



PRIME V2™

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

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

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

Overview of the PRIME Process

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

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

PRIME at a Glance

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

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Immigration Nation

Publisher: iCivics

Materials/Program to be Reviewed: Immigration Nation Game; Game Guide; I.N. Extension Pack and PPT slides; iCivics Teacher website

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

Intended Teacher Audiences: Middle school Civics Teachers; Grades 4-5 Social Studies teachers

Intended Student Audiences: Middle school students (Grades 6-8); Elementary school students (Grades 4-5)

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

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 elementary school teachers may find it appropriate for their students as well. The objectives are for students to identify eligibility requirements for legal U.S. residents. Students need to recall the reasons why travelers are allowed to stay and recognize whether or not they are eligible through the stories. The support materials help teachers instruct students on existing immigration law in the U.S. and present Tiers 2 and 3 vocabulary terms.

iCivics provides built-in supports in the game as well as additional scaffolds in the ELL Extension Pack to make the lesson accessible to a wide array of learners.

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. Yes, both the Teacher's Guide and the game Immigration Nation (or I.N.) consider student assets and contributions in a multitude of ways. For example, the Extension Pack has a Starter Activity where students brainstorm and then call out ideas using background knowledge. The videogame itself is student-led. If students help the traveler correctly by deciding whether or not he or she is able to stay in the U.S. and then connect the person to the correct “harbor” and amendment, they get points and move on. If they do not, they keep trying.

Here are some pre-game activities that rely on student assets:

1. Starter Activity

Display the “Citizenship ceremony” slide.

Ask pairs of students to discuss the illustration.

Prompt students to talk about what they see.

Ask students: *What do you think is happening in the picture? Who are the people? How did they get here? What does it mean for someone to be an immigrant? What does it mean to immigrate?* (There is a good opportunity for teaching grammar in context here.)

II. Building Background

To foster discussion, provide sentence frames to support the "Talk About it" slide as needed.



- I think people immigrate because ____ (reason) ____.
- I would like to immigrate to ____ (country) ____ because ____ (reason) ____.
- I would not like to immigrate because ____ (reason) ____.

As you go through the "Harbor" slides, ask questions about each image and have students describe what they see. (Ex: What does this show? Why would this baby be eligible for citizenship?, etc.). Use sentence frames for support as needed.

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.

CREATE

Display the "American Dream" slide.
Have students write (or tell) their own stories and share with the class.*

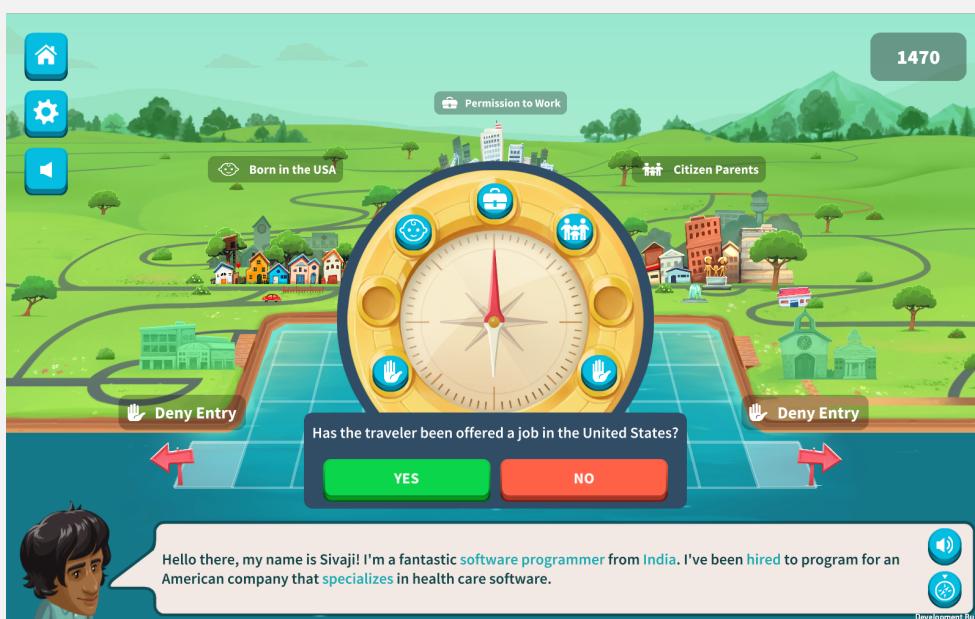
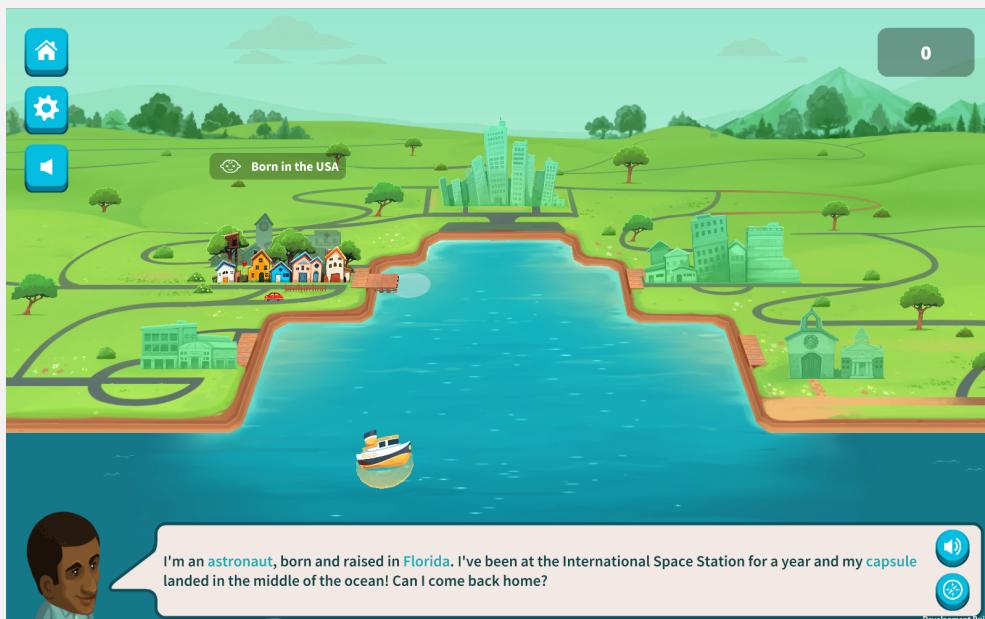
Have students work in small groups to create and act out a scenario from the game. The rest of the class determines which harbor applies.

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 immigration. The game is naturally scaffolded (introducing one harbor at a time). There is also a tool that ask students questions to help them determine the appropriate harbor. 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 Match It! activity involves matching the harbor to the illustration and Yes or No? has students determine eligibility and indicate the key words that helped them decide.

Here is a screenshot that shows the systematic way in which the game introduces travelers and has students use their knowledge. Students determine which harbor is applicable to each scenario. Every single time students meet a new traveler, this screen is shown. The repetitive structure is systematically apparent throughout the game. There are five possible harbors in the game and a new one is introduced

in each round of play, so the game is naturally scaffolded.

There are also support tools available in this screen such as glossed terms (in blue) and the Compass (linked to the compass icon) which breaks down the scenario by including a question for students to answer using their assets.



Students click on each harbor, as well as a “Deny Entry” option for a description of who qualifies for each. The student matches the traveler to the appropriate harbor. There are several scenarios for each harbor and students can try again if they send someone to the wrong place. This is systematic reinforcement that utilizes student assets and knowledge of the material.

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

before playing.

2. Academic Language

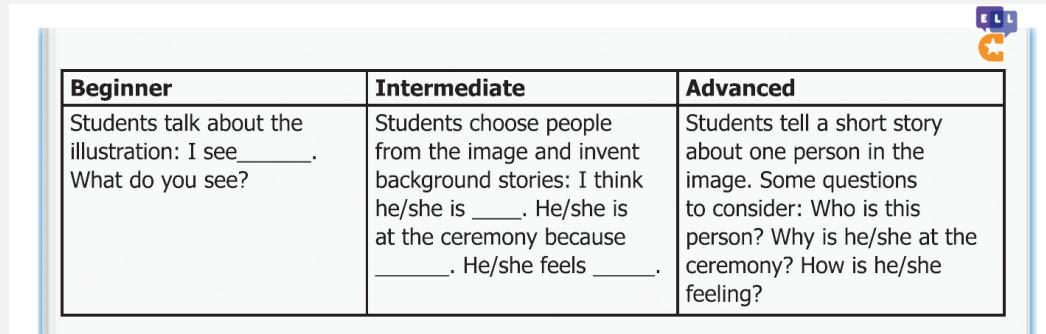
WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the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

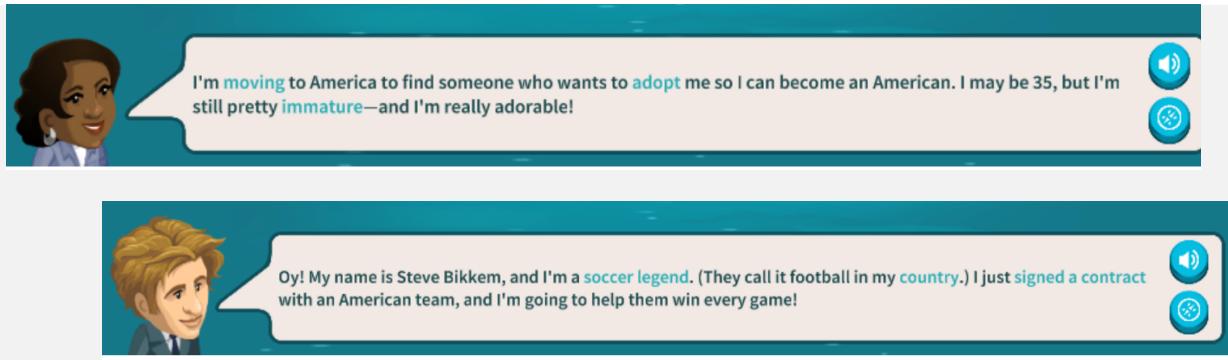
1. Yes, the proficiency levels are identified in the ELL Extensions which include charts with tips for instructors for English proficiency adjustments. In the example below, students discuss a citizenship ceremony illustration.



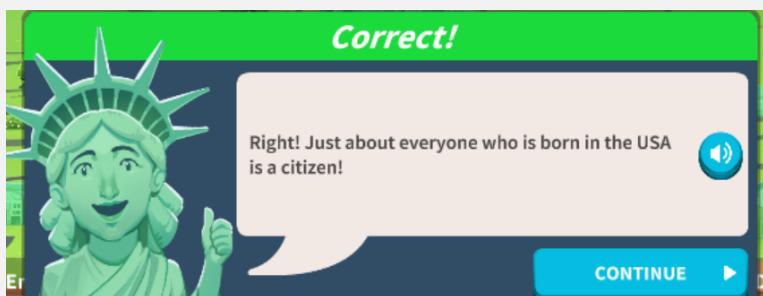
| Beginner | Intermediate | Advanced |
|---|--|--|
| Students talk about the illustration: I see _____. What do you see? | Students choose people from the image and invent background stories: I think he/she is _____. He/she is at the ceremony because _____. He/she feels _____. | Students tell a short story about one person in the image. Some questions to consider: Who is this person? Why is he/she at the ceremony? How is he/she feeling? |

2. Yes, the language features at the discourse dimension are addressed systematically throughout the game. Travelers explain their situations in the form of a story. It is sentence-level discourse and is conversational. It is presented in a consistent manner each time a new traveler appears. If a student matches the traveler to the wrong harbor, they can try again until they get it right.

Here are two more examples of stories. They are always narrated from the first-person perspective. There is a new voice over narration, so students can hear it as well. Sometimes a traveler (like this one below doesn't meet the requirements for a harbor and is sent away.)



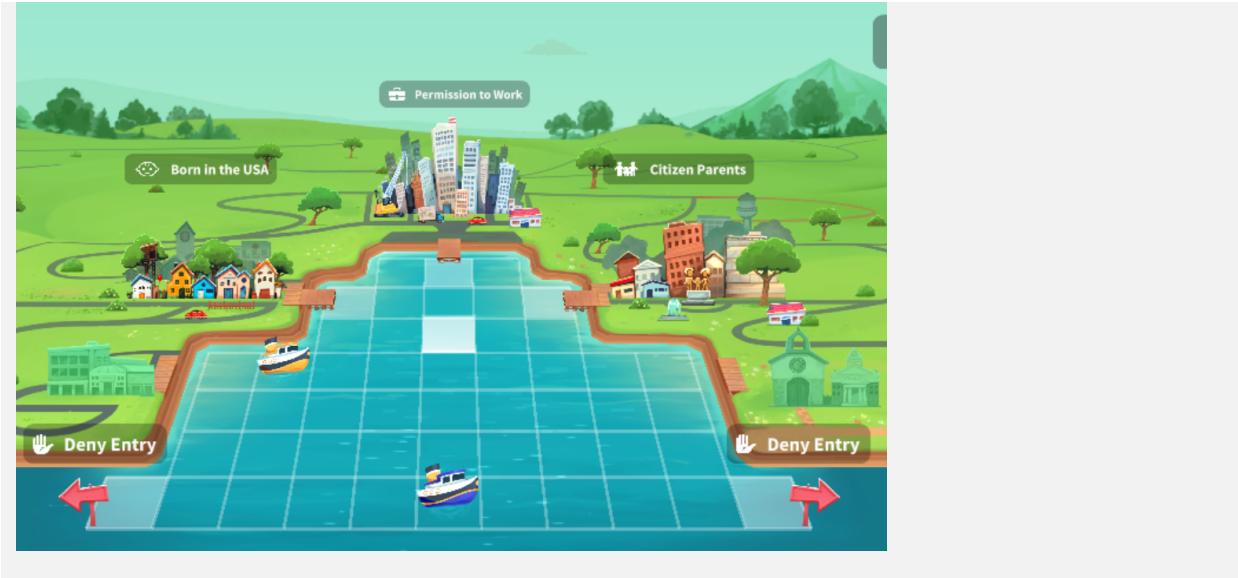
Students get immediate feedback at the discourse level from Lady Liberty. There is audio voice over here as well.



The game also consistently features the harbors, which are written at discourse level, along with a description and a visual. The Harbors are gradually introduced in the game until all five are available as options, in addition to the “Deny Entry” option. There is a printed harbor guide (available in English or Spanish) with the same visuals as those in the game that students can use for support.



Students can click on the available harbors to view the descriptions at any time during the game.



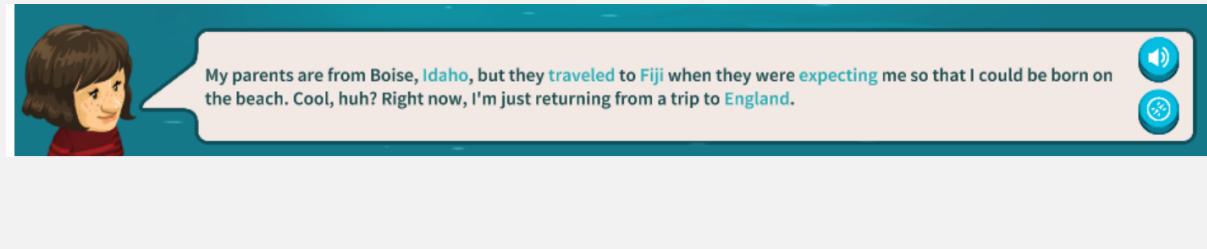
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | |
|--|----------------------|
| 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 is at the sentence dimension. The sentences now include an embedded and hyperlinked glossary where students at different proficiency levels can click on a word or an idiomatic expression for a definition, as needed. 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 sentence dimension is appropriate for the grade level (middle school/upper elementary) and the stories often use conversational English which is a bit more informal. The harbor descriptions are written in a way that middle school (and upper elementary) 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 traveler expresses his or her case in complete sentences. The purpose is for students to match the person to a harbor. In the example below, the traveler was born in another country, but her parents are American, so she should be sent to the citizen parents harbor. (Note: words like “Idaho” and “Fiji” are part of the glossary to support students who may not be familiar with the geographical terms.)



C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|---|------------|-----------|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | 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 technical² 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.

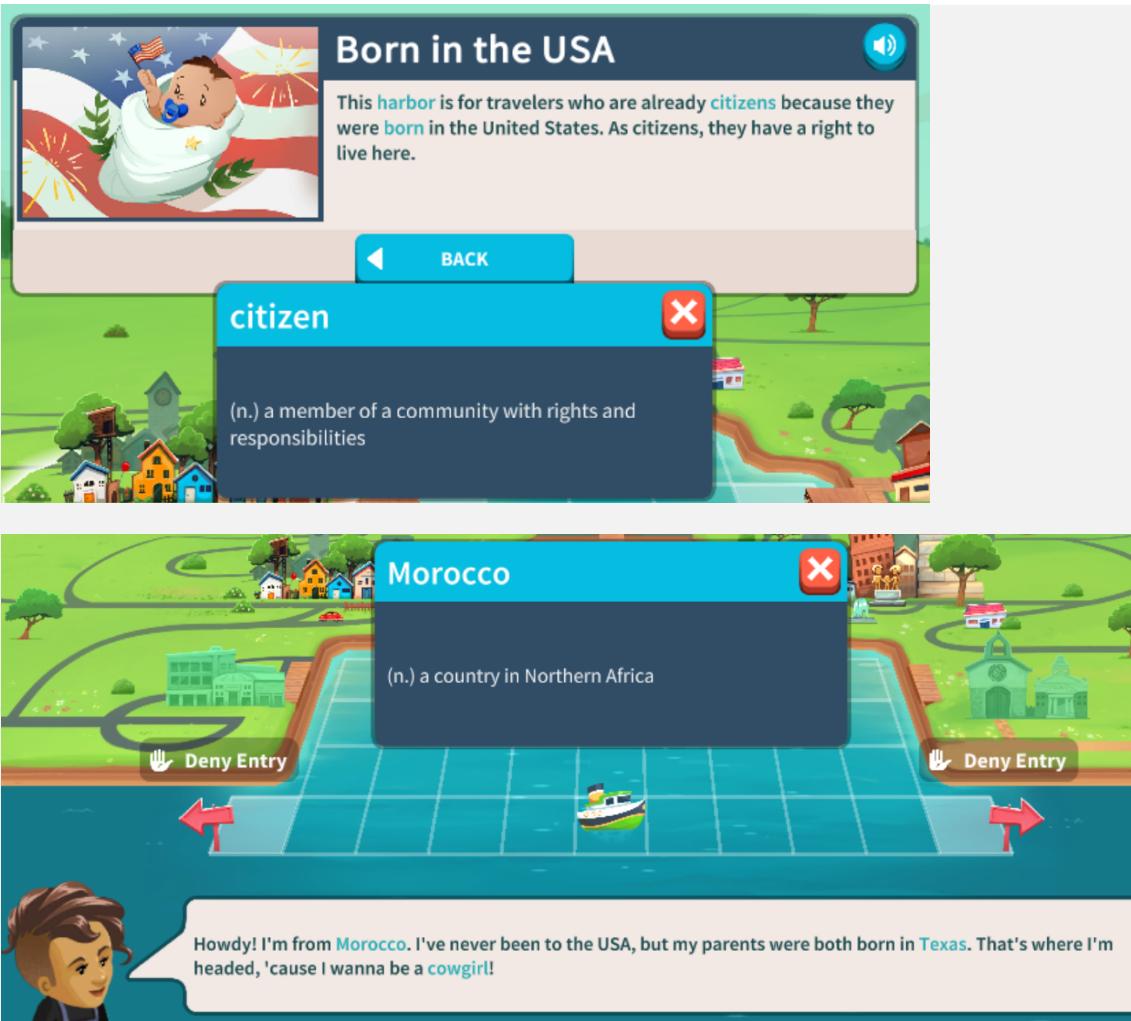
1. Yes, the materials address language features at the word/phrase dimension consistently. Within the stories, harbor descriptions, and in Lady Liberty’s feedback, there is a glossary where students can click on a word to view a definition. Additionally, the Extension Pack features a series of vocabulary building activities to practice words that are included in the game.
2. Yes, words, expressions, and phrases are always presented in context in Immigration Nation. All text is contextualized within the Immigration Bay Setting (the stories, harbor descriptions, feedback from Lady Liberty). Content area terms along with other terms are highlighted in blue. If students click on a word, the glossary opens with the definition.

¹

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

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

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



3. 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.

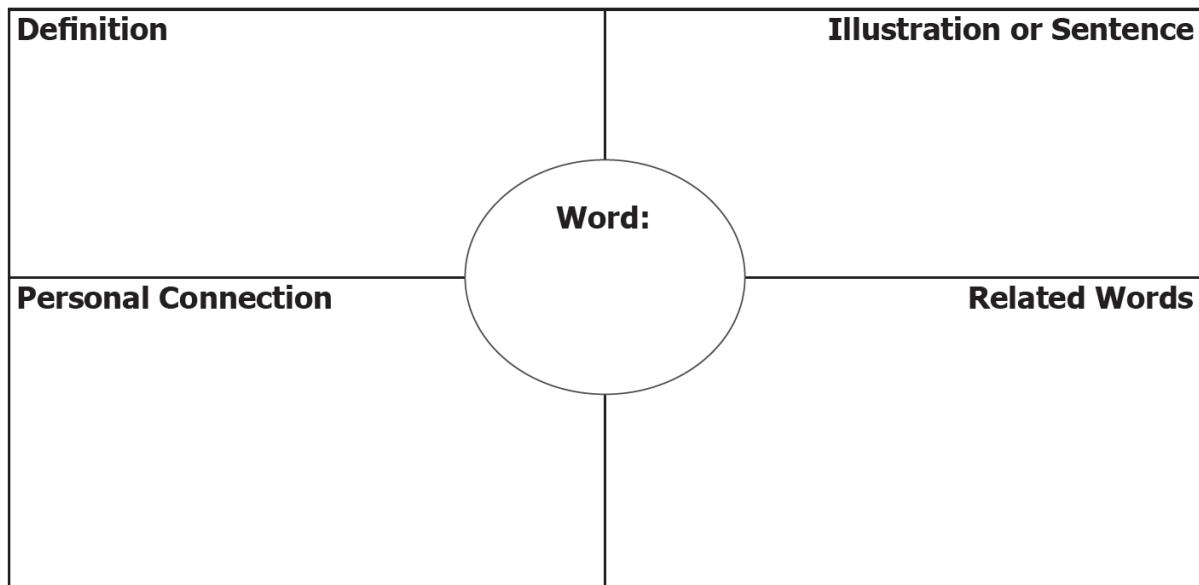
Additional Academic Vocabulary Building

Supporting language learners in vocabulary development is key, so we've provided additional activities after the Mini-Quiz to help students master specific (Tier II and III) vocabulary. Students can complete these activities at any point in the Extension Pack. Have them work in pairs or small groups to complete your choice of the vocabulary activities.

- For activities 1-2, provide students with a brief list of words that you want them to know and practice. Use the Glossary of Game Terms as a reference.
- Encourage students to correctly use words in conversation by asking them to "teach" new vocabulary to another student.
- For students at the entering, emerging, and developing levels, build choral repetition and explicit pronunciation practice for vocabulary into the lesson.

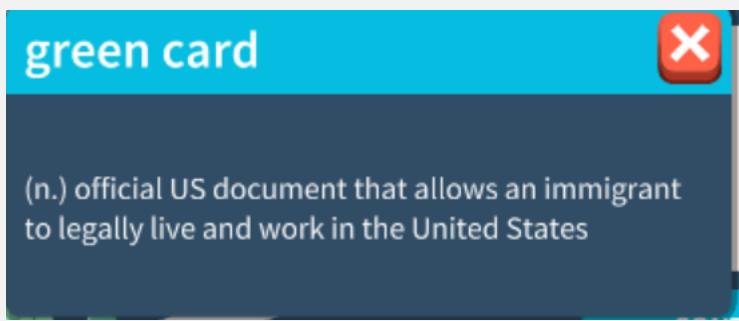
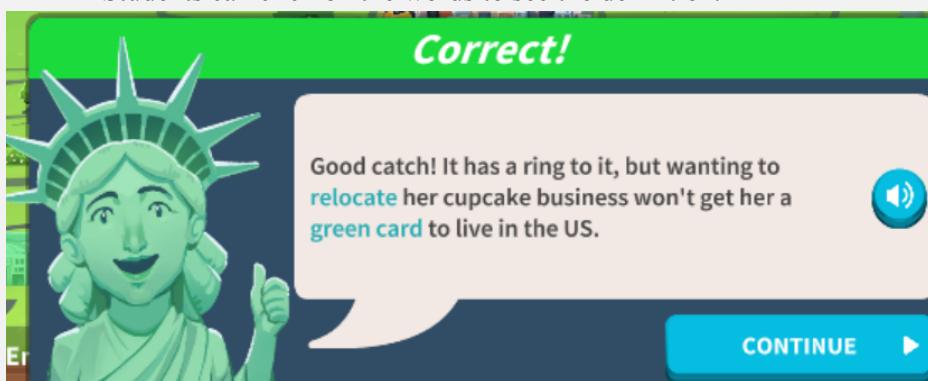
Graphic organizers allow students (or instructors) to choose the terms that they want to learn and

practice. This can apply to all proficiency levels. Here is an example of a graphic organizer:



I'll remember these terms by _____

4. Yes, the general, specific, and technical language is systematically presented throughout the materials. The social studies language is systematically included in the text throughout the game. Content-area terms along with other useful words and expressions appear in blue. Students can click on the words to see the definition.



Additionally, the graphic organizer (shown in #3 above) allows students to choose general, specific, or technical language from the game to draw or define. This works for different proficiency levels.

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 |
|---|--|--|
| Students talk about the illustration: I see _____. What do you see? | Students choose people from the image and invent background stories: I think he/she is _____. He/she is at the ceremony because _____. He/she feels _____. | Students tell a short story about one person in the image. Some questions to consider: Who is this person? Why is he/she at the ceremony? How is he/she feeling? |

This chart offers support during game play:



| Beginner | Intermediate | Advanced |
|---|---|--|
| Play as a <i>whole class</i> using your interactive whiteboard. Model how to use reference materials like the study guide as you play. Have students direct your game play as you gradually release responsibility. | Have students play <i>in pairs</i> . One partner navigates the game. The other student offers advice and uses reference materials to help—study guide, translators, etc. Halfway through the class, have students switch roles. | Have students play <i>independently</i> . Make reference materials (study guide, translators, glossary) available as needed. |

There are also tips within the lesson plan:

- For students at the entering, emerging, and developing levels, build choral repetition and explicit pronunciation practice for vocabulary into the lesson.
- 2. 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 organizer and sentence starters 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.
- 3. 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 travelers' stories, the harbor guides, the feedback, the epilogues). The new version of the game has voice over audio for all of the text, so students can listen as well. The support materials target the other domains (speaking, listening, and writing).

Reading:



Konnichiwa, my name is Suki. I was born in [Japan](#), but my parents are US citizens. I have big plans to live in [California](#) and write the great American [novel](#). Doesn't that sound amazing?

Speaker icon and volume control icon.

Correct!



Rockin'! Yasha will do great things at her job. I'm so glad we have people coming into our [country](#) to share their talents! After five years, Yasha will be [eligible](#) to [apply](#) for citizenship.

Speaker icon.

CONTINUE ▶



Permission to Work

This [harbor](#) is for travelers who have been offered a job in America. The US grants some people [permission](#) to come here and work. If their job is permanent, they may be [eligible](#) to [apply](#) for [citizenship](#) in a few years.

Speaker icon.

◀ **BACK**

Listening and speaking:

The new version of the game has voice over audio, so students can listen to the travelers, Lady Liberty, and hear recordings of the harbor descriptions.

I.N. 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.

Have students play *in pairs*. One partner navigates the game. The other student offers advice and uses reference materials to help—study guide, translators, etc. Halfway through the class, have students switch roles.

The support materials have activities that involve discussion (which can be done as a class or in small groups).

- Ask students to discuss the illustration using the sentence starters or questions below.

Display the “Talk About It” slide. Have students brainstorm their ideas on paper, and then have a class discussion. As a follow-up, **display** the “Who is eligible?” slide and have students determine whether or not the people are eligible to live in the U.S.

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 *Immigration Nation* in the classroom.

- What does it mean if someone is an *immigrant* or *immigrates*?
 - (n.) *Immigrant*: someone who leaves one country to settle permanently in another
 - (v.) *Immigrate*: the act of leaving one country for another for permanent settlement
- Why might someone leave one country for another?
 - Answers may vary but may include: leave a bad situation, find better opportunities, they married someone from another nation, work, etc.
- What kind of rules might a country have about who comes in and goes out of their borders?
 - Answers will vary.

Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Immigration Nation*.



- What helped you decide whether or not someone was eligible to live in the U.S.?
- What did the different harbors represent? Can you name them?
 - The different rules about citizenship or eligibility to live in the United States
 - Born in the United States, Parents are American Citizens, Marriage to a Citizen, Permission to Work, and Refugee Status
- Did any of the people arriving have stories you thought were particularly challenging?
- Why do you think countries have rules about citizenship and who can be a resident?

The Extension Pack also has speaking / listening activities:

1. Starter Activity

Display the “Citizenship ceremony” slide.

Ask pairs of students to discuss the illustration.

Prompt students to talk about what they see.

Ask students: *What do you think is happening in the picture? Who are the people? How did they get here? What does it mean for someone to be an immigrant? What does it mean to immigrate?* (There is a good opportunity for teaching grammar in context here.)

II. Building Background

Display the “Talk About It” slide. Have students brainstorm their ideas on paper, and then have a class discussion. As a follow-up, **display** the “Who is eligible?” slide and have students determine whether or not the people are eligible to live in the U.S.

(Note there are optional sentence starters for the activity above.)

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 we erased all country borders and let people live wherever they wanted.

Have students work in small groups to create and act out a scenario from the game. The rest of the class determines which harbor applies.

Writing:

There are many activities in the support materials that involve writing:

This is a study guide in which students write their own notes before playing the game.

Immigration Nation. Discuss which harbor each image represents and write your notes on the lines.



Activities C and D are post-game activities that involve writing

C. Change the Story. Rewrite the details of each story so that the person is eligible to enter the U.S. You can change any information you wish including countries, cities, jobs, etc.

Peter

I am from England, but got a job working at a car factory in Mexico. I plan on living in California and driving to work every day.



Leni

I am a biologist in Costa Rica, but my co-workers are really mean. I am going to seek refuge in the U.S. because they will be nicer to me.



Narendra

I'm from Bengaluru, India and my wife is from Moscow. We are going to move to Vermont because we like snow.



Activity D is a writing activity that has a graphic organizer for support (beginning, middle, end).

D. The American Dream. Kristen is from Norway and wants to live in the U.S. She loves New York City, spicy food, and speaks three languages. She's an adult now and is ready to make a move! Tell her story and explain whether or not she gets to live here. Be creative and invent details as necessary.

Beginning: Include details about Kristen before she moves to America.

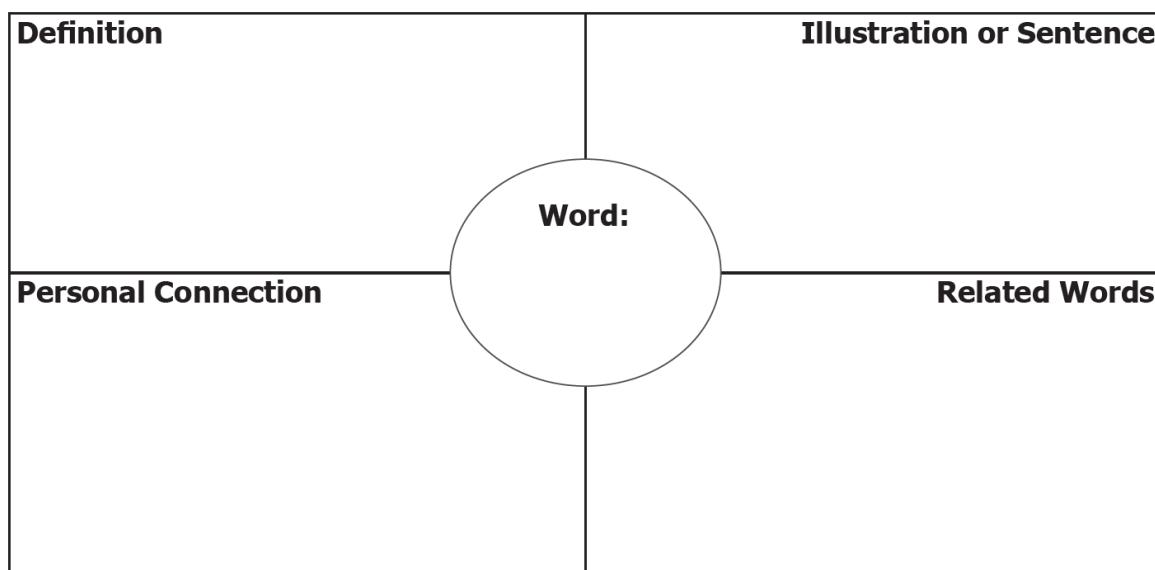


Middle: Include details about how Kristen plans to immigrate to America.

End: Include details about whether or not Kristen was able to immigrate. Explain why or why not and which harbor she used.

Additionally, there are vocabulary support activities that offer writing practice.

1. My Vocabulary. For each chart, choose a vocabulary word and fill in the boxes.



2. Write. Select 2 pairs of words from the Glossary of Game Terms. Write a sentence with each pair.

| Words | Sentences |
|----------|-----------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 1. _____ | _____ |
| 2. _____ | _____ |

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. There are also tips for teachers.
3. Yes, the targeted domain levels are systematically integrated within the materials. In the game, the amount of reading is consistent. Students read the traveler's stories, the harbor descriptions and feedback from Lady Liberty 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 discussions.

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 |

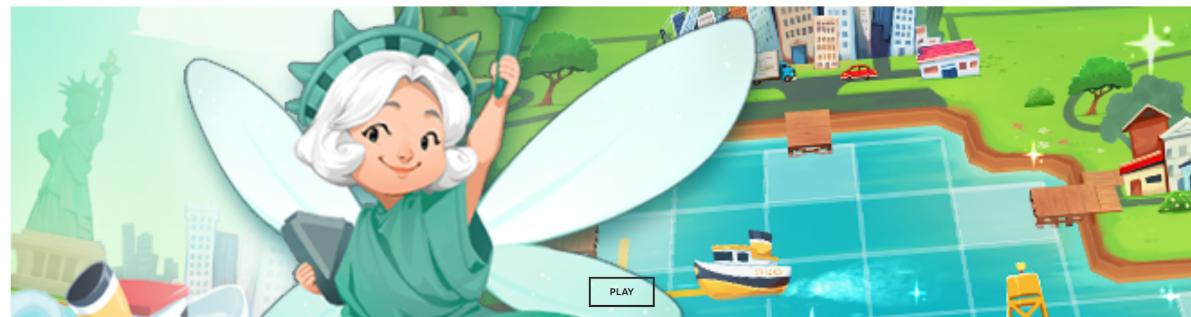
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

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 Extension Pack and related lesson plans) and select the standards (either common core or a specific state) to see the correlation. See visual below.

Immigration Nation

[VIEW LEADERBOARD & ACHIEVEMENTS >>](#)
[SEARCH FOR STATE STANDARDS >>](#)

GAME



Here is an example of how the resources are correlated. There's a drop down menu to select the standards and grades. The examples below show Florida and NY

Florida All Courses All Grades Submit Print-Friendly Version

Search Results Powered by [Academic Benchmarks](#) **1 – 2 Results**

| | |
|---------|---|
| Florida | Next Generation Sunshine State Standards > Social Studies (2008) |
| Grade 7 | SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen. |

Florida Next Generation Sunshine State Standards > Social Studies (2008)
 Grades: 9–12 Revised February 2014

New York All Courses All Grades Submit Print-Friendly Version

Search Results Powered by [Academic Benchmarks](#) **1 – 8 Results**

| | |
|--------------|--|
| New York | Learning Standards > Social Studies (1996) |
| Elementary | 5.1.1 know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice |
| New York | Learning Standards > Social Studies (1996) |
| Intermediate | 5.3.1 explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time |
| New York | Learning Standards > Social Studies (1996) |
| Intermediate | 5.3.4 explain how Americans are citizens of their states and of the United States. |

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 are examples of activities using the language of Social Studies. In Immigration Nation, the language is focused on the immigration law.

Ask students: *What do you think is happening in the picture? Who are the people? How did they get here? What does it mean for someone to be an immigrant? What does it mean to immigrate?*
 (There is a good opportunity for teaching grammar in context here.)

I. Vocabulary Development and Practice

The game content offers excellent opportunities for students to develop and expand vocabulary. To support vocabulary development, consider these tips:



- **Lead** students in creating word families for key terms to help them remember: *immigrate, immigrant, and immigration; citizen and citizenship; eligible and eligibility.* (Other options include: *deny, denied, and denial; refugee and refugee.*)
- **Encourage** students share the terms from “Which is Which?” and/or “Other words to Know” in their native language. Discuss any similarities or cognates.

The Extension Pack includes a Harbor Study Guide with visuals that represent the harbors. Students discuss the eligibility requirements (using Social Studies language) and write them down.

HARBOR STUDY GUIDE

Immigration Nation. Discuss which harbor each image represents and write your notes on the lines.



Post-game activities practice social studies terminology.

B. Definitions. Write the word from the word bank that best matches the description.

citizen

eligible

immigrant

refugee

naturalization

1. _____ Someone who leaves one country to settle permanently in another
2. _____ Someone who is forced to leave a country for religious or political reasons
3. _____ The process that allows someone from another country to become a citizen
4. _____ Member of a community with rights and responsibilities
5. _____ Qualified; meeting the requirements

C. Multiple Choice. Select the best answer

1. Why would someone seek refuge?
 - a. They don't like where they live.
 - b. They are being persecuted for something the race or religion.
 - c. They want to work in the U.S.

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. 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 and recall eligibility requirements, and recognize when travelers are not eligible. In the support materials, students will describe, identify, recall, recognize, and more. They also act out their own scenarios based on the game and write a story about an immigration. These activities involve higher order thinking.
2. Yes, there are multiple opportunities for engaging in higher order thinking throughout the game and support materials. Within the game, the travelers systematically appear, and students are expected to recognize and identify the situation, recall the eligibility requirements and send them to the appropriate harbor. 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 I.N. Extension Pack:

Lesson Objectives: The student will...

- Correctly define immigration
- Identify eligibility requirements for legal U.S. residence
- Describe time requirements for legal residents to become eligible to apply for citizenship
- Compose a story

This is from the Game Guide

Learning Objectives



- Identify eligibility requirements for legal U.S. residence.
- Use citizenship criteria to distinguish those who are already citizens from those who are not.
- Describe time requirements for legal residents to become eligible to apply for citizenship.

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. 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 |
|---|---|--|
| Play as a <u>whole class</u> using your interactive whiteboard. Model how to use reference materials like the study guide as you play. Have students direct your game play as you gradually release responsibility. | Have students play <u>in pairs</u> . One partner navigates the game. The other student offers advice and uses reference materials to help—study guide, translators, etc. Halfway through the class, have students switch roles. | Have students play <u>independently</u> . Make reference materials (study guide, translators, glossary) available as needed. |

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 advance student may write a paragraph. Students can use this same organizer as they become more proficient within their level.

D. The American Dream. Kristen is from Norway and wants to live in the U.S. She loves New York City, spicy food, and speaks three languages. She's an adult now and is ready to make a move! Tell her story and explain whether or not she gets to live here. Be creative and invent details as necessary.

Beginning: Include details about Kristen before she moves to America.



Middle: Include details about how Kristen plans to immigrate to America.

End: Include details about whether or not Kristen was able to immigrate. Explain why or why not and which harbor she used.

2. 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).
3. Yes, the scaffolding supports are presented systematically throughout the materials. In the game, students must identify if the traveler is eligible to stay and match him or her with the correct harbor. As the game progresses, new harbors open up (eventually there are 5 plus “deny entry”). The player has an opportunity to keep trying until he or she gets it correct. In this way, the game has a systematic, built-in scaffolding. 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 Decision Compass that asks a question about the traveler's story. This helps students narrow down their options.



D. Accessibility to Grade Level Content

- | | |
|---|---|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? 2) Is grade-level content accessible for the targeted levels of language proficiency? 3) Is the grade-level content systematically presented throughout the materials? | Yes No Yes No 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) and upper elementary (Grades 4-5). The activities and text were written for their level. Also, the standards for certain states highlight how it is connected to different grades (elementary, middle).

New York
All Courses
All Grades
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Search Results
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1 – 8 Results

| New York | Learning Standards > Social Studies (1996) |
|--------------|--|
| Elementary | + 5.1.1 know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice |
| New York | Learning Standards > Social Studies (1996) |
| Intermediate | + 5.3.1 explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time |
| New York | Learning Standards > Social Studies (1996) |
| Intermediate | + 5.3.4 explain how Americans are citizens of their states and of the United States. |

2. 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 activities 1-2, provide students with a brief list of words that you want them to know and practice. Use the Glossary of Game Terms as a reference.
- Encourage students to correctly use words in conversation by asking them to “teach” new vocabulary to another student.
- For students at the entering, emerging, and developing levels, build choral repetition and explicit pronunciation practice for vocabulary into the lesson.

3. Yes, the grade-level content is systematically presented throughout the materials. The travelers tell their stories in language that is appropriate for middle school (and upper elementary). Since it is a videogame, the structure is systematic. Travelers appear, and students read the text, then they match it to the appropriate harbor. Social studies content language is consistently and systematically used in the travelers’ stories, the harbors, 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) and upper elementary (Grades 4-5). There is a mini-quiz that checks students’ comprehension.

Here are some examples of grade-level reading.

Konnichiwa, my name is Suki. I was born in Japan, but my parents are US citizens. I have big plans to live in California and write the great American novel. Doesn't that sound amazing?

Correct!

Great! This rocker can live with his wife in New England. And he'll be eligible for naturalization in just three years if he decides he wants to be a citizen of the US!

CONTINUE ►

Seeking Refuge

This harbor is for travelers who are in danger in their country! The US will protect people being persecuted for things like race, religion, or politics. Soon they can apply to be a permanent resident, and later, a citizen.

◀ BACK

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. Yes, the materials include a range of language functions. The objectives show that students are expected to identify, define, describe, and compose. In the game and the activities they also recall and recognize. These functions are carried out while playing the game and in the support materials.

This is from the I.N. Game Guide: These functions are incorporated into the game itself.

Learning Objectives



- Identify eligibility requirements for legal U.S. residence.
- Use citizenship criteria to distinguish those who are already citizens from those who are not.
- Describe time requirements for legal residents to become eligible to apply for citizenship.

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 immigration
 - Identify eligibility requirements for legal U.S. residence
 - Describe time requirements for legal residents to become eligible to apply for citizenship
 - Compose a story
-
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 activities that involve speaking. 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 *Immigration Nation* in the classroom.

- What does it mean if someone is an *immigrant* or *immigrates*?
 - ◊ (*n.*) *Immigrant*: *someone who leaves one country to settle permanently in another*
 - ◊ (*v.*) *Immigrate*: *the act of leaving one country for another for permanent settlement*
- Why might someone leave one country for another?
 - ◊ *Answers may vary but may include: leave a bad situation, find better opportunities, they married someone from another nation, work, etc.*
- What kind of rules might a country have about who comes in and goes out of their borders?
 - ◊ *Answers will vary.*

Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Immigration Nation*.



- What helped you decide whether or not someone was eligible to live in the U.S.?
- What did the different harbors represent? Can you name them?
 - ◊ *The different rules about citizenship or eligibility to live in the United States*
 - ◊ *Born in the United States, Parents are American Citizens, Marriage to a Citizen, Permission to Work, and Refugee Status*
- Did any of the people arriving have stories you thought were particularly challenging?
- Why do you think countries have rules about citizenship and who can be a resident?

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, decision compass). 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 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.