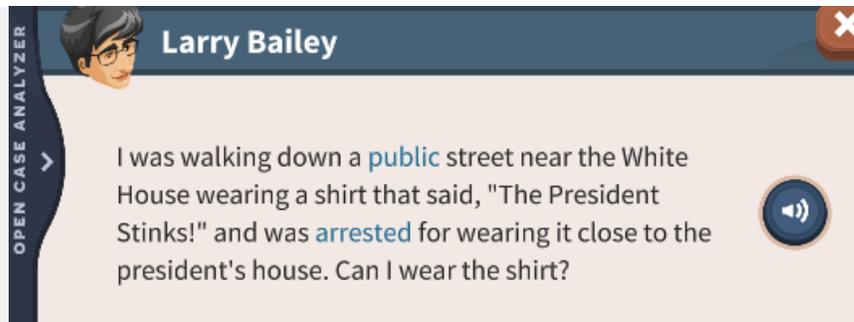
Here are two more examples of cases. It is always narrated from the first-person perspective and ends in a question. There is a new voice over narration so students can hear it as well.

**OPEN CASE ANALYZER**

 **Joe Schmoe** ✕

I worked really hard to get elected **mayor**. I knocked on every door in town, but still lost the **election**. I think some of the people I talked to just didn't listen! Do I have a right to be mayor?





The game also consistently features the amendments, which are written at discourse level, along with a description and a visual. Students click on the number on the lawyer's desk to view the amendment. They are color-coded.

Another way to view them is by clicking on the Right Review feature in which students can read descriptions of each amendment by clicking the number. It includes visuals.



Students can also click on Team Review to see the list of lawyers in their firm and the amendments they specialize in. Students always have these resources at their command throughout the entirety of game play.

**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. Yes, the written content in the game now includes an embedded and hyperlinked glossary where students at different proficiency levels can click on a word or an idiomatic expression for a definition. The Support Materials include tips for instructors at all proficiency levels along with graphic organizers for students to write sentences at their level.
2. Yes. The discourse level is appropriate for the grade level (middle school) and the client cases often use conversational English which is a bit more informal. The amendment descriptions are written in a way that middle school students can understand. The support materials present tips for all of the proficiency levels including graphic organizers and visuals so that students can write at their level.
3. Yes, the language features at the sentence level are addressed systematically. The client expresses his or her case in complete sentences. The purpose is for students to match the case to an amendment. In the example below, the case is about wearing a political t-shirt. The corresponding amendment is the 1st (Freedom of Expression).

**Billy Chinton**

I wore a t-shirt in the park that said, "Vote Democrat" and the police arrested me, saying the shirt was illegal. Do I have a right to wear my shirt in the park?

1 1 15 19

Chuck Freepress  
**HOW CAN I HELP YOU?**

**FIRST AMENDMENT: FREEDOM OF EXPRESSION**



Have something to say? The Constitution has your back. You have the right to communicate and express ideas and opinions -- to the government, in the press, and in public, even when your thoughts are controversial or unpopular.

**MATCH** **NO MATCH**

8/8 USES LEFT

**C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)**

- |  |     |    |
|--|-----|----|
| 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 |

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1

- 4) **Is the general, specific, and technical<sup>2</sup> 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. Yes, the materials address language features at the word/phrase dimension consistently. Within the case text and the amendment text in the game, there is a glossary where students can click on a word to view a definition. Additionally, the Extension Pack features a series of vocabulary building activities to practice words that are included in the game.
2. Yes, words, expressions, and phrases are always presented in context in DIHAR. The student is running a law firm and clients come in and explain their cases. All text is contextualized. Content area terms along with other terms are highlighted in blue. If students click on a word, the glossary opens with the definition. The glossary can also be accessed by clicking on the bottom panel “My Glossary”.



Words and phrases are also presented in the context of the amendments.

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

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

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

- Yes, the general, specific, and technical language is appropriate for the targeted proficiency levels which are included in the ELL Extensions. The glossary provides definitions of general, specific, and technical (social studies) terms including some idioms. There is also a set of vocabulary building activities where students learn and practice specific words.



<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
Have students write words and phrases. Encourage them to illustrate vocabulary.	Provide sentence starters as needed. Have students write brief sentences and illustrate them.	Encourage students to correctly use words in conversation by asking them to "teach" several of their words to another student.

Graphic organizers allow students (or instructors) to choose the terms that they want to learn and practice. This can apply to all proficiency levels. Here is an example of a graphic organizer.

**2. Vocabulary Concept.** Choose a phrase that you want to understand better such as **due process**, **unreasonable searches and seizures**, or **probable cause**.

<b>What is it?</b>	<b>What are some examples of it?</b>
<b>Phrase:</b>	
<b>What are some non-examples?</b>	<b>Picture or Sentence</b>

I'll remember this term by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- Yes, the general, specific, and technical language is systematically presented throughout the materials. The social studies language is systematically included in the cases and amendment descriptions throughout the game. Content-area terms appear in blue in the cases and amendments. Students can click on the words to see the definition.

**RIGHTS REVIEW**



1  
1  
2  
3  
**4**  
5  
5

**Fifth Amendment**  
**Keep Private Property**

The government is only allowed to take away your land if the land will be used for a public purpose. And if they do take your land, the government has to give you a fair price for it.

**MY GLOSSARY**

▼ Aa ✕

◀ D E F **G** H I J K ▶

FRAUD  
FREEDOM  
**GOVERNMENT**  
GOVERNOR  
GRAFFITI

**government**  
*(n.)* an organization that is in control of a country, state, etc.

Additionally, the graphic organizers allow students to choose general, specific, or technical language from the game to draw or define. This works for different proficiency levels.

**3. Draw It.** Choose a vocabulary word or a concept to illustrate. See if your classmates can guess what it is. Then write a sentence using the word.



Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### 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. Yes, ELL extensions in the Extension Pack differentiate between the proficiency levels. This chart shows how to adapt the Starter Activity for different English proficiency levels.

Beginner	Intermediate	Advanced
I see _____. What do you see?	I think he/she is ____-ing and next he/she will _____ because _____.	Tell a short story about one person in the photograph. Some questions to consider: Who is this person? Why is he/she in the courtroom? How is he/she feeling? What might this person do next?

This chart is to help students master the content-specific vocabulary

Beginner	Intermediate	Advanced
Have students write words and phrases. Encourage them to illustrate vocabulary.	Provide sentence starters as needed. Have students write brief sentences and illustrate them.	Encourage students to correctly use words in conversation by asking them to "teach" several of their words to another student.

This chart offers support during game play.

Beginner	Intermediate	Advanced
<p>Play as a whole class using your interactive whiteboard.</p> <p>Model how to use reference materials like the amendment guides as you play.</p> <p>Have students direct your game play as you gradually release responsibility.</p>	<p>Have students play in pairs.</p> <p>One partner is the lawyer, and navigates the game on the computer. The other student is the paralegal and offers advice using study guides and translators as needed. Halfway through the class period students should switch roles.</p>	<p>Have students play independently.</p> <p>Make reference materials (study guides, translators, glossary) available as needed.</p>

- Yes, the ELL Supports provide differentiation of language proficiency that is developmentally and linguistically appropriate for the designated language levels. (See #1 above for visuals). Also, the graphic organizers allow students to work at their own pace and select their own set of vocabulary terms. They are designed to support students at all levels.
- Yes, differentiation is systematically addressed in the iCivics materials. Each step of the Extension Pack has a leveled alternative, whether it's a suggestion, a sentence starter, or an alternative worksheet.

## B. Representation of Language Domains

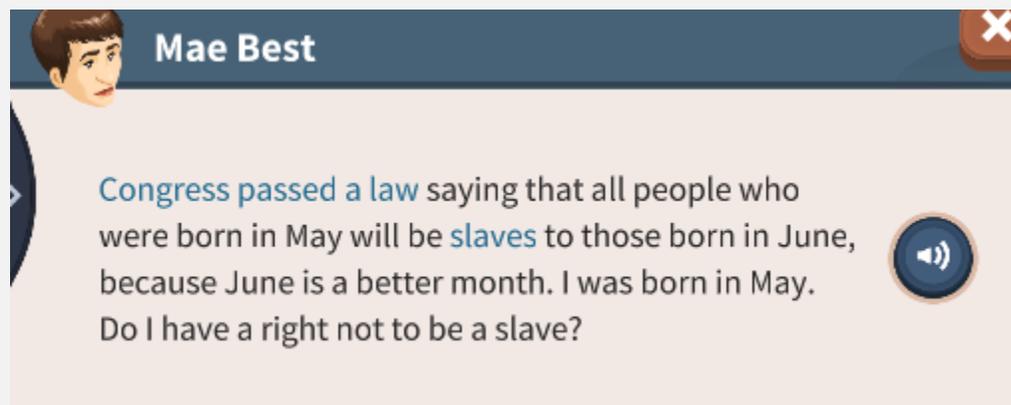
WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- |  |     |    |
|--|-----|----|
| 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. Yes, the language domains are targeted in the materials. The game involves reading (the client cases, the amendments, the lawyer descriptions, the newspaper summaries). The new version of the game has voice over audio for the client cases, so students can listen as well. The support materials target the other domains (speaking, listening, and writing).

Reading:



Listening and speaking:

The new version of the game has voice over audio, so students can listen to each client state his or her case.

DIHAR is often played in pairs where students use the skills of listening and speaking to work together and make decisions as they play the game. The support materials have activities that involve conversations.

Have students play in pairs.

One partner is the lawyer, and navigates the game on the computer. The other student is the paralegal and offers advice using study guides and translators as needed. Halfway through the class period students should switch roles.

Here are the conversation starters designed for classroom discussion before and after the game. This is found in the Game Guide:

## CLASSROOM CONVERSATION STARTERS

**Pre-Game Questions** You can use these questions to lead into playing *Do I Have a Right?*

- What are amendments?
  - *Amendments are additions to the Constitution. Many of them deal with expressing the rights of people in the United States.*
- What are some of the individual rights protected by the Constitution?
  - *Answers will vary, but use the list of constitutional rights on the previous pages for guidance.*
- What can people do if they believe the government is violating a constitutional right?
  - *The U.S. court system is designed to give people a place to have their complaints heard.*

**Post-Game Questions** Use these questions as a way to debrief the individual play experiences.

- What was the goal of your law firm?
  - *To protect the rights of citizens according to the amendments to the U.S. Constitution*
- Why can't any attorney help any client?
  - *Each attorney specializes in a unique set of amendments, or rights.*
- What is the purpose of amendments?
  - *Record changes to the Constitution, state the rights protected by the law.*
- Are any amendments more important than others? Why or why not?
  - *Answers will vary.*
- What would happen if there were no amendments? Or if individual rights were not protected?
  - *Answers will vary.*

The Extension Pack also has speaking / listening activities:

## 1. Starter Activity



**Display** the "Courtroom" slide.

**Ask** pairs of students to discuss the photograph.

**Prompt** students to talk about what they see, what is happening and why, or what causes and/or results precede and follow the scene.

**Allow** time for partner discussion, then call on students to share their ideas with the whole class.

Below are examples of activities in the Extension Pack that can be implemented after the game. These activities can be done in pairs or groups to practice listening and speaking skills. They synthesize the information from the game and students practice what they learned. Also, there are writing activities in the Extension Pack that can be done orally instead.

Ask students to imagine and write (or talk) about what would happen if one of the amendments disappeared. How would life in the United States be different?

Have pairs of students write and perform dialogs between a client who describes a legal problem with a constitutional right being violated and a lawyer who identifies and explains the amendment that protects this right.

### Writing:

The following activities found in the support materials involve writing.:

Display the "Most Important Amendment" slide. Assign students to write about the protections of the amendment they think are most important and to explain why.\*

Activity B is a pre-game activity that can be completed in writing.

**B. What Does It Mean to Have a Right?** How would you explain it to someone? Or think about it this way: How would you know you did NOT have a right? List everything you can think of!



The word right has many different meanings. This is the definition we will use for this lesson:

**Right:** \_\_\_\_\_  
\_\_\_\_\_

Activities C, D, and E involve writing:

**C. List a constitutional right that fits each category and is NOT in the table above:**

9. *They can't treat me this way:*

10. *They can't stop me from doing this:*

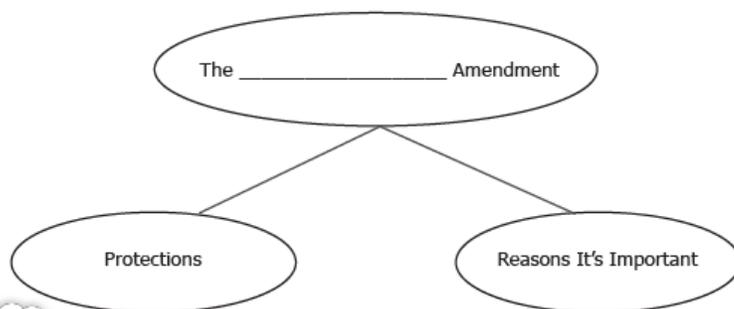
11. *They can't force me to do this:*

**D. Make up a case in which Kate does NOT have a constitutional right:**

12.



**E. The Most Important Amendment.** Which amendment do you think is the most important? Complete the graphic organizer. Then use your ideas to answer the question below in a well-written paragraph using your own notebook paper.



**Which amendment is the most important? Why?**

(Answer this question in a well-written paragraph using your own notebook paper.)

2. Yes, the targeted domain levels are presented within the context of the language proficiency levels. In the ELL Extensions, there are charts with proficiency levels. These activities feature reading, writing, listening and speaking. Graphic organizers offer support to students at different proficiency levels.
3. Yes, the targeted domain levels are systematically integrated within the materials. In the game, the amount of reading is consistent. Students read the case descriptions from the clients, the descriptions of the amendments, and other text on the screen. Since it is a game, it is consistently presented in the same systematic way.

The other skills, speaking and listening are practiced in the support materials. The conversation starter activity is designed for pre-game discussion as a class or in small groups. This allows the students to listen to each other and speak. The game is often played in pairs and the lesson plan offers suggestions for pair work. Post-game activities have students act out scenarios and discuss the amendments.

The skill of writing is practiced in the pre- and post-game activities (see above for visuals).

#### **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. Yes, the materials connect the language development standards for ELD Standard 5, the language of Social Studies and ELD Standard 1, Social and Instructional Language to state academic content standards.
2. Yes, the academic content standards are systematically represented throughout the iCivics materials. The Teacher site allows you to find your materials (such as the Lesson plan for DIHAR) and select the standards (either common core or a specific state) to see the correlation. See visual below.
3. Yes, social and instructional language is present in the materials, as well as the language of social studies. Within the game and Extension Pack students are using the language of social studies to interact with each other and to interact with the game. For example, students read the client cases and amendments, then they talk about it in pairs or groups. Supplemental activities use the language of Social Studies in contextualized settings.

Here is an example of how the resources are correlated. There’s a drop down menu to select the standards and grades. This example shows the Florida correlated standards.

**Search Results:**

Florida All Courses All Grades Submit [Print-Friendly Version](#)

Search Results Powered by [Academic Benchmarks](#) 1 – 50 Results >>

Florida	Next Generation Sunshine State Standards > Social Studies (2088)
Grade 5	<ul style="list-style-type: none"> <li>SS.5.C.1.3 Explain the definition and origin of rights.</li> <li>Lesson Plan <a href="#">"Do I Have a Right?" Extension Pack</a></li> </ul>
Florida	Next Generation Sunshine State Standards > Social Studies (2088)
Grade 5	<ul style="list-style-type: none"> <li>SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</li> <li>Lesson Plan <a href="#">"Do I Have a Right?" Extension Pack</a></li> </ul>
Florida	Next Generation Sunshine State Standards > Social Studies (2088)
Grade 5	<ul style="list-style-type: none"> <li>SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.</li> <li>Lesson Plan <a href="#">"Do I Have a Right?" Extension Pack</a></li> </ul>

Here are examples of activities using the language of Social Studies. In DIHAR, the language is focused on the Constitution.

## ... Mini-Lesson Continued

**Give** students the definition of right for this lesson.  
*Right: Something that a person is or should be permitted to have, get, or do.*

**Display** the "Different Kinds of Rights" slide, pausing for discussion.

### II. Building Background

**Display** the "Other Words to Know" slide. Use the picture and definitions to explain each term and how it protects our rights.

**Distribute** the Amendment Study Guides and **display** the "Constitutional Amendment" slides one at a time. **Prompt** students to discuss the right they think is being illustrated. Pause to clarify and explain as needed. **Help** students write a student-friendly definition or description under each picture.

The Extension Pack includes an Amendment Study Guide with visuals that represent the amendment. Students discuss the rights (using Social Studies language) and write it down.

## AMENDMENT STUDY GUIDE

**Do I have a right?** Sure! You've got many, and they're found in the amendments, or additions, to the U.S. Constitution. Discuss the constitutional right each image represents, and write your notes on the lines.



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### 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) <b>Are opportunities for engaging in higher order thinking systematically addressed in the materials?</b> | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|

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

1. Yes, the materials present an opportunity for language learners to engage in various cognitive functions regardless of their language level. Within the game, students will identify rights, recall amendments, and recognize complaints. In the support materials, students will describe, identify, recall, recognize, categorize, predict, and more.
2. Yes, there are multiple opportunities for engaging in higher order thinking throughout the game and support materials. Within the game, the clients systematically appear, and students are expected to recognize and identify the rights, they recall the amendments and connect them to solve cases. In the support materials, students work in pairs, groups, or as a class and engage in higher order thinking. In the Extension Pack, the activities give context and purpose to the game and reinforce the game concept leading to deeper learning for students.

This is from the DIHAR Extension Pack:

**Lesson Objectives:** The student will...

- Correctly define right as it pertains to civil protections.
- Describe rights he/she feels people should have.
- Identify the protections given by the Bill of Rights and later amendments.
- Analyze legal conflicts and identify which amendments apply.
- Recognize conflicts which do not involve constitutional rights.

**C. Supports for Various Levels of Language Proficiency**

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

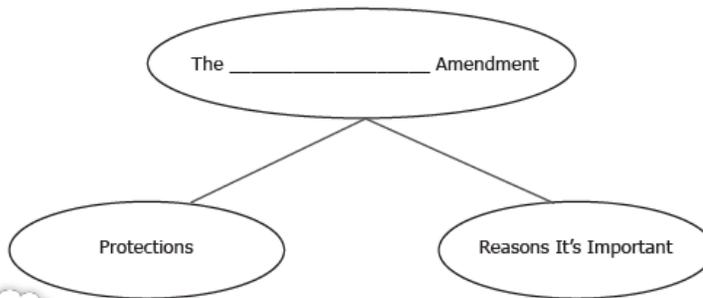
*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

1. Yes, the materials do provide scaffolding supports for students to advance within a proficiency level. Here is an example of a chart. Here students can start at one level, and if they play the game multiple times, they can advance.

Beginner	Intermediate	Advanced
<p>Play as a whole class using your interactive whiteboard.</p> <p>Model how to use reference materials like the amendment guides as you play.</p> <p>Have students direct your game play as you gradually release responsibility.</p>	<p>Have students play in pairs.</p> <p>One partner is the lawyer, and navigates the game on the computer. The other student is the paralegal and offers advice using study guides and translators as needed. Halfway through the class period students should switch roles.</p>	<p>Have students play independently.</p> <p>Make reference materials (study guides, translators, glossary) available as needed.</p>

The graphic organizers and visual supports in the Extension Pack allow students to work at their current level. As their proficiency improves, they can use the same materials but advance by writing phrases or sentences instead of words. For example, a beginner may fill this in with words/phrases, an intermediate student may write sentences and an advanced student may write a paragraph. Students can use this same organizer as they become more proficient within their level.

**E. The Most Important Amendment.** Which amendment do you think is the most important? Complete the graphic organizer. Then use your ideas to answer the question below in a well-written paragraph using your own notebook paper.



**Which amendment is the most important? Why?**  
(Answer this question in a well-written paragraph using your own notebook paper.)

- Yes, the materials provide scaffolding supports for students to progress from one proficiency level to the next. The ELL extensions include graphic organizers that can be used for different levels. Students can use the same organizers and visuals, but expand upon their work (writing longer sentences or even paragraphs).
- Yes, the scaffolding supports are presented systematically throughout the materials. In the game, students must identify if the client has a right and match them with the attorney who specializes in the correct amendment. The more successful matches they make, the more their firm grows with additional attorneys and skills, so they can handle more cases. In this way, the game has a systematic, built-in scaffolding. They will have a smaller number of cases if they do not match them correctly. As they expand their understanding, students get more cases. The support materials provide supplemental activities designed to reinforce and expand upon the

content in the game.

Additionally, the new version of the game has the Legal Eagle Case Analyzer that asks questions about the case and breaks it up. This helps students narrow down their options by grouping the amendments.



#### 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. Yes, the game is linguistically and developmentally appropriate for middle school (Grades 6-8). In the content standards it states that students will describe how concerns about rights led to the inclusion of the Bill of Rights. In this case, they are working with the amendments to the Constitution.

Search Results Powered by [Academic Benchmarks](#) 1 - 50 Results >>

Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 5	<ul style="list-style-type: none"> <li>SS.5.C.1.3 Explain the definition and origin of rights.                             <ul style="list-style-type: none"> <li>Lesson Plan <a href="#">"Do I Have a Right?" Extension Pack</a></li> </ul> </li> </ul>
Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 5	<ul style="list-style-type: none"> <li>SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.                             <ul style="list-style-type: none"> <li>Lesson Plan <a href="#">"Do I Have a Right?" Extension Pack</a></li> </ul> </li> </ul>
Florida	Next Generation Sunshine State Standards > Social Studies (2008)
Grade 5	<ul style="list-style-type: none"> <li>SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.                             <ul style="list-style-type: none"> <li>Lesson Plan <a href="#">"Do I Have a Right?" Extension Pack</a></li> </ul> </li> </ul>

- Yes, the grade-level content is accessible for the targeted levels of language proficiency. The ELL Extensions provide additional activities to help students master content specific (Social Studies) vocabulary. There are also tips for instructors in addition to the scaffolded charts.

For English proficiency adjustments, consider these tips:



Beginner	Intermediate	Advanced
Have students write words and phrases. Encourage them to illustrate vocabulary.	Provide sentence starters as needed. Have students write brief sentences and illustrate them.	Encourage students to correctly use words in conversation by asking them to "teach" several of their words to another student.

- For students at the entering, emerging, and developing levels, build choral repetition and explicit pronunciation practice for vocabulary into the lesson. These students may also benefit from instruction about ordinal numbers as part of the Mini-Lesson.

- Yes, the grade-level content is systematically presented throughout the materials. The clients describe their cases in language that is appropriate for middle school. Since it is a game, the structure is systematic. Clients appear, and students read the text, then they match it to the lawyer who specializes in the amendment that students identify. Social studies content language is consistently and systematically used in the client descriptions, the amendments, and the other text elements of the game. The support materials offer pre- and post-game practice that utilizes content language at the appropriate level for middle school (Grades 6-8). There is a mini-quiz that checks students' comprehension.

Here are some examples of grade-level reading.

**Grayson Cast**

I want to be on a jury. Yesterday, my state **governor** announced that Asians can no longer serve on a **jury**. I am a U.S. citizen and am 18 years old. Do I have a right to be on a jury?

14 15 13 26

Abby Taylor  
**HOW CAN I HELP YOU?**

**FOURTEENTH AMENDMENT: EQUALITY UNDER THE LAW**

Everyone -- no matter what you look like, how much money you have, or how popular you are -- should be treated **equally** under the law.

**MATCH** **NO MATCH**

### 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.*

- Yes, the materials include a range of language functions. The objectives show that students are expected to identify, recall, recognize, describe, compare & contrast, categorize, and predict. These functions are carried out while playing the game and in the support materials.

This is from the DIHAR Game Guide for Teachers: These functions are incorporated into the game itself.

### Learning Objectives

- Identify constitutional rights guaranteed by the Bill of Rights and the 13th, 14th, 15th, 19th, and 26 Amendments
- Recall the specific amendment that guarantees a particular right
- Recognize complaints not involving constitutional rights

This is from the Extension Pack: this is a lesson plan that includes pre- and post-game activities. The language functions are called out in the objectives and incorporated into the materials.

**Lesson Objectives:** The student will...

- Correctly define right as it pertains to civil protections.
- Describe rights he/she feels people should have.
- Identify the protections given by the Bill of Rights and later amendments.
- Analyze legal conflicts and identify which amendments apply.
- Recognize conflicts which do not involve constitutional rights.

2. Yes, the language functions are incorporated into communicative goals and activities. The game can be played in pairs, or as a whole class, where students communicate with each other to make decisions. In the supplemental materials, there are pair activities. Additionally, there is a set of conversation starters in the Game Guide that ask questions in which students use the language functions to communicate in groups or as a class.

## CLASSROOM CONVERSATION STARTERS

**Pre-Game Questions** You can use these questions to lead into playing *Do I Have a Right?*

- What are amendments?
  - *Amendments are additions to the Constitution. Many of them deal with expressing the rights of people in the United States.*
- What are some of the individual rights protected by the Constitution?
  - *Answers will vary, but use the list of constitutional rights on the previous pages for guidance.*
- What can people do if they believe the government is violating a constitutional right?
  - *The U.S. court system is designed to give people a place to have their complaints heard.*

**Post-Game Questions** Use these questions as a way to debrief the individual play experiences.

- What was the goal of your law firm?
  - *To protect the rights of citizens according to the amendments to the U.S. Constitution*
- Why can't any attorney help any client?
  - *Each attorney specializes in a unique set of amendments, or rights.*
- What is the purpose of amendments?
  - *Record changes to the Constitution, state the rights protected by the law.*
- Are any amendments more important than others? Why or why not?
  - *Answers will vary.*
- What would happen if there were no amendments? Or if individual rights were not protected?
  - *Answers will vary.*

3. Yes, the language functions support the progression of language development. Students can play the game multiple times using the supports within the game (glossary, voice over, case analyzer). Additionally, the ELL Supports in the Extension Pack offer sentence starters, questions, and graphic organizers to support the progression of language development. The leveled suggestions offer continued support as students progress from one language proficiency level into another. Also, the Vocabulary activities support progression. The last two graphic organizers are built to be adaptable as students progress from demonstrating their vocabulary knowledge in picture form to words and phrases to sentence use. The activities use different language functions throughout.

