



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**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](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

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## **PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

Publication Title(s): **Middlebury Interactive's Supplemental English Language Learner Curriculum (MIL ELL courses)**

Publisher: **Middlebury Interactive Languages (MIL)**

Materials/Program to be Reviewed: **Middlebury Interactive's Supplemental English Language Learner Curriculum (MIL ELL Courses):**

- **Level Entering 9-10;**
- **Level 1 grades 4-5, 6-8;**
- **Level 2 grades 4-5, 6-8;**
- **Level 3 grades 6-8.**

Tools of Instruction included in this review: **Online Interactive Supplemental Program, Online activities and Students and Teacher Support material.**

- **See Middlebury Professional Development website: <http://pd.middleburyinteractive.com/>**

Intended Teacher Audiences: **Classroom teachers, language teachers, content specialists, resource teachers, and paraprofessionals grades 4-10**

Intended Student Audiences: **All learners in Grades 4 through Grade 10 including English language learners, newcomer English language learners, striving/struggling readers as well as on-grade level and above-grade level learners.**

Language domains addressed in material: **Reading, writing, listening and speaking**

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

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). **The Language of Language Arts, Science, Mathematics, and Social Studies**

WIDA Language Proficiency Levels included: **Levels 1–5 (Entering, Emerging, Developing, Expanding, Bridging)**

Most Recently Published Edition or Website: **Copyright Version 1 (2015), Copyright version 2 (July 2016)**

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

**Middlebury Interactive Languages offers students and educators an academically focused program to engage English Language Learners. Our supplemental, blended instructional curriculum allow students in grades 4-5, 6-8 and 9-10 , to learn the fundamentals of academic English while completing projects that relate to English Language Arts, Mathematics, Social Sciences and Science.**

**ELL modules are written to help students accelerate their English language learning by using all four language domains: Speaking, Listening, Reading and Writing. Modules are designed at grade- and proficiency-levels and feature age-appropriate themes specifically designed to engage elementary, middle school and high school students. Focus is on academic English, critical thinking, reading to build vocabulary and developing communication skills through active listening, writing and speaking.**

## 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) Are the student assets and contributions considered in the materials?

MIL ELL course design was influenced by the Asset Model (Scanlon, 2007) and J. Cummins (2005.) In each theme, ELL students have opportunities to make connections between prior knowledge and new learning. Several activities in the courses ask students to build on existing schema (a collection of organized and interrelated ideas, concepts, and prior knowledge" Richards & Schmidt, 2002, p. 468). Furthermore, MIL's culturally inclusive curriculum takes into consideration the sociocultural values and perspectives of students and their communities in order to improve learning outcomes.

In MIL ELL courses, students are asked to access their prior knowledge in activities like *Learning Goals* in Module 1 of each theme. These activities act as background activities to enable students to link what they know or have experienced with the academic content they will be learning in each theme. For example, in MIL ELL 6--8 Level I Theme 12 Module 1 *Learning Goals*, which is about *Human Body Systems*, students have to identify the word *allergies* by choosing the appropriate image out of several choices. This activity activates linguistic recognition of cognates in some of the students' native languages. Images further support comprehension of the specialized vocabulary word by

prompting the retrieval of personal experiences with allergies.

As an example of MIL's culturally inclusive curriculum, in ELL course 6--8 level 1 Theme 15 Module 1, *Learning Goals* activates what students may know about migrant workers in the student's native culture so that the student gains a different perspective through the lens of Social Studies as they complete each module in this theme.

## **2) Are the student assets and contributions systematically considered throughout the materials?**

MIL ELL courses are designed using a predictable framework of activities and assessments which integrate students' assets and contributions.

Systematically, at the beginning of each theme launch, several activities access and connect student's prior knowledge and experiences to the taught academic content and language. Implicitly, these activities also provide a forum for teachers to engage students in a discussion about world views and diversity of cultures in ELL.

Grades 4--5 Level 1 and Grades 6--8 Levels 1 and 2: *Learning Goals* activities in Module 1 Vocabulary, students preview specific vocabulary using graphic support which access individual student's prior knowledge and experiences using drag and drop tools.

Grades 4--5 level 1 and Grades 6--8 Level 3: In Module 1, *Welcome to theme* activities, students use a graphic organizer to brainstorm vocabulary they already know about a specific topic.

Grades 4--5 and 6--8 Level 2, Grades 6--8 Level 3: In Module 1, *What do you see?* activities, students answer wh-- questions about a picture to engage their prior knowledge in a specific context. For example, in Level 2 grades 4--5 Theme 5 Module 1, students see a picture of students gossiping about a lonely girl sitting at a desk and have to write what they see, what are the children doing and why they are doing this.

Grades 9--10 Level Entering, in Module 1 *Personal Connection* activity, students share personal information related to the topic of the theme. (See Appendix A)

## 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) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?

MIL ELL curriculum is a multi-level program for English language learners that covers all of the WIDA proficiency levels: Grades 9--10 LE (Entering), Grades 4--5 and Grades 6--8 level 1 (Entering/Emerging), 4--5 and 6--8 Level 2 (Developing/Expanding), and 6--8 level 3 (Bridging). The MIL ELL curriculum offers appropriate instruction to enable students to understand and produce level-appropriate discourses in all language domains.

In the MIL ELL courses, themes are organized around a specific academic content topic appropriate for each grade band. Topics were selected based on review of both national and state curriculum frameworks and contain literary and informational reading and listening excerpts. Within the themes, discourse ranges from comprehension exercises requiring phrases or chunks of language to end-of-theme lessons using a variety of sentence lengths and extended oral and written discourse. The Project at the end of each theme includes a student model as an example of appropriate writing and structure.

MIL ELL 4--5 level 1 (Entering): Use single words: e.g. Theme 1 Module 1 *Vocabulary Practice* asks students to drag and drop a single word from a list to complete a simple sentence which illustrates a picture above. This is a

scaffolded strategy to support sound, letter, and word recognition.

MIL ELL 4--5 level 1 (Emerging): Use phrases or short sentences: Theme 19 Module 1 *Project preparation 1* activity addresses the use of simple sentence patterns and emerging expression of ideas about bullying.

MIL ELL 6--8 Level 2 (Developing): Discourse with a series of extended sentences: Theme 11 Module 2 *Let's read 1--2* activity presents students with a reading on Plate Tectonics which contains several extended sentences describing the theory about the creation of volcanoes.

MIL ELL 6--8 Level 2 (Expanding): Use organized expression of ideas with emerging comprehension: Theme 11 Module 4 *Project component 2* activity asks students to describe a volcano of their choice by writing some complex sentences with emerging cohesion. In this activity, students are provided with a model of what is expected.

MIL ELL 6--8 Level 3 (Bridging): Use rich descriptive discourse with complex sentences: Theme 8 Module 2 *Let's Read 1--12* presents students with an excerpt of Alice in Wonderland.

2) **Are the language features at the discourse dimension addressed systematically throughout the materials?**

Discourse dimension is systematically addressed throughout each theme and within modules. Each level has modules which include several reading, listening, speaking, and writing activities varying in complexity according to proficiency levels. The final module of each theme is a project where students apply the skills they learned throughout the theme. The discourse dimension ranges from comprehension exercises requiring words, phrases or chunks of language to using organized, cohesive and coherent expression of ideas. To ensure that the complexity of each level is met, MIL ELL courses are designed deploying a scaffolding method of using image to words to sentences.

Here is an example of theme learning discourse:

- Module 1: Vocabulary: Prepare for reading the core text by building theme vocabulary using drag and drop and fill the blank activities. (simple words and chunks of language)

- Module 2: Reading: Before each reading, *Review* activities help students remember what they have learned in Module 1 before reading the core text. The complexity of the text discourse (extended sentences with cohesive and organized related ideas) is supported by strategies such as highlighted new words or phrases and rereading of text with focused comprehension questions on new concepts or language.

- Module 3: Listening/Speaking. Develop domain specific listening and speaking skills by responding to prompts related to the core text. (related ideas, rich description)
- Module 4: Writing. Develop domain specific writing skills in creating narratives which will culminate in the project in Module 5. (writing ranges from short sentences to multiple complex ideas depending on topic)
- Module 5: Project. Share work with peers, give and receive constructive feedback. (organize and present ideas according to topic)

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

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

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

**1. Do the materials address language features at the sentence dimension for all of the identified proficiency levels?**

In MIL ELL courses, the culminating project in each theme gives purpose to all instruction within that theme. Activities and assessments give students the opportunity to practice, apply and extend language features at the sentence dimension in all language domains. Each theme, module 4 in particular, focuses on the language features at the sentence dimension. In this module, learners demonstrate language control through various grammar--focused exercises which allow them to practice key structures and language rules. In MIL ELL at the WIDA entering level, in grades 6--8 level 1 Theme 5 Module 4, students use the past tense in order to describe their hero in the final project. Scaffolding includes drag and drop activities using graphics as support for understanding, typing the appropriate verb to complete a

sentence, and finally writing a simple sentence in the past to describe their hero.

At the Bridging level of proficiency, in 6--8 level 3 Theme 15 Module 4, students learn elements and devices of a poem in order to write a poem on Justice using a broad range of sentence patterns characteristic to poetry such as similes and alliteration.

## **2. Are the language features at the sentence dimension appropriate for the identified proficiency levels?**

MIL ELL courses are designed to progress students towards competency with the understanding and the production of the social and academic language at each level of proficiency. Since MIL ELL courses are digital, they incorporate electronic tools and devices, such as animations, drag and drop activities and toolbar icons, to escalate the learning process and to accommodate the needs of the individual learner. Vocabulary, literary or informational reading and listening activities and comprehension questions are designed to elicit background knowledge and teach specific academic skills and language in order to develop context and foundations for vocabulary and language structures, regardless of student language proficiency. In the MIL ELL Teacher Resource Guide <http://pd.middleburyinteractive.com>; *Tips for Effective Centers* and *Recommended Instructional Strategies* helps teachers provide differentiation and support.

## **3. Are the language features at the sentence dimension addressed systematically throughout the materials?**

Language features at the sentence dimension are systematically found throughout the MIL ELL courses. To accomplish this, each theme builds language from the bottom up by introducing and teaching single words and chunks of language at Module 1 Vocabulary. In Module 2 Reading, these skills are modeled and practiced for better understanding using the context of the core reading. In Module 3 Listening/Speaking, learners continue to practice and start to use these words in phrases, then sentences in context, extending students' understanding of the core reading. In Module 4 Writing, grammar instruction is implicit with the build--up approach, incorporating all key, high-- and low-- frequency structures of the English language. Finally in Module 5 Project, students are able to produce a project, reflective of the academic content learned, using academic language and appropriate proficiency level and sentence dimension. Learners use communicative skills to share part of

this project with their peers through discussion boards. Therefore, the instruction of language features at the sentence dimension through oral language, reading, and writing development is organized in the context of specific topics at each level of proficiency to provide useful content.

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

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

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

#### **1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?**

In the context of each theme's identified proficiency level, topic and culminating project, instruction of general, specific, and technical language at the word/phrase dimension is a key piece of MIL's ELL courses. Explicit word/phrase instruction is found throughout all 5 modules in each theme. Word/phrases are taught in the context of a specific topic and customized to the learners' needs in each identified proficiency level. Word/phrases are

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<sup>1</sup>

<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.

supported at all levels of proficiency with colorful graphics and digital tools such as drag and drop and drop down menus for optimum student engagement. Activities enable students to recognize, understand, remember and apply new words and phrases they need in the framework of the culminating project.

For example, for Entering level, using grades 9--10 Level Entering Theme 4, the project is to design and describe a bridge using geometric terms. Words such as horizontal and parallel are explicitly taught, practices, and applied in many activities through Theme 4. (see Appendix B)

For Entering and Emerging levels, in grades 6--8 level 1 Theme 5 Module 2, after reading a literary story about a myth, students use drag and drop tools to select words or phrases that show evidence in the text about what happened to one of the characters.

For Developing and Expanding levels, in grades 6--8 level 2 Theme 11 Module 3, students review technical vocabulary in the context of an informational video about rocks and use the appropriate word to describe their pet rock.

For Bridging level, in grades 6--8 level 3, in Theme 11 Module 4, students apply what they have learned about contrasting words in order to write differences about two cities they have researched.

## **2) Are words, expressions, and phrases represented in context?**

Influenced by Marzano's 6--steps approach, MIL ELL courses are designed to teach and engage language learners with words, expressions and phrases within the context of the culminating task--based project. Each theme is comprised of 5 Modules.

Module 1 engages the student by building thematic vocabulary and making connections to prior knowledge within the context of the topic. Students work with words related to the unit theme and the lesson content. (*Preview*, *Vocabulary Building* activities)

Module 2, which centers on literary and textual focus activities such as *Review*, scaffold instruction and prepare students to not only remember but also to apply the thematic vocabulary in context throughout the comprehension questions.

Module 3, with its communicative focus in listening and speaking, teaches strategies students can use to determine the meaning of unknown words (*Explain New Words* and *Exit Ticket* activities)

Module 4 prepares students to apply what they have learned using appropriate level writing skills toward the independent project. (*Project Preparation* and *Let's Write* activities)

Module 5 combines students' creative and collaborative learning tasks to strengthen and transfer vocabulary skills in the culminating project. (*Vocabulary Journal*, *Project Presentation* and *Discussion Board* activities)

### **3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?**

In MIL ELL courses, the general, specific and technical language is appropriate for the targeted proficiency level. The three--tiered vocabulary (general, specific and technical) is taught in context and provides access to grade level content standards through contextual, supported learning activities. General and specific/technical words are presented at each grade--band level and used in the reading and listening selection. Recognition and immediate application in context allow readers to use general words and academic terms in a task--based project at the end of each project. Following the Marzano 6--steps approach to teaching academic vocabulary, the scaffolded lessons follow a gradual release of responsibility to the learner.

For example: at the Entering/Emerging level\_in grades 4--5 Level 1, Theme 13, throughout Module 1 prior knowledge is activated through the presentation of general words about the weather such a rainy day, snowy day, etc. Then technical words and phrases such as tornado, natural disaster, earthquake are introduced, modeled and practiced using graphics and digital tools. Finally, in the Project Introduction activities, students are introduced to the specific word *flyer* and ask to recognize and identify a flyer from a book, a newspaper and a magazine.

#### **4) Is the general, specific, and technical<sup>3</sup> language systematically presented throughout the materials?**

General, specific and technical language is firmly and systematically embedded in each theme and module in the MIL ELL courses. Language is introduced, modeled, taught, and practiced in isolation and in context using a variety of interactive and written exercises. Routines, practices, and assessments occur at point of use within each lesson. Pictures, written and spoken words are all used to teach vocabulary in context.

Module 1 engages the student by building thematic vocabulary and making connections to prior knowledge. Students work with words related to the unit theme and the lesson content. (*Preview, Vocabulary Building* activities)

Module 2, includes activities, such as *Review*, that scaffold instruction and prepare students to not only remember, but also apply the thematic vocabulary throughout the comprehension questions.

Module 3, with its communicative focus in listening and speaking, teaches multiple strategies. For example, students have to determine the meaning of unknown words in context (*Explain New Words* and *Exit ticket* activities) or make predictions using graphics and reading clues from a video (*Predict* activities)

Module 4 prepares student to apply what they have learned using appropriate level writing strategies to build skills that support the development of the independent project. (*Project Preparation* and *Let's Write* activities)

Module 5 combines students' creative and collaborative learning tasks to strengthen and transfer vocabulary skills in the culminating project. (*Vocabulary Journal, Project Presentation* and *Discussion Board* activities)

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<sup>3</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.

### 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) **Do the materials differentiate between the language proficiency levels?** MIL ELL curriculum is a multi-level program for English language learners. It covers all of the WIDA proficiency levels: Grades 9--10 LE (Entering), Grades 4--5 and Grades 6--8 Level 1 (Entering/Emerging), 4--5 and

6--8 Level 2 (Developing/Expanding), and 6--8 Level 3 (Bridging). MIL ELL courses were developed as an explicit and efficient path to learning English in order to help students move through each proficiency level while developing and achieving high levels of achievement in core academic subjects. Designers focused on appropriate language functions for each level of proficiency when developing objectives (learning goals activities):

At the Entering level, in MIL ELL 4--5 Level 1 Theme 3 Module 1, Learning Goals activity states that students *define* the term chronological and *place* events on a timeline;;

At the Emerging level in MIL ELL 4--5 Level 1 Theme 10 Module 2 Learning Goals, students have to use images to *predict* what happens in the story, *indicate* that a character can change, *classify/list* literary elements;;

At the Developing level in MIL ELL 6--8 Level 2 Theme 7 Module 2 Learning Goals, students have to *summarize* information;;

At the Expanding level in MIL ELL 6--8 Level 2 Theme 18 Module 2 Learning Objectives, students have to write an argument to *persuade*;; and

At the Bridging level in MIL ELL 6--8 Level 3 Theme 14 Module 2 Learning Goals, students have to make *inferences* to draw conclusions.

MIL ELL digital courses provide a high--interest/low--anxiety environment using graphics and animations to support comprehension of general and academic level language. Comprehensible input strategies, strategies for developing academic language, and content integration were derived from SIOP (*Sheltered Instruction Observation Protocol*: Echevarria, Vogt and Short). Group and individual activities promote learners' independence as well as self--reflection. Review activities are also built in throughout modules for differentiation.

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

MIL ELL courses were created to address the differentiation of language proficiency and to be developmentally and linguistically appropriate for the designated language levels. In the MIL ELL courses, themes are organized around a specific academic content topic appropriate for each grade band.

Topics were selected based on review of both national and state curriculum frameworks and contain literary and informational reading and listening excerpts. Within the themes, discourse ranges from comprehension exercises requiring phrases or chunks of language to end--of--theme lessons using a variety of sentence lengths and extended oral and written discourse. The project at the end of each theme includes a student model as an example of appropriate writing and structure. Furthermore, at the end of each module, formative and self--assessments allow students to evaluate their progress in language acquisition, social and academic language, and language conventions in speaking and writing as well as building new knowledge and skills related to topics discussed. Based on the results of these assessments, teachers can identify and adapt the focus of the instruction for the following module: (see section above on Academic Language for specific examples).

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

Differentiation of language is systematically addressed throughout MIL ELL courses. Each module in each theme builds upon the previous one as in a funnel or spiral formation, helping students deepen and expand language skills and concept understanding for each theme. In the *ELL Teacher Resource Guide*, writing and speaking rubrics customized for MIL ELL courses levels 1, 2 and 3 define expectations for these productive skills. (See section above on Academic language for specific examples )

## **B. Representation of Language Domains**

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

- |   |            |    |
|---|------------|----|
| <b>1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?</b> | <b>Yes</b> | No |
| <b>2) Are the targeted language domains presented within the context of language proficiency levels?</b>  | <b>Yes</b> | 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) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?**

MIL ELL course's curriculum covers all four language domains. In fact, students use each language domain often in conjunction with another. This strategy enables students to be engaged in activities that stress modeling, individual practice, and whole group presentation. Throughout each theme, MIL ELL curriculum has a well--developed lesson structure which integrates all language domains in order to enable each student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application. All listening, speaking, reading, and writing activities are in context of the theme's topic and prepare students toward the task--based project in Module 5.

Module 1 Vocabulary sets the purpose and introduces the general and benchmark vocabulary words necessary to understand the core academic reading of Module 2. Instruction of vocabulary is done through the extensive use of digital tools. For example, students are shown pictures on the screen (ELL 6--8 Theme 1 Module 1 *Vocabulary Building 1.*) These pictures have a corresponding adjective which is accompanied by a recording of the spoken word so the English language learners can see, read and hear the targeted words.

Module 2 Reading continues with the teaching of concepts and skills related to the selection with questions followed by close reading techniques. All reading selections (*Let's read*) have a recording for students to listen to while they are reading.

Module 3 Listening/Speaking offers opportunities for students to practice pronunciations in *Speaking Labs*. ELL students can listen to their own voice with the playback feature. In *Listen and Respond* activities, students have to answer comprehensive questions after listening to a short audio or a video. They can listen to each except as many times as they need.

Module 4 Writing continues to build language development in context by teaching specific skills which will enable students to complete the task--based project at the end of the theme.

Module 5 Project provides strategic support and strategies to push students to use the language and knowledge they have acquired in the theme in order to present their project and peer feedback to individuals and/or to the whole group through classroom activities or online *Discussion Boards*.

## **2) Are the targeted language domains presented within the context of language proficiency levels?**

All targeted language domains are presented within the context of language proficiency levels. The language domains are included in the context of the theme's topic so that students are prepared to present their task--based project at the end of each theme. At each language proficiency level, comprehensible input strategies, SIOP strategies for developing academic language, and content integration were used so students can meet/exceed academic benchmarks as described in national and state curriculum frameworks.

Entering and Emerging English learners benefit from strategies included in activities which model skills through repetition (*Listen and Respond 1, 2, 3*). In reading and listening excerpts, language patterns remain simple (the use of simple tenses). For example, in writing, students create a series of simple sentences using descriptive words on a wampum belt (Project Grades 4--5 Level 1 Theme 5).

Developing and Expanding English learners read and listen to more complex and longer informational and literary texts such as *The Declaration of Independence* (Theme 6) in grades 4--5 level 2 and Equal Rights Amendment in grades 6--8 level 2 (Theme 15). In speaking, students produce short, expanded and complex sentences in describing Newton's first law of motion (Theme 13).

At the Bridging level, students critique each other's presentations (Grade 6--8 level 3 Theme 4 : critique of presentation on cells).

## **3) Are the targeted language domains systematically integrated**

### **throughout the materials?**

MIL ELL courses are organized in themes and, within themes, modules (20 themes, 5 modules for each theme per 4--8 courses). Each theme is centered on a core academic topic aligned with state and national curriculum frameworks, such as Common Core State Standards. All activities connect to the listening and reading selections and speaking and writing topics for each module. This ensures that students interact with appropriate grade--level texts in all language domains. Formative and summative task--based assessments designed to demonstrate knowledge of core understandings also integrate systematically all targeted language domains.

Within MIL ELL courses for levels 1, 2 and 3, the structures of each theme clearly specify which language domain is highlighted.

Module 1 Vocabulary activities use simultaneously reading and listening. For example, students are shown pictures on the screen (ELL 6--8 Theme 1 Module 1 *Vocabulary Building 1*). These pictures have a corresponding adjective which is accompanied by a recording of the spoken word so English language learners can read and hear the targeted words.

Module 2 Reading highlights reading and listening. All reading selections (*Let's read*) have a recording for students to listen to while they are reading.

Module 3 Listening/Speaking offers opportunities for students to practice listening and speaking as in *Speaking Lab* activities where they can listen to the proper pronunciation of a word/phrase or short excerpts before recording themselves reading the same text.

Module 4 Writing activities engage students to write drafts of their task--based project using the knowledge they have acquire throughout the theme and to follow models that highlight targeted language forms.

Module 5 Project provides opportunities for students to read their presentation, listen to their peers' presentation and voice their own ideas and opinions.

## **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**

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

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

**1) Do the materials connect the language development standards to the state academic content standards?**

MIL ELL courses extensively cover a wide range of English language arts and English--language development standards and topics that are found in local, state, and national standards. The course activities, in every theme, focus on English learning, phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and speaking and writing skills, as well as social and instructional language.

In all levels of proficiency, MIL ELL themes are centered on an academic core topic and skills appropriate for each grade--band. Each standard is clearly noted beside each theme's name. For example: Grades 4--5 level 1 Theme 1 Autobiographies/biographies (ELA/SS). Even though there is an emphasis on the language of Language Arts, which is taught through the content of literacy

lessons, there is also emphasis on the language of Literature, Science, Social Studies, and Mathematics through reading selections and vocabulary activities. In Grades 4--5 and 6--8 from levels 1 through 3, out of the 100 leveled reading selections, 25 address science, 50 address social studies, 15 address math and 35 address language arts, including multiple genres, informative texts about genres, and selections that teach about point of view.

All selections were chosen to meet text complexity requirements and the suggested percentage of fiction to nonfiction selections. All content is used in context to introduce, practice, apply, and review language skills.

## **2) Are the academic content standards systematically represented throughout the materials?**

In MIL ELL courses, academic content standards are systematically represented in every theme throughout the material. Each theme is organized around a core content topic which forms the basis for application of the skills and strategies presented. This structure is developed at every level and is based on the content curriculum. This structure ensures that a variety of core content topics is included and is systematically presented throughout the materials.

See Scope and Sequence documents for each grade band and level at <http://pd.middleburyinteractive.com/teaching--resources/ell--curriculum>

## **3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?**

In MIL ELL courses, themes are centered on specific core content topics and include a wide variety of language activities to explore the content and develop listening, speaking, reading, and writing skills. In all themes, several module activities provide illustrations or graphics to establish a visual and word association in order to support and promote comprehension.

At the beginning of each theme, prior knowledge and experience is often activated using social language to introduce and support the language of Reading, Language Arts, Science, Math and Social Studies. Subsequent activities in reading, listening, speaking and writing are taught in context to practice, review, and apply the language skills to make grade level content accessible for all targeted proficiency levels.

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

- |   |            |    |
|---|------------|----|
| <b>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?</b> | <b>Yes</b> | No |
| <b>2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?</b>  | <b>Yes</b> | No |

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

- 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?**

MIL ELL courses present opportunities to engage in higher order thinking through activities that are accessible to learners of all targeted proficiency levels. Higher order thinking is in context and integrated into modules in each theme. Students engage in higher order thinking as they learn comprehension strategies (direct explanation, modeling, guided practice and application) and apply these strategies to answering comprehension questions. As students complete the activities, they learn to draw conclusions, identify author’s purpose, classify and categorize, determine the main idea, recognize cause--and--effect relationships, and make judgments.

In Grades 4--5 level 1, the Theme 1 Module 2 *Critical Skills* activity asks students to paraphrase a small passage. Because these are Entering/Emerging students, a choice of three sentences are provided. Students have to select the correct sentence which is the most similar to the passage provided.

In Grades 6--8 level 2, the Theme 7 Module 2 *Reflection* activity asks students to find the main idea of a text they have read on genes and heredity. These students are at Developing/Expanding levels and require less support which is

provided by choice of images.

In Grades 6--8 level 3 Theme 8, after learning how to map literature classics, students create a story map, a character sketch and draw a story illustration. At the Bridging level, students require very little support and can produce complex tasks after scaffolded practices and reviews.

**2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?**

The content--based approach, part of the MIL ELL course design, exposes students to cognitively challenging content from academic disciplines such as ELA (English Language Arts), Social Studies, Mathematics and Science. Processing this content, through carefully scaffolded learning tasks and projects that require complex thinking, allows for students to engage in meaningful and authentic intellectual work. Students are continually guided by reflection activities and suggestions for thinking and learning strategies. Students move from basic literal questions to advanced comprehension and synthesis questions to help develop their reading skills.

In MIL ELL courses, immediate feedback is given for comprehension questions. Assessments also include questions that are directly related to testing concepts in the Common Core State Standards. Higher order thinking skills are addressed in each Learning Goals in all 5 modules for each theme.

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

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

*Justification: Provide examples from materials as evidence to support each "yes"*

response for this section. Provide descriptions, not just page numbers.

**1) Do the materials provide scaffolding supports for students to advance within a proficiency level?**

MIL ELL courses are organized into themes which are based on specific core content topics. These topics, in Language Arts, Reading, Science, Social Studies, or Math always drive instruction through all 5 modules in each theme. The focus of all activities is to help students progress within their current proficiency level and beyond.

Module 1—Prepare students to read the core text by activating prior knowledge and experience, giving background information about the topic, engaging student to learn specific and technical vocabulary as well as key phrases in context using digital tools and graphics.

Module 2 – Develop understanding of the core text reading through review routines activities, comprehension questions, reflections, exit tickets and self-assessments. Students have a chance to re--read the core text as many times as they need for understanding.

Module 3 – Provide deeper understanding and begin application of what students have learned through listening strategies like predicting and comprehension questions (*Listen and Respond* activities). Furthermore, students begin to use circumlocution and paraphrasing to explain new words. Students also practice proper pronunciation and reading skills by recording themselves.

Module 4 – Develop writing fluency and proficiency with instruction and practice of key structures in the four modes of writing (expository, narrative, descriptive, and persuasive). Students write drafts of their final project using graphic organizers and/or templates. Finally, exit games allow students to review key structures in a low--anxiety environment.

Module 5 – Apply, create and evaluate what students have learned in the theme using Project rubrics and criteria, exit checks, and vocabulary journal. Students also edit their own work and critique peers' presentation through Discussion Boards.

**2) Do the materials provide scaffolding supports for students to**

### **progress from one proficiency level to the next?**

As explained in Part 1, scaffolding supports provided throughout MIL ELL courses help students advance within a proficiency level as well as progress from one level to the next. Each theme's spiral structure provides scaffolding support strategies and tools to enable students to progress through the content. Even though most themes in each level of proficiency can be taught independently of each other, several themes share a core content topic (e.g: 4--5 level 1 Themes 1, 2, 3, 4 Autobiographies and Biographies).

Each theme starts with activities to engage prior knowledge and introduce key language using interactive, visual, and graphics tools as well as spoken and written words. Then, once students have practiced using phrases and sentences through comprehension questions and reflection in reading, listening and speaking, they are ready to complete the task--based project at the end of each theme. Each module reviews and offers practice for new language and concepts learned. Immediate feedback for the majority of the activities and student self-- assessments allow students to evaluate their progress and to become more independent learners.

Overall progression of text complexity and challenging student production via task--based projects deepen content knowledge and comprehension across all grades and level of proficiency.

### **3) Are scaffolding supports presented systematically throughout the materials?**

The information in parts 1 and 2 explains how MIL has systematically developed each theme with a consistent structure to support scaffolding at each grade band and level of proficiency. The skills and concepts are introduced, practiced and applied across all language domains and scaffolded to offer support using digital tools like drag--and--drop, drop--down--menu or exit games. Immediate feedback and summative assessments help track achievements on student mastery of skills and concepts and monitor student progress through language proficiency levels.

A series of toolbar icons support and help scaffold learning :

- *Activity Glossary* provides a list of definitions for all underlined words in

an activity.

- *Project Notebook* indicates students should write or use notes in their offline notebook.
- *Strategy* provides a learning strategy for reading, listening, speaking or writing.
- *Example* models activity responses.
- *Print* indicates there is a handout students can reference or print.
- *Word Spy* shows more detailed information for targeted theme words.
- *Grammar Hint* includes grammar rules, explanations and examples.
- *Speech Bubble* shows companion audio script  
(See p.5 of ELL Teacher Resource Guide)--

#### D. Accessibility to Grade Level Content

- |  |            |    |
|--|------------|----|
| <b>1) Is linguistically and developmentally appropriate grade--level content present in the materials?</b> | <b>Yes</b> | No |
| <b>2) Is grade--level content accessible for the targeted levels of language proficiency?</b>              | <b>Yes</b> | No |
| <b>3) Is the grade--level content systematically presented throughout the materials?</b>                   | <b>Yes</b> | No |

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

#### **1) Is linguistically and developmentally appropriate grade--level content present in the materials?**

The content covered in MIL ELL courses is linguistically and developmentally appropriate for 4<sup>th</sup> grade through 10th. National

Curriculum Standards (e.g. NTCM, Next generation Science, NCSS, CCSS for Math and English), along with state curriculum frameworks, were referenced to identify appropriate topics and core disciplinary ideas for each grade bands. Grade--level content standards in Language Arts, Social Studies, Science, and Mathematics were used to develop the scope and sequence of the skills and content included in MIL ELL curriculum. To ensure that all core subject areas and a broad range of genres are included at every level, MIL ELL courses chose a diversity of authentic texts. Furthermore, great care was given to the selection of texts, videos, graphics and animations representing different genders, cultures and ethnicity to ensure that all students see themselves represented positively throughout the courses.

In MIL ELL Grades 4--5 level 1, explanations are recorded by a same--age child as the students to engage and help students relate to the objectives of each module. In Theme 2, excerpts from The House on Mango Street were chosen specifically to model and teach in context metaphors and similes. These skills are then used in the Module 5 Project where students create a poster of themselves using metaphors or similes. A model poster is presented as well as project steps.

## **2) Is grade--level content accessible for the targeted levels of language proficiency?**

MIL ELL courses were designed using the principle of backward mapping to ensure that activities are explicitly linked to and driven by the target objectives selected for the end of the theme task--based project. Students master the grade level content by completing activities where they answer comprehension questions, match vocabulary terms to visuals (drag and drop), complete sentences with the vocabulary (fill the blank using word bank and/or drop down menu), create sequences as they follow auditory descriptions (reorder mixed up sentences), use graphics to organize content (graphic organizer of literature elements or argumentative essay), and practice pronunciation by recording themselves (Speaking Labs), and sharing feedbacks and opinions (Discussion Boards).

The grade level content is accessible to targeted levels of proficiency through the careful design of scaffolded activities throughout each theme. Learning is supported by activities which provide review and reinforcement of vocabulary and language learning at all targeted proficiency levels.

**3) Is the grade--level content systematically presented throughout the materials?**

In MIL ELL courses, grade--level content, based on the thorough review of content standards, is systematically presented in the materials. Linguistic and content complexity increase throughout the courses as students progress through each level of proficiency. For example, under the overarching theme of the environment: 4--5 level 1, Theme 15 : Cleaning efforts after an oil spill (SS);; 4--5 Level 2, Theme 20: Water conservation (Sci);; 6--8 Level 1, 6--8 level 2 Theme 20: Carbon footprint (Math);; 6--8 Level 2 Theme 10: Water resources (Sci/SS);; 6--8 Level 3 Theme 6: Global warming (Sci/Math)

**E. Strands of Model Performance Indicators**

**1) Do materials include a range of language**

**Yes** No

**functions?**

**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) Do materials include a range of language functions?**

MIL ELL courses provide a wide range of language functions throughout the curriculum. Each grade band and level is organized in themes and modules based on the context of a specific core content topic. All parts of each theme integrate the topic into each module's *Learning Goals*. These goals are designed to develop general and academic language skills. The language functions were carefully chosen to engage students through a variety of activities that reach all targeted proficiency levels. Throughout the material, language functions specify directly how students engage with the language and content. They include but are not limited to: "identify," "demonstrate," "record," "evaluate," "match," "summarize," and "edit."

**2) Are the language functions incorporated into a communicative goal or activity?**

All language functions occur in the context of reading, listening, speaking or writing learning tasks. Indeed, activities in each module extend and reinforce language that has been covered in the modules and larger themes. Such activities include completing cloze sentences (Fill in the blank activities), forming multi-syllable words using affixes (bio – logy, bio-graphy etc.), and recordings of presentations/or reading selections which reinforce proper pronunciation and language skills in context (*Recorded responses, Project presentations, Speaking labs*). Some language functions are scaffolded with graphics, tutorials and modeling (*Comprehension checks, Find evidence, etc.*) These consistent features and structural design are found throughout MIL ELL courses and guide students toward an ever-increasing sophisticated level of language understanding and production.

### 3) Do the language functions support the progression of language development?

Language functions throughout MIL ELL courses are presented systematically and comprehensively and support the progression of language development not only in each level but also across levels. As students participate in activities at the module level, they acquire and apply content knowledge and language skills to the task--based project as the end of each theme.

For example, Entering students identify words by choosing an illustration that depicts the word. Beginning--level students make new words by using affixes. They also read and write simple sentences that require early literacy skills. As students further develop literacy skills, they read more complex sentences. Students who are more advanced begin to read and listen to texts with a higher linguistic and content complexity. They express themselves orally and in writing using longer and more complex sentences. The following language functions cited are only examples of a small portion of the variety and amount:

At the Entering level, in MIL ELL 9--10 LE Theme 1 Module 2, Learning Goals activity states that students *define* the term migration and *name* countries on migration path (see Appendix C);;

At the Emerging level in MIL ELL 4--5 level 1 Theme 10 Module 2 Learning Goals, students have to use image to *predict* what happens in the story, *indicate* that a character can change, and *classify/list* literary elements;;

At the Developing level in MIL ELL 6--8 level 2 Theme 7 Module 2 Learning Goals, students have to *summarize* information;;

At the Expanding level in MIL ELL 6--8 level 2 Theme 18 Module 2 Learning Objectives, students have to write an argument to *persuade*;;

At the Bridging level in MIL ELL 6--8 level 3 Theme 14 Module 2 Learning Goals, students have to make *inferences* to draw conclusions.

# APPENDIX

## MIL ELL 9--10 course screenshots

### A. Module 1 *Personal Connection* activity p. 7

 **Personal Connection** / 10  

 What is your migration path?

Type where you are from and where you live now.



 

My migration path goes from \_\_\_\_\_ to \_\_\_\_\_.

**B) Theme 4, the project is to design and describe a bridge using geometric terms. P.12**

**Project Introduction**

Your project for this theme is to research, design, and build a bridge.

Click the images to learn about your project.

**Bridge Research Collage**

Name: Julia Santos

Name of Bridge: Lilla, Full Bridge  
Location: Fredericia, Denmark  
Opened: 1750  
Type of Bridge: Truss Bridge

Name of Bridge: Akashi Kaikyō Bridge  
Location: Kobe, Japan  
Opened: 1998  
Type of Bridge: Suspension Bridge

Name of Bridge: Golden Gate Bridge  
Location: San Francisco, United States  
Opened: 1937  
Type of Bridge: Suspension Bridge

**Bridge Comparisons**

Name: Julia Santos, Leo Phan, Alex Morales

Bridge Comparisons:  
The table shows the date of the bridge, its location, the date that the bridge was opened, and the type of bridge.

**The Friendship Bridge**

By Julia Santos, Leo Phan, Alex Morales

The name of our bridge is the Friendship Bridge. The Friendship Bridge is a truss bridge because it rests on piers at each end.

The name of our bridge is The Friendship Bridge. The Friendship Bridge is a truss bridge. Truss bridges include many types of lines.

The Friendship Bridge has a horizontal line. A horizontal line goes straight across and is not set at an angle.

The Friendship Bridge also has many diagonal lines. A diagonal line is a straight line that is set at an angle. A diagonal line is not vertical or horizontal.

The Friendship Bridge also has many perpendicular lines. Perpendicular lines are two lines that connect to form a right angle.

In the Friendship Bridge, the diagonal line connects the perpendicular lines. The perpendicular lines and the diagonal lines form right triangles.

**Works Cited**

The Akashi Kaikyō Suspension Bridge - Japan: <http://teachingresources.com/resources/akashi-kyo-bridge/>

Highways Denmark.com: <http://highways-denmark.com/old-bridge-bridges/>

Most Bridges.com: <http://mostbridges.com/10-most-famous-bridges-in-the-world/>

**C) Theme 1 Module 2, Learning Goals p.32**

**Learning Goals**

**Migration Path**

In this module, you will learn words in English to talk about your migration path.

What symbol means *beginning*?  
What symbol means *end*?

← means \_\_\_\_\_  
○ means \_\_\_\_\_



**Learning Goals:** As I begin this module, ...

	Yes	With Help	No
I can define migration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use keywords to talk about geography and maps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can name the countries on my migration path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

