Instructional Guidelines and Resources

For English Language Learners

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Based on Ohio's

New English Language Proficiency Standards

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INTRODUCTION

In Ohio, more than 44,000 English Language Learners (ELL) are enrolled in the state's elementary and secondary public schools. The term English Language Learner refers to those students whose home or native language is other than English, and whose current limitation in the ability to understand, speak, read or write English impact their effective participation in a school's education program. ELLs may be immigrants or refugees born in another country, or they may be born in the United States living in homes where another language besides (or in addition to) English is spoken.

Like their native-English speaking peers, ELLs in Ohio are expected to achieve the state's Learning Standards in the content areas of English language arts, mathematics, science, social studies and other subjects. However, in order to achieve high educational standards leading to college and career readiness, ELLs have the unique challenge of acquiring a new language and learning new cultural norms in addition to learning academic content and skills.

What are the specific English communication skills ELLs need in order to access the state's more rigorous academic content standards? To address this question, Ohio has adopted new *English Language Proficiency (ELP) Standards*. These standards, to be fully implemented in school year 2015-2016, were collaboratively developed by the Council of Chief State School Officers (CCSSO), West Ed, Stanford University Understanding Language Initiative, and the states (including Ohio) in the English Language Proficiency Assessment (ELPA) 21 Consortium (CCSSO, 2014). The ten ELP Standards, developed for kindergarten through grade twelve, focus on English language functions and forms that ELLs need to develop in order to access college and career-ready content standards and to be successful in school. The new ELP Standards are the following:

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3. Speak and write about grade-appropriate complex literary and informational texts and topics
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5. Conduct research and evaluate and communicate findings to answer questions or solve problems
6. Analyze and critique the arguments of others orally and in writing
7. Adapt language choices to purpose, task, and audience when speaking and writing
8. Determine the meaning of words and phrases in oral presentations and literary and informational text
9. Create clear and coherent grade-appropriate speech and text
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

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Purpose of the Instructional Guide

The purpose of this instructional guide is to serve as a resource to school district personnel in the use of the new ELP Standards to inform instruction and to support ELLs in their development of English language communication skills needed for success in school. To achieve this purpose, the guide includes the following information:

- A profile of ELLs in Ohio
- Proficiency level descriptors
- An overview of the new ELP Standards
- A summary of instructional strategies and supports that teachers can use to assist ELLs in their development of the English language competencies needed for academic success
- Examples of how ELLs at different English proficiency levels can participate in academic-related lessons and activities
- Guidelines for assisting ELLs with limited formal schooling
- Resources

Intended audience

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This instructional guide was developed based on the assumption that all educational staff in a school has the responsibility to support the English Language development of their ELLs. Therefore, this document is meant to serve as a resource for the following people at the district or school level:

- Superintendents
- Principals
- Program directors/coordinators
- Curriculum directors/coordinators
- English as a Second Language (ESL) program directors, teachers and tutors
- Bilingual teachers and instructional assistants
- Grade-level and content area teachers
- Special education and gifted education teachers

The information in this document is also intended to serve as a resource for other stakeholders who are interested in the education of ELLs. Stakeholders may include parents and other caregivers, staff of social service agencies serving immigrant and refugee families, college and university teaching personnel, and students receiving training in bilingual education and/or "Teaching English to Speakers of Other Languages" (TESOL).

PROFILE OF OHIO'S ENGLISH LANGUAGE LEARNERS

Ohio's ELLs represent more than 110 different native or home languages. The top 10 language groups include Spanish, Somali, Arabic, Pennsylvania Dutch (a dialect of German used by the Amish), Chinese, Japanese, Vietnamese, French, Russian and Twi (a language spoken in West Africa).

Many of Ohio's ELLs are children of families who have recently immigrated to the United States from other countries. During school year 2013-2014, Ohio school districts reported serving 12,333 immigrant students who have been enrolled in U.S. schools less than three years.

People immigrate to the United States for a variety of reasons. They may come to join other family members or to seek an improved economic opportunity. Others are seeking refuge from political repression or persecution in their home countries. According to the Ohio Department of Job and Family Services, Refugee Services Office, 27,131 new refugees arrived and resettled in Ohio in between 2004-2013. The refugees' countries of origin included Somalia, Burma, Vietnam, Russia, Uzbekistan, Cuba, Burundi, Ethiopia, Ukraine, Eritrea, Liberia, Iran and Sudan. In addition to the primary resettlement of refugees in Ohio, there has been a large secondary migration to Ohio from other states. In the Columbus metropolitan area alone, it is estimated that there are between 25,000 and 40,000 recently arrived Somali refugees.

Other groups of Ohio's ELLs were born in the United States but speak languages other than English at home. For example, Ohio's schools enroll students of Puerto Rican, Mexican-American and other Latino backgrounds for whom Spanish is the home language. A significant number of Spanish-speaking children are members of migrant agricultural working families. More than 500 migrant children were enrolled in Ohio's elementary and secondary schools during the 2013-2014 school year. Also, many children from the Amish communities in northeastern Ohio learn German (Pennsylvania Dutch) as their first language. Approximately 1,000 Amish LEP students were enrolled in schools in Holmes and Wayne counties during 2013-2014.

Ohio's ELLs include students who have not had the benefit of prior educational experiences. Students with limited formal schooling (LFS) are generally recent arrivals to the United States whose backgrounds differ significantly from the school environment they are entering. This category includes students whose schooling was interrupted because of war, poverty, patterns of migration or other reasons, as well as students coming from remote, rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics:

- Pre- or semi-literate in their native language
- Minimal understanding of the function of literacy
- Performance significantly below grade level
- A lack of awareness of the organization and culture of school

(Teachers of English to Speakers of Other Languages, Inc., 1997, p.21)

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A student's previous experiences with education significantly affect the ease and rapidity with which he or she learns English and other academic material. Collier (1989) found that English learners require at least five to seven years of instructional time to reach academic parity with native English speakers. But, for students with limited formal schooling, Collier and Thomas found that the achievement of academic parity can be delayed an additional one to five years (1989). The primary explanation for this is that students with limited or no experience in the classroom have acquired a different set of skills than those who have had more formal education experiences.

Ohio's goal for all ELLs is to attain English proficiency so that they can achieve the State's learning standards and fully participate in U.S. society. The length of time required to attain English proficiency will vary according to a number of factors, including age, grade level, extent of prior formal schooling and current level of English proficiency.

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PROFICIENCY LEVEL DESCRIPTORS

Note: The following information regarding the Proficiency Level Descriptors (PLD) is excerpted from the document "Proficiency Level Descriptors for English Language Proficiency Standards" (CCSSO, 2013)*. The complete document can be accessed at the following website: https://wested.app.box.com/ELPStandardsResources/1/1238544451/12217258688/1*

Introduction

The Council of Chief State School Officers (CCSSO) utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards (CCSSO, 2014). The ELP Standards were developed for grades K, 1, 2–3, 4–5, 6–8, and 9–12, to highlight and elaborate upon the critical language, knowledge about language, and skills using language that are within college and career readiness standards in mathematics, science, and English language arts (ELA)/literacy (CCR standards) and that are necessary in order for English language learners (ELLs) to be successful in schools.

The purpose of this Proficiency Level Descriptors for the English Language Proficiency Standards document is to complement, rather than replace, the ELP Standards. This document provides summary definitions and more detailed descriptions of what ELLs' language forms might look like as ELLs gain proficiency with the strategic set of language functions outlined in the ELP Standards. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the PLDs are situated.

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Proficiency Level Descriptor Summaries

In general, PLDs provide "descriptions of the level of English language knowledge and skills required of each [proficiency] level" (Perie, 2008, p. 15). When designing the ELP Standards, the language forms outlined in the PLDs were embedded throughout the grade-level/grade-span ELP Standards according to the grade-appropriate expectations that had been placed in each ELP Standard.

High level summaries of the PLDs provide an overview in relation to:

1. the degree of control of English that ELLs typically show as they participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the ELP Standards; and

2. what the forms of ELLs' language-related performance typically look like.

Additionally, once a student is considered English proficient for the purposes of ELL assessment and eligibility for ELL services, the student will continue to develop English language skills beyond involvement in an English language development program. Development of language skills is an ongoing process that continues throughout one's lifetime.

Table 1. High Level Summaries of Forms Embedded within the ELP Standards

	By the end of each ELP level, an ELL can . . .				
	1	**2**	**3**	**4**	**5**
PLD Summary	• show limited control of English when participating in grade-appropriate classroom activities • convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary	• show emerging control of English when participating in grade-appropriate classroom activities • convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary	• show developing control of English when participating in grade-appropriate classroom activities • use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary	• show increasingly independent control of English when participating in grade-appropriate classroom activities • convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary	• show independent control of English when participating in grade-appropriate classroom activities • convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary

The Levels 1–5 descriptors indicated above describe targets for ELL performance by the end of each ELP level. However, students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELLs' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1–5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, ELLs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, ELL status is a temporary status, an ELP level does not categorize a student (e.g., "a Level 1 student"), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1"). (CCSSO, 2013, pp. 1, 2, 5)

Detailed Proficiency Level Descriptors

The progressions shown in Table 2 on the following page provide more detailed information on the language forms which were embedded in ELP Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels, as ELLs develop use and control of the language functions needed to participate in content-specific practices.

Table 2. Detailed Proficiency Level Descriptors for Forms Embedded within the ELP Standards

Discourse Level: ***What is the amount of content-specific language that can be quickly processed or easily produced?***				
1	**2**	**3**	**4**	**5**
• simple information about an event, experience, and/or topic • short sentences composed of simple or predictable phrases or sentences • limited (i.e., initial) cohesion among sentence structures	• a brief sequence of events in order and/or introduction of a topic with supporting details • multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems • loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases	• related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) • related paragraphs on grade-appropriate content-area texts • developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions	• related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) • multiple paragraphs containing a variety of sentences on grade-appropriate content-area text • increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)	• complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation} • multiple paragraphs, chapters, and essays on grade-appropriate content-area text • accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events

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Sentence Level: ***How much information is packed within a sentence structure (clause) or sentence?***				
1	2	3	4	5
syntactically simple sentences including: • verb tenses such as present, present progressive, simple future (going to), simple past • modifiers such as adjectives, adverbs • simple grammatical constructions (e.g. commands, some *wh*-questions, declaratives) • common social and instructional patterns or forms	combinations of simple sentence structures including: • verb tenses such as past tense (irregular), past progressive, simple future • modifiers such as frequently occurring prepositions, adjectives, adverbs • repetitive phrases and sentence patterns across content areas	descriptive sentences characterized by frequently occurring complex sentence structures including: • verb tenses such as present perfect • modifiers such as subordinating conjunctions, and prepositional phrases • simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas	descriptive sentences characterized by increasingly complex sentence structures including: • verb tenses such as past perfect • modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) • expanded simple compound, and complex sentence patterns characteristic of content areas	descriptive sentences characterized by wide variety of sophisticated sentence structures including: • verb tenses such as passive voice and subjunctive • modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) • a wide range of idiomatic and unique sentence patterns characteristic of content areas

Vocabulary Level: ***What is the range and specificity of words, phrases, and expressions used?***				
1	2	3	4	5
a limited (i.e., initial) range of simple vocabulary including: • very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) • a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words • frequently occurring pronouns used with initial control (and occasional misapplications) • nonverbal communication	a simple vocabulary including: • frequently occurring words and phrases • one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas • frequently occurring pronouns used with increasing precise control • a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form	a developing vocabulary including: • words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions • an emerging awareness of how to create new words from familiar words (i.e., *electricity from electric*), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words • relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*) • transparent idioms with developing grammatical complexity	a wider vocabulary including: • a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases • multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations • an increasing number of intensive pronouns to add emphasis to a statement (e.g., *myself*, *ourselves*) • semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity	a wide vocabulary including: • a larger proportion of vivid, less frequently occurring words and phrases • precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • precise use of intensive pronouns • opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

(CCSSO 2013, pp.1-5).

It's important that at the beginning of each school year district administrators and teachers have access to information about the proficiency levels of ELLs provided either through initial assessments at time of enrollment or through the annual English Language Proficiency progress assessments. With this information, grade level and content teachers can collaboratively plan and implement effective instruction for the ELLs in their classrooms.

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OVERVIEW OF THE NEW ELP STANDARDS

Note: The following overview is based on the complete description of the new ELP Standards along with Correspondences to K–12 English Language Arts (ELA), Mathematics, and Science Practices, K–12 ELA Standards, and 6-12 Literacy Standards (CCSSO, 2014)*, which can be found at the following website: http://www.elpa21.org/standards-initiatives/elp-standards.*

Performance targets by proficiency levels

For each of the ten standards listed in the first section of this document, targets for student performance by end of proficiency levels 1 through 5 have been developed for the following grade levels/bands: kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8, and grades 9-12. The following chart shows the performance targets for each of the 5 proficiency levels for Standard 1, grades 4-5:

Standard 1, Grade 4-5 Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing.				
By the end of each English language proficiency level, an ELL can				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Use a very limited set of strategies to identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic; retell a few key details from read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to determine the main idea or theme, and retell a few key details; retell familiar stories from read-alouds, simple written texts, and oral presentations.	Use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme; summarize part of text from read-alouds, written texts, and oral presentations.	Use a wide range of strategies to determine two or more main ideas or themes; explain how key details support the main ideas or themes; summarize a text from read-alouds, written texts, and oral presentations.

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Although the performance targets indicate a set of language competencies for each ELP level, they should be considered only as a general guide. As stated in the previous section students may demonstrate a range of abilities within each ELP level.

Grade Level ELP Standards with Correspondences to Content Standards

To ensure the ELP standards specify the language that all ELLs must acquire in order to successfully engage with college-and-career-ready standards in ELA & Literacy, mathematics, and science, two methods of correspondence mappings have been conducted for these ELP Standards:

1. Correspondences with the Common Core State Standards (CCSS) for Mathematics and Next Generation Science Standards (NGSS) Practices - Following the guidance found in the CCSSO Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards (the "CCSSO ELPD Framework") (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The CCSS for Mathematical Practices a.k.a., the Mathematical Practices are the first eight standards for the CCSS for Mathematics and the NGSS Science and Engineering Practices are one of three dimensions in every NGSS standard. A set of ELA "Practices" was created for the CCSSO ELPD Framework since the CCSS for ELA & Literacy did not include specific practices in their original form.

2. Correspondences with the CCSS for ELA & Literacy Standards - A second type of correspondence analysis was conducted to show the relationship between the ELP Standards and the language demands found in the CCSS for ELA & Literacy. This second set of correspondences is particularly useful as the ELP Standards and the CCSS for ELA & Literacy Standards have a similar internal construction (based on reading, writing, speaking, listening, and language).

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The term practices refers to behaviors which students should increasingly use when engaging with the content and growing in content-area maturity and expertise throughout their elementary, middle, and high school years. The term "practices" is used rather than "processes" or "inquiry skills" to emphasize that engaging in [discipline-specific] investigation requires not only skill but also knowledge that is specific to each practice (NRC, 2012, p. 30).

The practices identified within the CCSS for Mathematics and the NGSS are key parts of the standards themselves. Because the CCSS for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA "Practices" was created for the CCSSO ELPD Framework through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16).

The chart on the next page shows an example of an ELP Standard for grades 4-5 with correspondences to grade 5 content-specific practices and standards.

Grades 4-5 ELP Standards with Grade 5 Correspondences

Grade 5: Standard 1

ELP.4-5.1.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations.

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. **EP3.** Construct valid arguments from evidence and critique the reasoning of others. **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	**MP1.** Make sense of problems and persevere in solving them.	**SP1.** Ask questions and define problems.

when engaging in tasks aligned with the following Grade 5 ELA Standards:

Literature	Informational Text
RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**RI.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**RI.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**RI.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RL.1., RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Key: EP = English Language Arts Practices; MP=Mathematics Practices; SP=Science Practices; RL = Reading for Literature; RI=Reading for Informational Texts; SL=Speaking and Listening

INSTRUCTIONAL STRATEGIES AND SUPPORTS FOR ELLS

As stated earlier in this document, ELLs in Ohio, like their native-English speaking peers, are expected to achieve the state's Learning Standards in the content areas of English language arts, mathematics, science, social studies and other subjects. However, in order to achieve high educational standards leading to college and career readiness, ELLs have the unique challenge of acquiring a new language and learning new cultural norms in addition to learning academic content and skills.

The new ELP Standards serve as a useful guide in setting goals and benchmarks for ELLs in the process of acquiring academic language skills. However, instructional staff, including grade-level and content specific teachers as well as ESL specialists, are expected to support ELLs in their development of the English language competencies needed to achieve high educational standards. To become more knowledgeable about strategies to support ELLs' language development and academic achievement, an increasing number of teachers and administrative staff are taking advantage of opportunities to be trained in the "Sheltered Instruction Observation Protocol (SIOP) Model" developed by Dr. Jana Echevarria, Dr. Mary Ellen Vogt, and Dr. Deborah Short. This research-based and validated instructional model has proven to be effective in addressing the academic needs of English learners as well as other diverse learners throughout the United States.

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The SIOP Model focuses on the following eight components and thirty features:

Preparation

1. Content objectives clearly defined, displayed and reviewed with students
2. Language objectives clearly defined, displayed and reviewed with students
3. Content concepts appropriate for age and educational background
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency
6. Meaningful activities that integrate lesson concepts (e.g. surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening and/or speaking

Building Background

7. Concepts explicitly linked to students' background experiences
8. Links explicitly made between past learning and new concepts
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

Comprehensible Input

10. Speech appropriate for students' proficiency levels (e.g. slower rate, enunciation, and simple sentence construction for beginners)
11. Clear explanation of academic tasks
12. A variety of techniques used to make contents concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Strategies

13. Ample opportunities provided for students to use learning strategies
14. Scaffolding techniques consistently used, assisting and supporting student understanding (e.g. think alouds)
15. A variety of questions or tasks that promote higher-order thinking skills (e.g. literal, analytical and interpretive questions)

Interaction

16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts)
17. Grouping configurations support language and content objectives for the lesson
18. Sufficient wait time for student responses consistently provided
19. Ample opportunity for students to clarify key concepts in their native language as needed with aide, peer or native language text

Practice & Application

20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge
21. Activities provided for students to apply content and language knowledge in the classroom
22. Activities that integrate all language skills (e.g. reading, writing, listening and speaking)

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Lesson Delivery

23. Content objectives clearly supported by lesson delivery
24. Language objectives clearly supported by lesson delivery
25. Student engaged approximately 90% to 100% of the class period
26. Pacing of the lesson is appropriate to students' ability levels

Review and Assessment

27. Comprehensive review of key vocabulary
28. Comprehensive review of key content concepts
29. Regular feedback provided to students on their output (e.g. language, content, work)
30. Assessment of student comprehension and learning of all lesson objectives (e.g. spot checking, group response) throughout the lesson

Further information regarding the SIOP Method is provided in the book *Making Content Comprehensible for English Learners: The SIOP Model, Fourth Edition* by Jana Echevarria, Mary Ellen Vogt, and Deborah J. Short. 2013. Pearson Education, Inc., Upper Saddle River, New Jersey.

Additional information regarding SIOP Model resources and professional development opportunities can be found at the following website: http://siop.pearson.com/about-siop/

CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

One way to support ELLs in their development of academic English skills is to provide them with opportunities to meaningfully engage in content-based lessons and activities, taking into consideration the students' level of English proficiency. This section provides examples of how content-based participation goals can be set for ELLs at different English proficiency levels at each grade level from kindergarten through grade twelve. Also provided are examples of instructional strategies and supports to assist students in their participation in content-based lessons. These examples are meant to serve as a resource for grade-level and content-specific teachers as well as for ESL and bilingual education teachers.

The examples of content-based participation goals and instructional strategies/supports are organized into ten charts for each grade level. Each chart includes the following:

- One of the ten ELP Standards
- Performance targets for each of the five proficiency levels based on the indicated ELP Standard
- A vignette (short description of a content-based lesson or activity). The model curricula developed for Ohio's Learning Standards serve as the source for the vignette. For each grade level, there are at least two vignettes representing each of these four content areas: English Language Arts, Mathematics, Social Studies and Science.
- Based on the indicated ELP Standard, and using the vignette as a context, participation goals for each of the five proficiency levels.
- For each vignette samples of instructional strategies and supports are provided for each of the five proficiency levels.

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The charts ordered by grade level are provided on the following pages.

Note: In Appendix A at the end of the document (pages 189-355), the grade-level and content-based strategies have been re-grouped according to content areas (language arts, math, science and social studies). This makes it easier for teachers to find instructional strategies for particular content areas. Hyperlinks to each content area are included in the table of contents.

Kindergarten: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grade K: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations (information or stories presented orally).	With prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations.	With prompting and support (including context and visual aids), use a developing set of strategies to identify main topics in read-alouds and oral presentations, and ask and answer questions about key details.	With prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics, answer questions about key details or parts of stories from read-alouds, picture books, and oral presentations, and retell events from stories.	With prompting and support (including context and visual aids), use a wide range of strategies to identify main topics, answer questions about key details in read-alouds, picture books, and oral presentations, and retell familiar stories

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students listen to the story, The Little Red Hen. Then, they identify key idea and details using a retelling glove.
Source: Ohio English Language Arts Model Curriculum Strand--Reading: Literature
Topic: Key Idea and Details p. 1-2.

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
After listening to multiple read alouds of the story, match the animal word upon hearing the word to a picture card or replica of the character in the story (hen, pig, cat, and dog).	After listening to a few read alouds of the story, use a retelling glove* to identify key ideas (characters and setting). Use the glove to retell the story to peer/teacher. Identify the setting and 2-3 characters.	After listening to a read aloud of the story, use the retelling glove* to identify key ideas (characters, setting, problem, and solution). Use the glove to retell the story to peer/teacher. Identify all characters, the setting, and the problem with support as needed.	After listening to a read aloud of the story, use the retelling glove* to identify key ideas (characters, setting, problem, and solution). Identify all characters, setting, problem, and solution with support as needed.	After listening to a read aloud of the story, answer questions about the story. Retell the story expressing key ideas and details using the retelling glove and or visual cards as needed.

* ***Retelling glove:*** *a colorful, stretchy glove with visual cues used to retell a story. Different elements of a story are written with a fine-tipped marker on each finger of the glove. After reading a story, students put on the glove and discuss the different elements of the story by referring to cues on the glove. For more ideas on using retelling gloves, refer to the following website link:* *http://www.smekenseducation.com/use-the-retelling-glove-for-summarizing-stories.html*

Sample instructional strategies and supports

Provide native language support if available. Refer to pictures of animals when reading the story aloud.	Demonstrate the use of a retelling glove. Have students practice retelling story with a partner.	Provide a sample graphic organizer that students can use to provide information about the story.	Provide a sample graphic organizer that students can use to provide information about the story.	Have students practice asking and answering questions about the story in pairs.

Grade K: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen with limited participation in short conversations about familiar topics, and respond to simple questions and some wh-questions.	Participate in short conversations about familiar topics, and respond to simple questions and wh-questions.	Participate in short conversations about familiar topics, follow some rules for discussion, and respond to simple questions and wh- questions.	Participate in conversations and discussions about a variety of topics, follow increasing number of rules for discussion, and ask and answer simple questions	Participate in conversations and discussions about a variety of topics, follow rules for discussion, and ask and answer questions.

Sample Content-based Participation Goals - Mathematics

Lesson Vignette

Students analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Then they model shapes in the world by building shapes from components.

Source: Ohio Kindergarten Math Model Curriculum, Geometry, Instructional Strategies, pg 19

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Kindergarten_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With a partner, participate in a shape hunt; with teacher support, locate a few 2D/3D shapes in the classroom. Respond to simple questions with yes/no or one-word responses. (e.g. Is this a circle? What shape is this?)	With a partner, participate in a shape hunt; with teacher support, locate a few 2D/3D shapes in the classroom. Respond to simple questions about their attributes. (e.g Which shapes have four sides?)	Participate in shape hunt; locate several 2D/3D shapes with a partner. In a group, sort shapes by attributes such as size, dimension, number of sides, and corners. Answer simple questions posed by partners. (e.g Is this a 2D shape or 3D shape?)	Participate in shape hunt; locate several 2D/3D shapes with a partner. In a group, sort shapes by attributes such as size, dimension, number of sides, and corners. Ask and answer simple questions with partners. (e.g. How many corners does a cube have?) Record answers in math journal.	Participate in shape hunt; locate several 2D/3D shapes with a partner. In a group, sort shapes by attributes such as size, dimension, number of sides, and corners. Ask and answer a variety of questions with partners while completeing task. Record in math journal and share out.

Sample instructional strategies and supports

Introduce and demonstrate key vocabulary terms such as "flat", "solid", "corners", and "angles". Provide native language support if available.	Introduce and demonstrate key vocabulary terms such as "flat", "solid", "corners", "sides" and "angles". Provide native language support if available.	Demonstrate how to use graphic organizer to record information about shapes of objects.	Demonstrate how to use graphic organizer to record information about shapes of objects.	Provide opportunities for students to discuss with partner the procedure for constructing shapes.

Grade K: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information or feelings about familiar topics or experiences.	Communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment.	Communicate information or feelings about familiar topics, experiences, or events.	Tell or dictate simple messages about a variety of topics or experiences.	Make simple oral presentations and compose short written texts about a variety of topics, experiences, or events.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students make or use different weather tools throughout the weather unit (rain gauge, thermometer, anemometers). They demonstrate their understanding that temperature, wind and precipitation are different ways to measure weather.

Source: Ohio New Learning Standards - Science
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Match pictures or actual tools with corresponding picture cards. For example, match a picture card of the wind to an anemometer, and precipitation to a rain gauge. Record picture cards in science journal.	Verbally identify tools to measure weather in a whole group discussion. Illustrate tools and weather in science journal.	Identify corresponding tools used to measure various weather patterns. Complete science journal, using the prompt" I use a _____ to measure _____." Illustrate and share with a partner.	Select one weather tool and write 1-2 sentences describing the tool and its purpose. Record in science journal. Share with a partner.	Select two weather tools and write 1-2 sentences describing the tools and their purpose. Record in science journal. Present information to large group.

Sample instructional strategies and supports

Use picture cards to teach weather related vocabulary	Use picture cards to teach names of tools to measure weather. Allow students to discuss weather tools with a partner.	Model both oral and written sentences to describe purpose of a weather tool.	Model both oral and written sentences to describe purpose of a weather tool.	Provide criteria of effective presentations. Allow students to practice presentations in small-groups and evaluate presentations using criteria

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Grade K: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express a feeling or opinion about a familiar topic.	Express an opinion or preference about a familiar topic.	Express an opinion or preference about a familiar topic or story.	Express an opinion or preference about a variety of topics or stories, with limited support.	Express an opinion or preference about a variety of topics or stories.

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

The teacher reads the story, No Room For A Sneeze. Then the teacher uses the story as a discussion on scarcity and wants.

A key idea is that people have many wants and make decisions to satisfy those wants. These decisions impact others.

Source: Ohio Social Studies Kindergarten Model Curriculum
Strand: Economics.
Topic: Scarcity p. 11
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum_April2014.pdf.aspx

EconEdLink – No Room for a Sneeze
http://www.econedlink.org/lessons/index.php?lid=560&type=educator

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, sort picture cards into categories of needs and wants. Learn basic vocabulary words.	With teacher support, sort picture cards into categories needs and wants. With modeling, communicate about the pictures in basics sentences (e.g. I want toys. I need food.)	With modeling or sentences frames, write sentences about basic needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner.	In journal, write simple sentences about needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner.	In journal, write grade appropriate sentences about needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner Express differences between needs and wants.

Sample instructional strategies and supports

Pre-teach vocabulary related to needs and wants. Model how to list needs and wants on a chart.	Provide opportunities for students to share their ideas with a partner.	Write down on chart or Smart board the ideas generated in the discussion.	Demonstrate appropriate language to express opinions about the ideas of other persons	Demonstrate appropriate language to give reasons for one's opinions.

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Grade K: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support from adults, recall information from experience or from a provided source.	With prompting and support from adults, recall information from experience or use information from a provided source to answer a question.	With prompting and support from adults, recall information from experience or use information from provided sources to answer a question.	With prompting and support from adults, recall information from experience or use information from provided sources to answer a question.	With prompting and support from adults, recall information from experience or use information from provided sources to answer a question.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

Students work in pairs to measure and compare their arm spans.

Source: Ohio Kindergarten Model Math Curriculum, Measurement and Data p. 13

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Kindergarten_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow student, then determine who has the shorter arm span.	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students, then determine who has the shortest arm span. Record findings in chart. Respond to simple questions. (e.g. Who has the longest arm span?)	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students, then determine who has the shortest arm span. Record findings in a chart. Respond to multiple questions about activity, referencing the chart	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students. Record findings in a chart. Respond to multiple questions about activity, referencing the chart.	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students. Record findings in a chart. Present the results to the class.

Sample instructional strategies and supports

Pre-teach selected vocabulary, such as "larger," "smaller," arm span"	Pre-teach selected vocabulary, such as "larger," "smaller," arm span". Model questions and answers related to targeted information.	Demonstrate how to use a chart to record information.	Demonstrate how to use a chart to record information.	Demonstrate how to use information in chart when giving an oral presentation.

Grade K: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	With prompting and support, identify a reason an author or speaker gives to support a point.	With prompting and support, identify appropriate reasons an author or speaker gives to support main points.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students design an environment that will support a classroom pet. They provide for all of its needs including but not limited to food, water, air, shelter, cleanliness and safety.

Source: Ohio's New Learning Standards – Science, Kindergarten,p.15

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
NA	NA	NA	Listen to a teacher presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can get exercise).	Listen to a teacher presentation about creating a proper environment for a class pet. Identify muliple reasons why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can exercise. It will need to be kept in an enclosed space so that it doesn't get loose.)

Sample instructional strategies and supports

			Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.	Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.

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Grade K: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	Show awareness of differences between informal, 'playground speech,' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

After listening to a read aloud about careers, students help to organize the classroom to represent the larger community with various career-based learning centers (e.g., reading center: communications; toy animals: animal care; kitchen: agriculture or hospitality; dress-up: textiles or retail; toy cars: automotive). Students role play, recognizing their responsibilities within each center as those of the respective career fields.

Source: Ohio Social Studies Model Curriculum
Strand: Government
Topic: Civic Participation and Skills p. 9

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
NA	NA	NA	Interact in career based learning centers, students will engage in various community roles. Take turns role playing. Ask and answer questions using both formal and informal language.	Interact in career based learning centers, students will engage in various community roles. Take turns role playing. Ask and answer questions using both formal and informal language. Discuss the difference between the types. Create questions to ask role players.

Sample instructional strategies and supports

			Demonstrate examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/ contrasting.	Elicit from the class examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/contrasting.

Grade K: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	With prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	With prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	With prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	With prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

The teacher provides experiences that explore understanding of word and word categories by using the book A House is a House for Me by Mary Ann Hoberman. The story focuses on habitats and shelter.

After listening to the read aloud a few times, students will be exposed to the word "shelter/house/habitat". New vocabulary (shelter/house) and word categories will be discussed.

Source: Ohio English Language Arts Model Curriculum
Strand: Language
Topic: Vocabulary acquisition and usage, p. 35
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Students point to pictures in the text by responding to the question, "What animal lives in a web?' When viewing a picture of a web, the student will point to a picture of a spider.	Create a graphic organizer to help identify items from the story that have a house. For example: pea and pea pod corn and a husk bee and a hive Use picture cards as needed.	Complete the sentence frame A _____ is a house for a _____. Begin to discuss different types of house dwellings (apartment, house, trailer, duplex,).	Take turns answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.	Take turns asking and answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.

Sample instructional strategies and supports

Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension	Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension Provide a model of a chart that can be used to record key information.	Lead whole class discussion on different kinds of houses/shelters.	Provide opportunities for students to practice communication skills in small group settings.	Provide opportunities for students to practice communication skills in small group settings.

Grade K: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	Retell several events from experience or a familiar story, with support (including visual aids, context), with developing control of some frequently occurring linking words (e.g., *and, then*).	Retell a simple sequence of events from experience or a familiar story, with support (including visual aids, context), with increasingly independent control of frequently occurring linking words.	Retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end, with support (including visual aids), using frequently occurring linking words.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students create an autobiography book using photos, drawings, and writing depicting their life history. They share their personal history through stories and pictures.

Sources:
Ohio English Language Arts Model Curriculum, K, Writing
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

Ohio Social Studies Model Curriculum, Personal Histories, Content Elaboration, pg 2
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
NA	NA	Use photographs to retell a sequence of events from an experience such as a vacation. In the retelling, students will use linking words either orally or in writing.	Create an autobiography book retelling a sequence of events using photos and drawings. In the retelling, students will use linking words either orally or in writing.	Create an autobiography book of life events (birth to current) using photos and/or drawings. Student will use linking words to sequence events.

Sample instructional strategies and supports

		Model using autobiography book to retell a past experience. Point out use of key vocabulary and linking words. Provide opportunities for students to practice retelling in small group settings	Model using autobiography book to retell a series of events. Point out use of key vocabulary and linking words. Provide opportunities for students to practice retelling in small group settings	Provide students opportunities to practice telling about events in their personal history and give feedback for making improvements.

Grade K: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns and verbs, and understand and respond to simple questions, with support (including context and visual aids).	Recognize and use frequently occurring nouns and verbs and short phrases; respond to yes/no and wh-questions; and produce a few simple sentences in shared language activities, with support (including context, visual aids).	Recognize and use frequently occurring regular plural nouns (-s, -es), verbs, and prepositions; use and respond to question words; and produce simple sentences in shared language activities, with support (including context, visual aids).	Recognize and use frequently occurring regular plural nouns, verbs, and prepositions; use and respond to question words; and produce and expand simple sentences in shared language activities, with support (context, visual aids).	Use frequently occurring regular plural nouns, verbs, prepositions, and question words; ask and answer questions using interrogatives; and produce and expand simple sentences, in shared language activities and with increasing independence.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students participate in a noun sort and shared writing experience

Students sort with a partner noun picture cards into different categories

Source: Ohio English Language Arts Model Curriculum Strand: Language
Topic: Conventions of Standard English, pp.34-35
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Sort picture cards in categories of person, place, thing, and animal. Participate in writing a shared story or poem as a class using nouns from the sort. As a class circle all nouns in blue. Repeat orally sentences using several of the nouns. ("A lion is an animal,")	Sort picture cards in categories of person, place, thing, and animal. Participate in writing a shared story or poem as a class using nouns from the sort. State orally three sentences using nouns from the shared story. ("A lion roared in the night.")	Sort picture cards in categories of person, place, thing, and animal. With a partner, develop an oral story or poem using some of the nouns from the sort.	Sort picture cards in categories of person, place, thing, and animal. With a partner, develop an oral story or poem using some of the nouns from the sort. Retell the story to other classmates. After the retelling, answer questions about the retelling.	Sort nouns word cards independently into categories of singular and plural nouns... Write a shared story or poem as a whole group. Select words from the sort to use in the story writing. After being given a copy of the story with some blank spaces, fill in the missing nouns using the words from the sort. Circle singular words in red and plural words in purple.

Sample instructional strategies and supports

Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension Model using words to make statements.	Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension Model using words to make statements.	Model the development of an oral story.	Model the development of an oral story. Retell the story to whole class, elicit and answer questions about the story.	As a practice, tell a story to the students; during the story telling, have the students raise their right hand when they hear a singular noun, and their left hand when they hear a plural noun.

Grade One: Content-based Participation Goals and Teaching Strategies for ELLs based on New ELP Standards

Grade 1: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds, picture books, and oral presentations.	Use an emerging set of strategies to identify key words and phrases in read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to identify main topics, answer questions about key details from read-aloud texts, simple written texts, and oral presentations, and retell some key details or events from stories.	Use an increasing range of strategies to identify main topics; ask and answer questions about an increasing number of key details in read-alouds, written texts, and oral presentations; and retell familiar stories or episodes of stories.	Use a wide range of strategies to identify main topics; ask and answer questions about key details in read-alouds, written texts, and oral presentations; and retell stories, including key details.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students listen to a read aloud of *Near One Cattail: Turtles, Logs, and Leaping Frogs (Jennifer Dirrubio).* Then, they identify adaptive features that help animals survive in that environment.

Source: Ohio Science Standards, Grade 1, page 36
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Ohio Resource Center, Science Bookshelf, Life Science
http://www.ohiorc.org/bookshelf/detail.aspx?id=21&gid=2

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Level 1	Level 2	Level 3	Level 4	Level 5
Recall one animal from the story. Using pictures and simple words, identify one need of that animal (E.g., draw a picture of a frog eating mosquitoes).	Recall one animal that lives in the wetlands. In simple words and phrases, students state the needs/characteristics of that animal. Record in science journal.	Recall some of the animals that live in the wetlands. In small groups, discuss how the wetlands meet the needs of one animal in the story. Create a chart to record information.	Engage in a discussion regarding the needs of some of the different plants and animals featured in the book. In small groups, describe in simple terms how the wetlands are meeting those needs. Share out.	Engage in a discussion regarding the needs of the different plants and animals featured in the book. In small groups, describe how the wetlands are meeting those needs. Share out.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	Provide a model of a chart that can be used to record key information.	After reading the informational selection, in a large group setting asks students to identify main ideas and key details.	Demonstrate examples of questions that can be used to clarify information provided in an oral reading,

Grade 1: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate by listening to short conversations about familiar topics, and respond to simple yes/no and some wh-questions.	Participate in short conversations about familiar topics, take turns, and respond to simple and wh-questions.	Participate in short discussions, conversations, and short written exchanges about familiar topics; follow rules for discussion; and ask and answer simple questions about the topic.	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; respond to the comments of others and make comments of his or her own; and ask and answer questions.	Participate in extended discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; build on the comments of others and contribute his or her own; and ask and answer questions.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students demonstrate an understanding of subtraction as an unknown addend problem by participating in the game, "How Many Left?"

Source: Mathematics Model Curriculum Grade 1, Domain Operations and Algebraic Thinking, Standard 4, pg 4-5; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_1_Math_Model_Curriculum_March2015.pdf.aspx

ORC#3978 From the National Council of Teachers of Mathematics, Illuminations: How Many Left?) http://illuminations.nctm.org/Lesson.aspx?id=679

Level 1	Level 2	Level 3	Level 4	Level 5
Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story.	Answer basic questions about a simple "take-away" story provided by teacher. Use words and phrases to retell the story to teacher, modeling with pasta shapes.	Answer a range of questions about a "take-away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others. Present to teacher and write out problem in numbers.	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others. Present story to new partner, who writes out problem in numbers.

Sample instructional strategies and supports

Have students write the numbers they hear when listening to oral reading of word problems.	Have students work with a partner to develop a retelling of the word problem.	After reading the math problem, have students discuss with a partner their understanding of the problem.	Provide students the opportunity to share their take-away problems in small groups.	Provide students opportunities to practice presenting their word problems and provide feedback for improvements.

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Grade 1: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information or feelings about familiar topics or experiences.	Communicate simple messages about familiar topics, experiences, events, or objects in the environment.	Deliver short simple oral presentations and compose short written texts about familiar topics, stories, experiences, or events.	Deliver short simple oral presentations and compose written texts about a variety of texts, topics, experiences, or events, using simple sentences and drawings or illustrations.	Deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Source: English Language Arts Model Curriculum, Grade 1, Writing, Research to Build Knowledge, Standard Statement 7, pg 25
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx

Scholastic lessons for How-To Books
http://www.scholastic.com/teachers/lesson-plan/how-books/

Level 1	Level 2	Level 3	Level 4	Level 5
Use pictures and body gestures demonstrate how to carry out a familiar and simple task (brushing teeth, calling a friend, checking a book out from the school library). Place pictures in appropriate sequence and practice saying new vocabulary words.	Use pictures and key words to demonstrate how to carry out a familiar and simple task (brushing teeth, calling a friend, checking a book out from the school library). Place pictures in appropriate sequence and talk about them using key words and phrases.	Use pictures and key words to demonstrate how to carry out a familiar and simple task (brushing teeth, calling a friend, checking a book out from the school library). Place pictures in appropriate sequence. Write about them in a journal using simple sentences. Share with partner.	Referring to various resources (books, magazines, and videos), follow teacher guidelines to write about a three-step task (e.g making a sandwich). Present to class using visual aides.	Referring to various resources (books, magazines, and videos), follow teacher guidelines to write about a three to five step task (e.g making pancakes). Present to class using visual aides.

Sample instructional strategies and supports

Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information.	Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information.	Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information. Have students work with a partner to develop PowerPoint presentation.	Have students work with a partner to develop PowerPoint presentation. Allow students to practice giving PowerPoint presentations in small group settings.	Allow students to practice giving PowerPoint presentations in small group settings.

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Grade 1: Standard 4

An ELL can .construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express a preference or opinion about a familiar topic.	Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story, and give a reason for the opinion.	Express opinions about a variety of texts and topics, and give a reason for the opinion.	Express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

In groups, students choose common objects (paperclip, eraser, candy bars) as unconventional units of measurement to determine length of classroom objects (desk, bookshelf, carpet, pencil). With teacher prompting, they write a journal entry to discuss how why they chose these units.

Source: Mathematics Model Curriculum Grade 1, Measurement and Data, Standard 2, pg 17; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_1_Math_Model_Curriculum_March2015.pdf.aspx

Science Net Links: Estimation and Measurement
http://sciencenetlinks.com/lessons/estimation-and-measurement/

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Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, use toothpicks to measure a small object (e.g. pencil) and large object (e.g. rug). Indicate with gestures or "yes" "no" responses if the toothpick was an appropriate choice for a unit of measure.	With teacher support, use toothpicks to measure a small object (e.g. pencil) and large object (e.g. rug). Using key words and simple phrases indicate for which object the toothpick was the better choice. Record in math journal and share with a partner.	In groups, use an unconventional unit (e.g. toothpicks) to measure objects in the classroom. Record results. Write a journal entry about which objects were suitable to be measured by toothpicks (shorter items, like pencils), and which ones were not suitable (longer objects-classroom rug). Give one reason. Come up with another unconventional unit to measure this larger object	In groups, use unconventional units provided by teacher to measure objects in the classroom. Record results and compare to other groups. Write a journal entry about how the group determined which units of measurement to use, giving reasons to support that choice.	In groups, use unconventional units provided by teacher to measure objects in the classroom. Record results and compare to other groups. Write a journal entry about how the group determined which units of measurement to use, giving reasons to support that choice. Discuss with teacher why it is important to have standard units of measurement.

Sample instructional strategies and supports

Have students work with a partner on the measuring task.	Have students work with a partner on the measuring task.	Demonstrate how to use graphic organizer to record information.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries. Model how to support opinions with reasons.

Grade 1: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support from adults, participate in shared research projects, gathering information from provided sources and labeling information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing some key information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students conduct a workplace visit to their school cafeteria where they explore the location where lunch is consumed. With support, they research related careers that are involved in the many aspects of consumption (e.g., agriculture: farmers, logistics: shipping and receiving companies, transportation: truck drivers and delivery drivers, business and marketing: retail sales).

Source: Social Studies Model Curriculum, Grade 1, Content Statement 12, Instructional Strategies, pg12)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using picture cards, identify some of the related jobs (farmer, truck driver), and match pictures with related objects (farmer-tractor; truck driver-delivery cart).	Comprehend and rehearse one or two basic questions to ask a related worker during their interview (e.g. What do you grow? How much is the milk?). With support, use words and phrases to record answers.	Using questions provided by the teacher, conduct a short interview (in person, phone, or Skype) with a related worker. Choose a couple of interesting points on a poster and share with class.	Following teacher guidelines, conduct interviews (in person, phone, or Skype) with a related worker. Summarize main points on poster board or PPT template and share with class.	Following teacher guidelines, conduct interviews (in person, phone, or Skype) with a related worker. Summarize main points on poster board or PPT template and share with class.

Sample instructional strategies and supports

Use picture cards to teach related vocabulary.	Model how to ask questions. Demonstrate how to use graphic organizer to record key information.	Discuss with class the kinds of questions to ask in an interview. Provide opportunities for students to role play and practice interview with a partner.	Discuss with class the kinds of questions to ask in an interview. Provide opportunities for students to role play and practice interview with a partner.	Demonstrate how to take notes during an interview.

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Grade 1: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
[Standard introduced at Level 2.]	With prompting and support, identify a reason an author or a speaker gives to support a point.	Identify one or two reasons an author or a speaker gives to support the main point.	Identify reasons an author or a speaker gives to support the main point.	Identify reasons an author or a speaker gives to support the main point.
Sample Content-based Participation Goals – Social Studies **Lesson Vignette** Students listen to a police officer give a presentation about following rules and laws and being a good citizen. Then, they identify reasons for these laws and consequences for breaking them. Source: Social Studies Model Curriculum, Grade 1, Content Statement 8, Instructional Strategies, pg 8) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
	Using a sentence frame and word list, tell about one law/rule mentioned in the presentation, stating why it's important. Phrases/simple sentences. Discuss with partner.	Using simple sentences, write a journal entry about one law/rule mentioned in the presentation, stating the reason for its importance and consequences for breaking it. Discuss with small group.	Using more elaborated sentences, write about two laws/rules mentioned in the presentation, stating the reason for their importance and consequences for breaking them. Discuss with small group or class.	Write a journal entry about two laws/rules mentioned in the presentation, stating the reason for their importance and consequences for breaking them (descriptive sentences). Discuss with small group or class.
Sample instructional strategies and supports				
	Review vocabulary related to rules, laws, appropriate behavior in a community. Model how to ask questions for clarification.	Demonstrate how to take notes during an oral presentation. Model how to ask questions for clarification.	Demonstrate how to take notes during an oral presentation. Give feedback on students' initial drafts and make suggestions for improvements.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.

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Grade 1: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	Show awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	Shift appropriately between informal, 'playground speech' and language appropriate to the classroom most of the time; use words learned through conversations, reading, and being read to.
Sample Content-based Participation Goals – English Language Arts **Lesson Vignette** Listen to a read aloud of *Yo! Yes*. By Chris Raschka. Demonstrate an awareness of informal speech and formal speech. Source: Adapted from English Language Arts Model Curriculum Grade 1, Language, Knowledge, Standard 3, pg 34) http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
		Participate in a classroom discussion about the informal speech used in the book. Create a t-chart comparing the informal language in the books and the formal equivalent (e.g. Yo, What's up! /Hello, how are you?)	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of story, pretending that one of the characters is a teacher/doctor.	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of the story, pretending that one of the characters is a teacher/doctor.
Sample instructional strategies and supports				
		Demonstrate how to use a T-chart to illustrate differences. Have students work with partners to complete the T-chart.	Have students work with partners in writing alternate dialog.	Provide opportunities for peer feedback on initial drafts.

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Grade 1: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	With prompting and support (including context and visual aids), answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	Answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events, using sentence-level context and visual aids.	Answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms.	Answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *–ed, -ing, and some common prefixes*).

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

While reading *Julius, Baby of the World* by Kevin Henkes, students use context clues to help define story vocabulary.

Source: English Language Arts Model Curriculum, Grade 1, Language, Vocabulary Acquisition and Use, Standard 4, pg 34
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx

ReadWriteThink, Classroom Resources, Lesson Plans, Julius, the Baby of the World

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Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the teacher read the story. Follow oral directions to draw a picture of a mouse. (e.g.Draw the ears. Draw the eyes.)	Listen to the teacher read the story. With teaching prompting, use illustrations and simple clues in the story to guess the meaning of a few new words (e.g. fur, diaper)	Listen to the teacher read the story. With teaching prompting, use illustrations and simple clues in the story to answer questions about the meanings of a larger range of new words (e.g. fur, diaper, disgusting, insulting)	Listen to the teacher read the story. With teaching prompting, use illustrations and context clues to answer questions about the meanings of words (e.g insulting, chimed, constantly) . Give an example of another situations in which that word might be used.	Listen to the teacher read the story. With teaching prompting, use illustrations and context clues to answer questions about the meanings of words (e.g insulting, chimed, constantly) . Give an example of another situations in which that word might be used.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual resource if ailable and illustrations to aid comprehension.	Demonstrate how to use illustrations and context clues to determine meaning of words.	Demonstrate how to use illustrations and context clues to determine meaning of words. Have students work with partners on using clues to determine meanings of unknown words.	Have students work with partners on using clues to determine meanings of unknown words.	Provide opportunities for students to share their examples in small groups.

Grade 1: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 2.]	Retell an event, and present simple information, with support (including visual aids, modeled sentences) using, with emerging control, some frequently occurring linking words.	Retell (in speech or writing) a simple sequence of events in the correct order, and present simple information, with support (including modeled sentences), using, with developing control, some frequently occurring linking words (e.g., *and, so*) and temporal words (e.g., *first, then*).	Recount two or three events in sequence, and present simple information about a topic, using, with increasingly independent control, some temporal words (e.g., *next, after*) to signal event order and some frequently occurring linking words (*and, so*) to connect ideas.	Recount a more complex sequence of events in the correct order, using temporal words to signal the event order, and introduce a topic and provide some facts about it, using frequently occurring conjunctions and connecting words.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students practice the concepts of time and hours by talking about the book *The Grouchy Lady Bug,* (Eric Carle) and writing about the events in their day

Source: English Language Arts Model Curriculum, Grade 1, Reading Literature: Key Ideas and Details, Standard 1, pg 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx

#ORC 4328 from the National Council of Teachers of Mathematics, Illuminations: Grouchy Lessons of Time)
http://www.ohiorc.org/standards/commoncore/mathematics/resources.aspx?id=5171

Level 1	Level 2	Level 3	Level 4	Level 5
	After reading the story, use visual aids to sort the activities that the ladybug did by morning, afternoon, and evening. Using pictures and words complete a chart about what one would do during different times of the day. Share with partner.	After reading the story, sort the activities that the ladybug did by morning, afternoon, and evening. Write simple sentences about what one would do during different times of the day. Share with partner.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, *"Yesterday was no ordinary day…."* write a creative story including at least one event that happened during the morning, afternoon, and evening. Share with small group or class.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, *"Yesterday was no ordinary day…."* write a creative story including a complex sequence of events. Share with small group or class.

Sample instructional strategies and supports

	Demonstrate the use of a graphic organizer to share information. Have students work with partners in completing the chart.	Demonstrate the use of a graphic organizer to share information.	Provide examples of creative stories written by other students. Discuss the use of transitional phrases to connect ideas.	Provide feedback on initial drafts of story and allow students to make revisions for final draft.

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Grade 1: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Understand and use a small number of frequently occurring nouns and verbs, and very simple sentences; and respond to simple questions, with support (including context and visual aids).	Recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., *and, but, or*), and produce simple sentences, with support (including visual aids and sentences).	Use some singular and plural nouns, verbs in the present and past tenses, frequently occurring prepositions and conjunctions, and produce and expand simple sentences in response to prompts, with support (including modeled sentences).	Use an increasing number of singular and plural nouns with matching verbs, verb tenses (e.g., present, past), and frequently occurring prepositions and conjunctions, and produce and expand simple and some compound sentences in response to prompts.	Use singular and plural nouns with matching verbs, verb tenses (e.g., present, past, future) and frequently occurring prepositions and conjunctions, and produce and expand simple and compound sentences in response to prompts.
Sample Content-based Participation Goals – Science **Lesson Vignette** Students listen to a read aloud of *I Fall Down* (Vicki Cobb) and make inferences on how objects move (e.g. higher to lower, in a straight line) Source: Ohio Science Standards, Grade 1, p.35 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx Ohio Resource Center, Science Bookshelf, Physical Science http://www.ohiorc.org/bookshelf/				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
While reading the book, use hand gestures to indicate the meaning of some of the movement words *(up, down, pull)*. Participate in a game of Simon Says.	Participate in activities taken from the story, and then discuss what happened using frequently occurring words and phrases. Write a few simple sentences correctly using a few words from the story *(up, down.)*	Participate in some activities in the story and explain what happened; fill in a cloze passage that correctly uses many of the words in the story (*up, down, pull, weight, heavier.)*	While listening to the story, engage in conversations about observations made. Write a about a part in the story correctly using targeted vocabulary (up, down, pull.)	While listening to the story, engage in conversations about observations made. Write a story that correctly uses many of the words in the story (*up, down, pull, weight,* and *heavier*).
Sample instructional strategies and supports				
Demonstrate the game of Simon Says. Have students take turns being the leader.	Provide examples of sentences describing past events.	Provide examples of descriptive writing that illustrate use of prepositional phrases and conjunctions.	Have students work with a partner in writing the story.	Provide criteria of a well-written story that students can use for self evaluation during the writing process.

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Grade Two: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grade 2: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic or message/lesson (of a story) and some key words and phrases in read-alouds, simple written texts, and oral presentation.	Use a developing set of strategies to identify the main topic or message, answer questions about and retell some key details in read-alouds, simple written texts, and oral presentations.	Use an increasing range of strategies to determine the main idea or message, and identify or answer questions about some key details that support the main idea/message in read-alouds, written texts, and oral presentations; and retell a variety of stories.	Use a wide range of strategies to determine the main idea or message, and tell how key details support the main idea in read-alouds, written texts, and oral communications; and retell a variety of stories.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Using the story "Danny and The Dinosaur" the teacher has students answer questions such as "who, what, where, when, why, and how" to demonstrate understanding of key details in text.

Source: Ohio English Language Arts Model Curriculum 2.1 page 1)
Literature: Key idea and details (also refer to page 10)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_2_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
After listening to a teacher read aloud multiple times, sort story pictures cards by two of the five areas who, what, where, when, and why to indicate key ideas and details orally to the teacher.	After listening to a story read aloud, sort picture cards by key ideas and details into 5 categories of who, what, where, when, and why. Complete graphic organizer and illustrate categories sharing orally with a partner.	After listening to the story, complete story map graphic organizer on story elements to indicate key ideas and details. Use a combination of illustrations and sentences for detail recall and share with a small group.	After listening to the story, write 3-5 complete sentences summarizing the story and use as an aide for a retelling. Include key ideas and details in the retelling.	Write 5 or more sentences summarizing key ideas and details. Share retellings during a formal presentation incorporating a PowerPoint.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	After reading the story, in a large group setting asks students to identify main ideas and key details. Provide a model of a chart that can be used to record key information.	Provide a model of a chart that can be used to record key information. Have students work with a partner to complete graphic organizer.	Model how to take notes while listening to a story.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of PowerPoint.

Grade 2: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and question.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to and occasionally participate in short conversations about familiar topics, and respond to simple yes/no and some wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics; take turns; and respond to simple and wh-questions.	Participate in short discussions and written exchanges about familiar topics and texts; follow the rules for discussion; respond to the comments of others and contribute his or her own; and ask questions to gain information or clarify understanding.	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow the rules for discussion; build on the ideas of others and contribute his or her own; and ask and answer questions about the topic or text.	Participate in extended discussions, conversations, and written exchanges about a variety of texts and topics; follow the rules for discussion; build on the ideas of others, and express his or her own; and ask and answer questions about the topic or text.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Using pen pals and Skype, students communicate with other students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there.

Source: Ohio Social Studies. Model Curriculum Content Statement 6, pg 6)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Paired with an English speaking peer model, participate in a Skype conversation with an international pen pal, responding to basic questions, e.g., "What is your name?"	Paired with a partner, contribute to an email exchange with an international pen pal, including 2-3 basic sentences and questions about who they are and where they live, e.g., "I live in Ohio. What languages do you speak?" At a later date, with a partner engage in a Skype conversation with pen pal, coming up with 1-2 simple questions to ask ahead of time.	Participate independently in an email exchange with international pen pal, including simple sentences and questions about the physical characteristics of their region, "e.g., Ohio has four seasons. Do you live near an ocean?" At a later date, engage in a Skype conversation with pen pal, coming up with 3-5 questions to ask ahead of time and recording the answers.	Participate independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further elaborating on the topic.	Participate independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further elaborating on the topic.

Sample instructional strategies and supports

Provide sample sentence structures for asking questions and sharing information. Provide time for students to practice asking questions and sharing information with a partner.	Provide sentence structures that can be used for asking questions and sharing information. Model a conversation on Skype.	Guide students in using the Internet and other resources to find out information about the country where the international pen pals live.	Guide students in using the Internet and other resources to find out information about the country where the international pen pals live.	Conduct large group brainstorming session on information about Ohio that students can share with their international pen pals.

Grade 2: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics, experiences, or events	Deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives and informational texts about a variety of texts, topics, experiences or events.	Deliver oral presentations and compose written narratives and informational texts, with some details, about a variety of texts, topics, experiences, or events.

Sample Content-based Participation Goals = Mathematics

Lesson Vignette

To review the concept of subtraction, students listen to a telling of the story *Ten Sly Piranhas: A Counting Story in Reverse.* Students then retell the story and write a related subtraction problem for each page.

Source: Ohio Mathematics Model Curriculum, Instructional Resources and Tools, pg 5; National Council of Teachers of Mathematics: Finding Fact Families)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_2_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Act out part of the story using counters and hand gestures (e.g. counting on fingers). Count the number of piranhas on a given page. With support, write a subtraction problem using numbers.	Retell a part of the story using simple words and phrases. Draw a picture of that part of the story and write one sentence about it using numbers words.	Retell part of the story using simple sentences with some temporal words and linking words. Write subtraction sentences for the page using appropriate math vocabulary (minus, difference, equal).	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work with a partner or in a small group to write our own scenario.	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work independently to write our own scenario.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures that can be used for retelling.	Review with the class key vocabulary for mathematical problems.	Provide opportunities for students to practice doing retellings in small group settings.	Provide time for sharing draft scenarios with peers and getting their feedback before completing final draft.

Grade 2: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story.	Express an opinion about a familiar topic or story, giving one or more reasons for the opinion.	Express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.	Express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.
Sample Content-based Participation Goals – Social Studies **Lesson Vignette** Students write an opinion piece on justifying a school, home, and or community rule. They demonstrate an understanding of the different rules and acceptable behavior in different settings. Source: Ohio Social Studies Model Curriculum, Standard 12, pg 12 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior.	View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior Use key words and phrases to talk about good behavior at school.	Write a few sentences about a school rule, giving one reason for its importance. (e.g It is important to be quiet while the teacher is talking so that everyone can learn.). Discuss with a partner.	Write about a school rule. giving two or more reasons for its importance. Engage in a class debate about which rules are the most important and why.	Write about a school rule, giving multiple reasons for its importance. Engage in a class debate about which rules are the most important and why. Rank rules according to their importance.
Sample instructional strategies and supports				
Have a class discussion about rules people must follow in different settings. Highlight key words related to rules.	Have students work with a partner to write sentences and make illustrations.	Model both oral and written statements expressing opinions with reasons.	Model using transition phrases to add ideas to statements in a group discussion. (e.g. "Another example is …")	Provide criteria of a well-written opinion piece that student can use for self evaluation.

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Grade 2: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support, carry out short individual or shared research projects, gathering information from provided sources and labeling information.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/ observations in orderly notes.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.	With prompting and support, carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students deliver an oral presentation and compose a written report on an extinct organism, comparing it to an organism that is alive today (e.g. the relationship between elephants and mammoths).

Source: Ohio Science Standards, Grade two, Life Science
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support and second language support, find pictures on the Internet of an elephant and mammoth. Label these pictures on paper or in PowerPoint. Identify a few basic characteristics of the animals (e.g. eyes, ears, and trunk).	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides).	In pairs, find 2-3 similarities between elephants and mammoths using a few sources (books, websites, photographs, videos). Record findings in a simple PowerPoint template provided by the teacher and type a few simple sentences about the animals (2-3 slides).	In pairs, explore and compare the relationship between elephants and mammoths using a variety of sources (books, websites, photographs, videos). Following the teacher's written guidelines, create a 3-5 slide PowerPoint presentation on two animals' environments and their similarities.	In pairs, explore and compare the relationship between elephants and mammoths using a variety of sources (books, websites, photographs, videos). Following the teacher's written guidelines, create a 3-5 slide PowerPoint presentation on the two animals' environments and their similarities.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Demonstrate the use of a chart or other graphic organizer to show similarities and differences.	Provide sentence structures for describing animals and have student practice using structures to share information.	Provide list of academic terms that would be appropriate for describing animal characteristics.	Provide time for sharing drafts of PowerPoint presentations with peers and getting their feedback before completing final presentation.

Grade 2: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support, identify a point an author or a speaker makes, using a few frequently occurring words and phrases.	With prompting and support, identify a reason an author or a speaker gives to support the main point.	Tell how one or two reasons support the main point an author or a speaker makes.	Tell how one or two reasons support the specific points an author or a speaker makes.	Describe how reasons support the specific points an author or a speaker makes.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students investigate a urrent-event issue and describe the positive and negative effects of these activities. (e.g. Time for Kids article, "Waiting for Change", Feb 2013)
http://www.timeforkids.com/news/article-waiting-change/98991

Source: Ohio Social Studies Model Curriculum, Content Statement 7, pg 7
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 With support, identify key vocabulary words from the story (e.g. penny coin, money). Draw a picture illustrating one key idea or detail from the article.	Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991. On a sheet of paper, cite one reason to stop using pennies. Share with a partner or in a small group.	Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 On a sheet of paper, cite one reason to stop using pennies and one reason to continue. Share with a partner or in a small group.	With teacher support (whole group or guided reading) read an article about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 Using chart, identify some of the points the author makes as pro-penny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.	With teacher support (whole group or guided reading) read an article about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 Using chart, classify each point the author makes as pro-penny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Provide sentence structures and have student practice using structures to give reasons.	Demonstrate and model how to take notes during an oral presentation.	Provide a model of a chart that can be used to record key information as one reads an article.	Have a large group discussion about the importance of providing reasons to support an idea or point of view.

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Grade 2: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing .

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Show increasing awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	Compare examples of the formal and informal use of English, and (at Grade 3) use an increasing number of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3) use a wider range of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students compare the different appearances of clouds (shapes, sizes, shades of white/gray). They document their observations over a period of time to find if there is a relationship between the characteristics of the clouds and the weather (storms, precipitation types and/or amounts).

Source: Ohio Science Standards, Grade two
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Observe cloud patterns over a given time and document in science journal using pictures. Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using pictures, basic words, and sentences. Label the types of clouds in the type of journal using vocabulary list provided by teacher. Complete sentence frames about clouds. Share with partner.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a short report on weather patterns and clouds using an increasing range academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a report on weather patterns and clouds using a wider range academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a detailed report on weather patterns and clouds using a wide range of academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.

Sample instructional strategies and supports

Have students share informal language they hear/use with friends and with the teacher. Provide and discuss words and phrases that can be used to describe clouds.	Provide and discuss both scientific and informal words and phrases that can be used to describe clouds.	Demonstrate the use of a graphic organizer to report information.	Lead a whole-group brainstorming session on ways to describe a cloud formation to a friend compared to the way to describe a cloud formation in a science report.	Provide criteria of a well-written report using formal vocabulary, and show students how to use criteria as self-evaluation tool when writing a report.

Grade 2: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, and knowledge of morphology in his or her native language.	Ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology.	Determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes).	Determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as *-ed*, *-ing*, and some common prefixes).

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Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students listen to an oral reading of *How Long and How Wide?* by Brian Cleary. Then, they sort vocabulary words (rulers, yard stick, meter, inch, feet)

Source: Ohio Mathematics Model Curriculum , grade two, p. 12
Measurement Cluster
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_2_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a read aloud of How Long and How Wide?. Create a chart of new words, such as measure, inch, and foot. Provide picture support and sort words with a partner by tools used to measure and units of measure.	Listen to a read aloud of How Long and How Wide? Create a chart of new words, such as measure, inch, and foot. Sort words with a partner by tools used to measure and unit of measurement ways to measure. Illustrate sorts in math vocabulary journal.	Listen to read aloud. Sort words into teacher directed categories. Explain justifications to teacher. Illustrate in math vocabulary journal.	Listen to read aloud. Sort measurement vocabulary words into self created categories. Create a measurement dictionary.	Listen to a whole group reading of story. Sort vocabulary words independently into self generated groups. Create a measurement dictionary explaining concepts.

Sample instructional strategies and supports

Provide native language support if available. Provide list of key words for students to note when listening to information about measurement.	Provide picture support as needed. Demonstrate note-taking strategies while listening to oral information. Guide students on creating a chart to sort words into category.	Have students work with partners in creating chart with measurement categories.	Have students work with partners in creating measurement dictionary.	Provide sentence structures that can be used to explain measurement terms.

Grade 2: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount a sequence of events, using temporal words (*before, after, soon*), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., *because, and, also*) to connect ideas or events.	Recount a coherent sequence of events, using temporal words to signal event order clearly, and introduce an informational topic and present facts about it using linking words (e.g., *because, and, also*) to connect ideas and provide a concluding statement.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings. They use temporal words to signal event order, and provide a sense of closure.

Sources: Oho English Language Arts Model Curriculum, Writing, Text Types and Purposes pg 22
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_2_ELA_Model_Curriculum_March-2015.pdf.aspx

http://www.uen.org/Lessonplan/preview.cgi?LPid=13889

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Level 1	Level 2	Level 3	Level 4	Level 5
Illustrate a memory about the best day of school. Use basic vocabulary words to label and discuss picture..	Write about the best day of school, recounting two events. Use key words and modeled sentences. Ilustrate and share with a partner..	Write about the best day of school, recounting two events. Use complete sentences and correct sequence. Share with class.	Write about the best day of school, recounting 2-4 events in the correct sequence. use temporal words and linking words correctly. Share with class.	Following teacher guidelines. write a coherent paragraph about the best day of school. The paragraph must include a topic sentences, 3 details, and a concluding sentence. Edit and revise in pairs.

Sample instructional strategies and supports

Model the telling about a past event. Afterwards, highlight and discuss key words in the narrative. Retell the past event and have students listen for the key words.	Provide examples of sentence structures that can be used to tell about a past event.	Provide opportunities to practice their telling of their best day at school; provide feedback to help students improve language use and fluency.	Model using transition phrases to connect sentences and paragraphs. Provide opportunities for students to practice pronouncing certain words and phrases.	Provide feedback on initial drafts of both oral and written narratives, and allow students to make revisions for final oral and written recounting.

Grade 2: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring collective nouns (e.g., *group*), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences, with support (including modeled sentences).	Use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.	Use collective and commonly occurring abstract nouns (e.g., *childhood*), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students demonstrate an understanding of regular and irregular verbs after reading *Penguins* by Penepe Arlon. They use the verbs correctly in speech and writing.

Sources: Ohio English Language Arts Model Curriculum, Grade 2, pg 32
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_2_ELA_Model_Curriculum_March-2015.pdf.aspx

Scholastic Common Core Book Lists-Grades 2-3 Nonfiction
http://commoncore.scholastic.com/teachers/books/literature

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Level 1	Level 2	Level 3	Level 4	Level 5
Using Smart board technology, read the eBook *Penguin*s by Penelope Arlon. Students will learn a few common action verbs from the book. Demonstrate understanding of selected action words in the book by performing the actions during a game of "Simon Says".	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. Demonstrate understanding of a number of verbs in a story using simple sentences. Write a few simple verbs in sentences.	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. match regular past tense verbs with present tense verbs and drag them to a T-Chart. Write sentences about a penguin using regular past tense verbs.	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. Determine if the past tenses of the verbs are regular or irregular and drag them to a T-Chart. Write a short story about a penguin using both regular irregular verbs provided by the teacher.	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. Determine if a wide range of past tense verbs are regular or irregular and drag them to a T-Chart. Students will write a story about a penguin using a wide range of vocabulary and sentence structures.

Sample instructional strategies and supports

Provide list of key words for students to note when listening to the story.	Provide list of key words for students to note when listening to the story. Have students work with a partner in writing sentences with the selected verbs.	Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete TChart. In whole group setting, lead the student's development of a story about a past event, demonstrating the use of past tense and conjunctions.	In whole group setting, lead the students in the development of a story about a past event, demonstrating the use of a variety of adjectives, compound and complex sentences.	Provide criteria of a well-written story that student can use for self evaluation.

Grade Three: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grade 3: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify some key words and phrases identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to identify the main topic or message answer questions retell some key details from read-alouds, simple written texts, and oral presentations.	Use an increasing range of Strategies to determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories from read-alouds, written texts, and oral presentations.	Use a wide range of strategies to determine the main idea or message tell how key details support the main idea retells a variety of stories from read-alouds, written texts, and oral communications.

Sample Content-based Participation Goals Language Arts

Lesson Vignette

Teacher reads "Charlotte's Web" to students using visual aids and expression to add to understanding. Students retell "Charlotte's Web" using a graphic organizer to identify the main idea, details, characters, and theme of the story.

Source: Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_3_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Match pictures to a few key words from "Charlotte's Web" after listening to the teacher read it. E.g. - "pig, spider, web, word", with bilingual assistance if available.	Complete a graphic organizer with 3 boxes to identify the beginning, middle and end after listening to the teacher read "Charlotte's Web". Student may use a combination of words and pictures.	Complete a graphic organizer to identify the main idea of "Charlotte's Web" and identify some important details with visual supports as needed.	Retell "Charlotte's Web" using a graphic organizer showing the main idea, important details and characters, and correct sequence of events with limited support.	Retell "Charlotte's Web" by completing a graphic organizer with main idea, important details, characters, correct sequence and identify the theme independently.

Sample teaching strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Demonstrate how to use a graphic organizer with another story.	Have student work with a partner.	Provide time to practice retelling in a small group setting.	Allow student to redo retelling after receiving feedback on a practice presentation.

Grade 3: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to and occasionally participate in short conversations about familiar topics, and respond to simple yes/no and some wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics; take turns; and respond to simple and wh-questions.	Participate in short discussions and written exchanges about familiar topics and texts; follow the rules for discussion; respond to the comments of others and contribute his or her own; and ask questions to gain information or clarify understanding.	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow the rules for discussion; build on the ideas of others and contribute his or her own; and ask and answer questions about the topic or text.	Participate in extended discussions, conversations, and written exchanges about a variety of texts and topics; follow the rules for discussion; build on the ideas of others, and express his or her own; and ask and answer questions about the topic or text.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

With teacher guidance, students discuss and draft a classroom contract to establish rules and responsibilities within the classroom. Help students make connections between the rules in the classroom and the need for laws in the local community.

Source: Ohio's Social Studies Model Curriculum Content Statement 11, page 15
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Take part in a small group discussion of classroom rules with translation support (e.g., Google Translate) or visuals, and demonstrate understanding of common classroom instructions, e.g., "raise hand", "take turns", "be quiet".	Take part in the small group discussion and write one simple sentence using a computer/iPad to show appropriate classroom behavior following a model. E.g., "Walk in the classroom", "Listen to the teacher." Answer questions about appropriate behavior.	Actively participate in the small group discussion by sharing at least 3 ideas and asking questions to clarify understanding. Write 2-3 sentences on a computer stating classroom rules following the discussion. Contribute an idea to discussion of laws in the local community.	Actively listen to others in the small group, ask questions about their ideas and show comprehension by building upon those answers. Write 3-4 generally correct sentences on a computer. Take an active part in a discussion of laws in the local community and why laws are necessary.	Fully participate in the small group discussion by asking and answering questions and contribute towards writing the classroom contract on a computer. Then contribute ideas to the discussion about laws in the community and why laws are necessary.

Sample teaching strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Have ELL work with a partner to orally generate classroom behavior rules.	Model asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (E.g., "Another example is …")	Have ELL work with a partner on writing a classroom contract.

Grade 3: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Communicate simple information about familiar texts, topics, experiences, or events.	Deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written narratives and informational texts about a variety of texts, topics, experiences, or events.	Deliver oral presentations and compose written narratives and informational texts, with some details, about a variety of texts, topics, experiences, or events.
Sample Content-based Participation Goals – Science **Lesson Vignette** Students write a report explaining how a behavioral or physical characteristic is an advantage of a specific animal or plant for surviving in its environment. Source: Ohio's New Learning Standards - Science, page 76 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx				
Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write words or a simple sentence about a specific animal's characteristics, e.g., "A tiger has stripes. A tiger has sharp teeth". Share their sentences with a partner.	Draw a picture and write 2-3 simple sentences about animal survival characteristics based on a model provided by the teacher. E.g. - "The tiger has stripes to hide in the long grass." Share their sentences with a partner.	Write and edit a short paragraph on a specific animal's characteristics using appropriate scientific vocabulary like habitat, predator, and prey. Then share that paragraph with a partner or small group.	Write a mostly grammatically-correct and coherent 2 -3 paragraph animal report using appropriate scientific vocabulary that shows how the adaptations help the animal to survive in its environment. Then share that paragraph with a partner or small group.	Independently write a multi-paragraph animal report showing good use of scientific vocabulary, mostly correct grammar, and using the correct features of informational writing. Then share the report with a partner or small group.
Sample teaching strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures that can be used to show relationship of animal characteristic to survival.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Have ELL work with a partner on writing the report.	Provide feedback on initial drafts of report and allow students to make revisions based on final drafts.

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Grade 3: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story.	Express an opinion about a familiar topic or story, giving one or more reasons for the opinion.	Express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.	Express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students write an opinion piece on whether students should wear school uniforms supporting this point of view with reasons. Introduce the topic, state the reasons and provide a concluding statement.

Source: Ohio's English Language Arts W 3.1 Model Curriculum Standard Statement, page 21
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_3_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Use a sentence frame (e.g., "I ____school uniforms.") to express an opinion and illustrate the sentence.	Write an opinion and give a reason for it (e.g., "I don't want school uniforms, because I like my clothes.") using a teacher provided outline. Support with illustration.	Write a paragraph stating an opinion and support the opinion with 3 reasons based on a teacher provided outline. Begin to use linking words and phrases such as "because, since, for example".	Provide a clear introduction with a clear opinion on the topic, at least 3 reasons supporting the opinion using a logical construction with linking and sequence words giving a concluding sentence.	Independently write a well- developed opinion piece with a strong introduction, clear supporting reasons, and well chosen vocabulary with an effective conclusion.

Sample teaching strategies and supports

Provide sample sentence structures to express opinions (I like, _____ I don't like _____, I prefer _____).	Model both oral and written statements expressing opinions with reasons.	Have ELL work with partner on writing an opinion piece with supporting reasons.	Provide opportunities for peer feedback on initial drafts.	Provide criteria of a well-written opinion piece that student can use for self evaluation.

Grade 3: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (at Grade 2), carry out short individual or shared research projects, gathering information from provided sources and labeling information.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/observations in orderly notes.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students find and compare the perimeters of various classroom items (e.g. doors, cabinets, desktops, rugs, computer monitors, bulletin boards, and whiteboards) and communicate their findings through illustrations and charts in their math journals.

Source: Ohio's Mathematics Model Curriculum 3 MD.8 Standards, page 25
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_3_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Measure classroom objects then draw and label the objects with dimensions and compute perimeters. Use simple descriptive adjectives (e.g., big, small, long short) to label the drawings.	Measure classroom objects, draw, and label and compute perimeters. Record observations on perimeters in math journal using 2-3 simple sentences and including at least one math specific vocabulary word (e.g., inches, perimeter, measure).	Measure classroom objects and compute perimeters. Display information in a logical order on a chart or in a math journal using comparative language (e.g., bigger than, larger, smaller than) in order to compare objects.	After measuring classroom objects and determining the perimeters, students will compare their answers with other groups, and communicate their findings in their math journals and explain any reasons for differences.	Independently measure classroom objects, determine the perimeters. Discuss their findings and write a paragraph about real world applications (e.g., cutting construction paper for a border for a bulletin board).

Sample teaching strategies and supports

Have ELL work with a partner on measuring and labeling task.	Pre-teach math specific vocabulary for this task.	Have ELL work with two or three partners on creating a chart showing results of measurement.	Provide opportunities for students to practice giving oral summary reports of their findings.	Conduct large group brainstorming session on possible real world applications of tasks requiring measurements and calculation of perimeter.

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Grade 3: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (at Grade 2), identify a point an author or a speaker makes, using a few frequently occurring words and phrases.	With prompting and support (at Grade 2), identify a reason an author or a speaker gives to support the main point.	Tell how one or two reasons support the main point an author or a speaker makes.	Tell how one or two reasons support the specific points an author or a speaker makes.	Describe how reasons support the specific points an author or a speaker makes.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students will receive a theoretical allowance of $20.00 a month. Each student will decide how to spend this amount. Students will analyze and critique their classmates' choices.

Source: Ohio's Social Studies Standards. Economics Content Statement of the MCS, 19 page 23
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a classmate talk about how he or she would spend the allowance and identify and illustrate 2-3 key words (e.g., candy, game, and toy).	Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to spend the $20 and why.	Listen to classmates talk about how they would spend their allowance and fill out a chart of at least one thing that each child wants to do with the $20.00 and why.	After listening to classmates explain how they would spend the $20 allowance, the student will participate in a discussion and express his opinion of the students' choices.	Cite reasons to agree or disagree with classmates' decisions to spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but…; I disagree, because….).

Sample teaching strategies and supports

Pre-teach content-related vocabulary.	Demonstrate note-taking strategies while listening to oral information.	Provide a model of a chart that can be used to record key information.	Give opportunities for ELLs to practice communication skills in small group discussions.	Demonstrate how to use written notes when giving an oral presentation.

Grade 3: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Show increasing awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	Compare examples of the formal and informal use of English, and (at Grade 3) use an increasing number of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3) use a wider range of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students design a plan to reduce or recycle waste in the school. Students will orally present the plan to the principal and to younger students.

Source: Ohio's New Learning Standards - Science, page 76
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Show understanding of words such as "recycle, reuse, waste" by illustrating the words. Use learned phrases to introduce the plan to the principal. (E.g., "This is our plan to recycle in our school.")	Write then deliver formal practiced sentences to explain a step in the plan to the principal. (E.g., "Place a recycle container in each classroom.") Then explain the same step to a Kindergarten classroom. (E.g., "Put used paper in this bin.")	Choose formal English and content-specific words (e.g., waste, recycle, compost) in writing, then orally, to explain the steps to the principal with a moderate degree of accuracy. Then explain to Kindergarten students how to use the recycle bin using less formal English.	Take an active part in preparing the presentation for the principal and be part of delivering the presentation. Then adapt the presentation to suit younger students, making conscious word choices for the audience.	Actively participate in writing the plan for the principal and orally presenting the plan. Then actively participate in writing a plan for Kindergartners and orally presenting it, using appropriate sentence structure and academic vocabulary.

Sample teaching strategies and supports

Provide list of key words for students to note when listening to information about recycling.	Guide students on creating a chart to sort words into categories appropriate for presenting information to different audience (principal vs. kindergarten student).	Have ELL work with a partner to create written notes to use for presenting information to principal and to kindergarten students.	Provide opportunities for students to practice giving presentations in small group settings.	Provide feedback on initial drafts of proposal and allow students to make revisions for final draft.

Grade 3: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, and knowledge of morphology in his or her native language.	Ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology.	Determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes).	Determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as *-ed*, *-ing*, and some common prefixes).

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students solve word problems using multiplication and division.
(E.g. Tom wants to get into shape. On Monday, Tuesday, and Wednesday he ran 4 miles each day. On Thursday and Friday he ran 5 miles each day. How many total miles did he run?)

Source: Ohio Mathematics Model Curriculum 3 OA.3 Standards, page 23
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_3_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize numerals independently and understand the problem when presented in pictures or when translated.	Understand simple key words like days of the week and "Tom" and ask questions to determine the meaning of unknown words. Use this information to solve the word problem.	Understand the idiom "get into shape" when teacher acts out the meaning, and can understand the rest of the story problem using context clues and decoding skills (e.g.: total, each). Solve the problem.	Use various strategies to determine word meanings including a dictionary and context clues. Then solve the problem.	Independently reads and solves the word problem using reference material if needed to understand the idiom.

Sample teaching strategies and supports

Have students write the numbers they hear when listening to oral reading of word problems.	Provide examples of question structures and model how to ask for clarification when encountering an unknown word.	Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Have ELL work with peer to create ongoing list of idioms and meanings.	Have students underline unknown words and expressions in word problems and indicate what the meaning might be given contextual and grammatical clues.

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Grade 3: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and*, *then*).	Recount a short sequence of events, and present a few pieces of information about a topic, with support (including modeled sentences), using, with developing control, common linking words (e.g., *and*, *but*, *next*, *after*) to connect ideas or events.	Recount a sequence of events, using temporal words (*before*, *after*, *soon*), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., *because*, *and*, *also*) to connect ideas or events.	Recount a coherent sequence of events, using temporal words to signal event order clearly, and introduce an informational topic and present facts about it using linking words (e.g., *because*, *and*, *also*) to connect ideas and provide a concluding statement.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students write and present a book report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate.

Source: Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_3_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite book.	Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words.	Write about several important events in correct sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency.	Write about several important events in the book in correct sequence Present to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency.	Write then orally present a clear, coherent, and creative book report which is logically organized and contains very few grammar errors and an effective concluding statement.

Sample teaching strategies and supports

Read aloud a book, and then have ELL discuss the book with a partner.	Have student work with a partner in writing about events in a story.	Provide ELLs opportunity to listen to reports from peers.	Provide opportunities to practice giving reports in small group settings	Provide feedback on students' practice of giving oral reports.

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Grade 3: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring collective nouns (e.g., *group*), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences, with support (including modeled sentences).	Use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.	Use collective and commonly occurring abstract nouns (e.g., *childhood*), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.
Sample Content-based Participation Goals – Social Studies **Lesson Vignette** Students write a cultural heritage report to explain their family's cultural background in order to demonstrate how diverse our communities are. Source: Ohio Social Studies Model Curriculum. Geography Content Statement of the MC 8 page 11 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Use visuals, write words and learned sentences about their cultural background with bilingual or translation support (if available). E.g. "I come from India." "We eat curry."	Write 3-4 simple sentences based on a model with attempts at using verbs, adjectives and conjunctions and provide illustrations to add to the meaning.	Write a paragraph on how and when their family came to the U.S. using some correct past tense verbs, adjectives, adverbs and conjunctions including some compound sentences, with a model.	Write a mostly coherent 1-2 paragraph report starting to include complex sentences (E.g., "When I came to the U.S., I was surprised to see snow!") with increasing control over grammar with little teacher support.	Independently write a coherent 2-3 paragraph report, following teacher guidelines) with grade appropriate use of grammar and conventions exhibiting compound and complex sentences.
Sample teaching strategies and supports				
Pre-teach key vocabulary and provide descriptive sentence structures. Provide bilingual dictionary or online translation tool if available and appropriate.	Provide examples of descriptive sentences pertaining to different cultures.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for peer review and feedback on draft reports.	Provide feedback on drafts of report, and provide opportunity to make revisions for final draft.

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Grade Four: Content-based Participation Goals and Teaching Strategies for ELLs based on New ELP Standards

Grade 4: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.	Use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.	Use a wide range of strategies to determine two or more main ideas or themes, and explain how key details support in read-alouds, written texts, and oral presentations; and summarize a text.

Sample Content-based Participation Goals - English Language Arts
Lesson Vignette

As part of their Earth Science curriculum, students read *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber. Write a summary including the main idea and key details using a teacher-prepared outline then share this information in a small group.

Source: Ohio English Language Arts RI 4.2 Model Curricula, p.12 and Science ESS, Solar System
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Use a picture dictionary, match pictures with simple weather words such as "rain, thunder, lightning, hurricane" with assistance from a teacher.	Use a simplified version of the outline to identify at least one main topic and 2 key details with bilingual or translation support (if available) then share this information in a small group.	Use a simplified version of the outline to identify 2 key topics and supporting details using a bilingual dictionary (if available) then share this information in a small group.	Use the teacher prepared outline to identify main ideas and key details, and write a simple summary with some teacher assistance then share the summary in a small group.	Independently complete the outline, identifying 2 or more main ideas and relate how the details support the main idea then write and share a grade appropriate summary of the text.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Model the use of an outline to show main idea and details of another written text.	Have ELL work with a partner.	Provide feedback on students' draft outlines.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.

Grade 4: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his or her own, and asking and answering questions about the topic or text.	Participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	Participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

After studying Ohio's role in the Underground Railway, students work in small groups and are assigned roles: slave, slave owner, abolitionist, conductor and free black man. Then they discuss their viewpoints on slavery.

Source: Ohio Social Studies Model Curriculum History 4.7, page 13
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-4-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
After viewing multimedia presentations about slavery, student answers simple questions using visual and bilingual support (if available).	With extensive preparation, student takes part in the role play, listening to others, contributing a few simple sentences, and answering a few simple questions.	Student takes a role in the discussion with some preparation and support, responds to others, and adds some original comments, asking questions to clarify answers.	Student takes an active role in the discussion, building on the ideas of others, and adding evidence to support their arguments (E.g., "I should be free, because….." or "I need slaves, because….") with minimal support.	Student takes part in the role play in a grade appropriate way, building on the ideas of others, and expressing his or her opinion, and then summarizes the discussion for the class or teacher.

Sample instructional strategies and supports

Pre-teach selected vocabulary ; provide bilingual dictionary or online translation tool if available	Provide sentence structures and have student practice using structures to share information	Model sharing information and asking questions during a group discussion	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is …")	Provide opportunities for students to practice role play in small group settings.

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Grade 4: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Communicate simple information about familiar texts, topics, events, or objects in the environment.	Deliver short oral presentations and compose written texts about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, and experiences, including a few details.	Deliver short oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, including some details.	Deliver oral presentations and compose written narrative or informational texts about a variety of texts, topics, and experiences, developing the topic with details and examples.
Sample Content-based Participation Goals – English Language Arts **Lesson Vignette** After reading and discussing 2 poems, "Fog" by Carl Sandberg and "They Were my People" by Grace Nichols, students compare the different structural elements of the poems, e.g., verse, rhythm, meter, using a teacher supplied chart, then share their examples of each poetic device in a short oral presentation to a small group. Source: Ohio English Language Arts RL 4.5, Model Curriculum, page 3 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
With bilingual and translation help to understand the poem "Fog", show comprehension by drawing a picture with key words labeled such as "fog, cat, and city".	Use a differentiated chart to write about 1 or 2 key differences in the 2 poems with some bilingual and translation support. Then share an example of 1 poetic device in a small group.	Use a differentiated chart to write 2-3 key differences between the poems with minimal support. Then share examples of 2 poetic devices in a small group.	Complete the teacher-supplied regular chart comparing the 2 poems, giving 3-4 details using structural element vocabulary with some assistance if needed. Then share these examples in a small group.	Complete the chart comparing the 2 poems giving details with examples in a grade appropriate way and using grade appropriate academic terms. Then share these examples in a small group.
Sample instructional strategies and supports				
Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Provide examples of charts used to show different structural elements of other poems.	Have ELL work with partner to complete chart.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Allow students to practice giving oral reports and provide feedback for improvements.

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Grade 4: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a simple claim about a familiar topic, and give a reason to support the claim.	Construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim.	Construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students complete a multi-step math problem and then explain how they approached and solved the problem giving reasons for their approach. Here is a sample problem:

Your class is collecting bottled water for a service project. The goal is to collect 300 bottles of water. On the first day, Max brings in 3 packs with 6 bottles in each pack. Sarah wheels in 6 packs with 6 bottles in each pack... About how many bottles of water still need to be collected? Show your work.

Source: Ohio Mathematics Model Curriculum 4.OA.3, p.2
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_4_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or translation support (if available) to understand the word problem, student will use pictures or numerals to solve the problem in a math journal.	Use visuals, simple sentences, and numerals to explain how to approach the problem and state one reason to support their approach, with bilingual or translation support (if available). E.g., "Max brings 3 x 6 = 18 bottles. Sarah brings 6 x 6 = 36 bottles……"	In a math journal, describe the steps taken to solve the problem using equations, visuals and sentences then provide 1-2 reasons for their approach.	In a math journal, describe the steps taken to solve the problem and give 2 - 3 reasons to support their approach and make a concluding statement.	In a math journal, explain the approach taken and give logical reasons for each step and conclude with a strong statement. Student may write a paragraph, use visuals and/or equations.

Sample instructional strategies and supports

Read aloud the word problem. Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Provide sentence structures for explaining steps in solving problem (e.g., "First, multiply ….; then add …..).	Have ELL work with partner on writing steps to solve word problem.	Provide opportunities for practice in small groups.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 4: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recall information from experience and/or gather information from a few provided sources, and label some key information.	Recall information from experience and/or gather information from provided sources, and record some information.	Recall information from experience and/or gather information from print and digital sources to answer a question; and identify key information in orderly notes.	Recall information from experience and/or gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.	Recall information from experience and/or gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.

Sample Content-based Participation Goals – Science
Lesson Vignette

Students conduct independent research into fossils taking orderly notes using charts, tables, etc., using print and digital sources e.g. http://www.ucmp.berkeley.edu/education/explorations/tours/geotime/gtpage5.html

Source: Oho New Learning Standards – Science – 4th grade, p.106
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	Gather 2-3 facts about fossils from simple texts and websites and record the information with words and pictures in a science notebook, with translation and/or bilingual help (if available).	Gather 4-6 facts about fossils from text and digital sources and present the information in a chart or in a science notebook with some help from the teacher.	Gather multiple facts about fossils from text and digital sources, then record the research and sources in graphic form either in print or on a computer.	Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts adding a list of sources in graphic form either in print or on computer.

Sample instructional strategies and supports

Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary	Have ELL work with a partner on this task.	Have ELL work with two or three partners on creating a chart with information about fossils.	Provide feedback on initial drafts and allow students to make revisions.	Provide criteria of a well-written summary of research findings that students can use as self-evaluation.

Grade 4: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or speaker makes.	Identify a reason an author or speaker gives to support a main point, and agree or disagree.	Tell how one or two reasons support the specific points an author or speaker makes or fails to make.	Describe how reasons support the specific points an author or speaker makes or fails to make.	Explain how an author or speaker uses reasons and evidence to support or fail to support particular points, (and at grade 5) identifying which reasons and evidence support which points).

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

The class reads an article that proposes that all American citizens should be required to vote. The students identify the writer's point, analyze the arguments and give reasons for their opinions using a teacher-prepared chart. After completing the chart, students share their ideas.

Source: Oho Social Studies Model Curriculum. 4.16 Government, p. 26
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-4-Social-Studies-Model-Curriculum_April2014.pdf.aspx)

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or translation support, identify and illustrate some key words from the article e.g. "vote, election, citizen".	With bilingual and/or translation support to understand the article, identify the key point and state an opinion in writing. E.g., "I think everyone should vote." Then share this opinion in a table group.	With some help to understand the article, student will complete the chart, explain 1-2 points the author makes, and state whether they agree and why. E.g., "The writer thinks all Americans should vote. It is a responsibility. I do not agree. I think you can choose to vote." Then share their writing in a table group.	Use the chart to state some of the points the author made, then give evidence to agree with or refute at least one of the claims with some help. Then share this opinion with a table group.	Briefly summarize the author's argument in the chart. Express opinions about the validity of the author's arguments and state whether the evidence supports the argument or not. Then discuss these ideas in a table group.

Sample instructional strategies and supports

Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Provide sentence structures for showing agreement or disagreement (e.g., I agree that ….; I don't believe …..).	In large group setting, elicit students' statements and create a chart showing the number who agree and disagree with the author.	Give opportunities for ELLs to practice communication skills in small group discussions.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 4: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to different social and academic contents, with emerging control, and use some words learned through conversations, reading, and being read to.	Adapt language choices according to purpose, task, and audience, with developing control, and use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	Adapt language choices and style (includes register) according to purpose, task, and audience, with increasing ease, and use a wider range of general academic and content-specific words and phrases in speech and writing.	Adapt language choices and style according to purpose, task, and audience, and use a wide variety of general academic and content-specific words and phrases in speech and writing.

Sample Content-based Participation Goals – Science
Lesson Vignette

After investigating what happens to the total amount of mass/weight during many types of changes (e.g., ice melting, salt dissolving, paper tearing, candle burning, Alka-Seltzer® in water), small groups discuss their findings using appropriate informal language, then present an oral report discussing their findings using formal academic language.

Source: Ohio New Learning Standards - Science PS Matter and Forms of Energy, p. 106 and ELA SL 4.4 and 4.6
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Participate in the science experiment. Then use a learned and practiced phrase to introduce the topic during an oral report. E.g., "We put salt in water."	Participate in the science experiment and in the small group discussion in a limited way. Contribute ideas towards the oral report. Then use 2-3 memorized sentences containing some academic language about the experiment during an oral report. E.g., "We mixed the salt and water. The salt dissolved in the water."	Participate in the experiment and in the small group discussion using informal language. Then contribute 3-4 sentences containing content- specific words like "weight, dissolve, solution" using formal sentence structure with some assistance from the teacher. Take part in presenting the oral report, using formal language.	Participate in the experiment and the small group discussion using informal language. Then take an active part in the group preparation of the oral report, choosing specific language and formal sentence structure to describe the experiment referring to the scientific method with minimal assistance from the teacher. Take part in presenting the oral report using formal language.	Participate fully in the experiment and the small group discussion using informal language. Contribute to the oral report on the experiment using grade appropriate academic vocabulary and formal register adding specific details. Then take an active part in delivering the oral report, speaking clearly.

Sample instructional strategies and supports

Provide sentence structures that students can use to describe findings.	In large group setting, have students share their findings and write them down in computer. Then give written copies to students.	Provide list of academic terms that would be appropriate for reporting results of scientific experiments.	Have students self-evaluate their participation in the small group discussion.	Provide criteria of a well-written report of science experiment that students can use as self-evaluation.

Grade 4: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and knowledge of morphology in his or her native language.	Determine the meaning of frequently occurring words and phrases and some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning of general academic and content-specific words and phrases and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

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Students listen to the teacher present a lesson on addition and subtraction of fractions using visual supports. Students then read the textbook explanation. Complete differentiated vocabulary activities to show understanding of content specific academic vocabulary from the lesson. Differentiated activities include matching words and symbols, and completing an online Quizlet* activity.

Source: Ohio Mathematics Model Curriculum 4.NF.3A
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_4_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using translation and/or bilingual support (if available), students will match words and numbers/symbols to show understanding of vocabulary such as "fraction, adds, subtracts, equals".	Using translation and/or bilingual support (if available), students will match 4-6 words with numbers/symbols to show understanding of "fractions, addition, subtraction, numerator, and denominator".	Complete a Quizlet* exercise using a dictionary, visual aids in the classroom, and their word knowledge. (e.g.-add/addition, equal/equals) with some assistance from the teacher.	Ask for clarification during the teacher's oral presentation. E.g. - "What does 'Fractions are a piece of cake.' mean?" Complete the Quizlet* using a dictionary and their developing skills in morphology.	Actively listen to the teacher's presentation and read the textbook explanation. Use dictionaries and word knowledge to determine the meaning of unknown words. Show understanding by independently completing a Quizlet* vocabulary activity.

***Quizlet:** Free online learning tools conceptualized by a 15 year-old student. For more information click on the following website link; http://quizlet.com/*

Sample instructional strategies and supports

Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Have ELL work with a partner the first several times when doing the Quizlet.	Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Provide examples of figurative language (metaphors, similes, adages, proverbs).

Grade 4: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a simple sequence of events in order, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount a short sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including modeled sentences), using, with developing control, an increasing range of temporal and other linking words (e.g., *next, because, and, also*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with increasingly independent control, transitional words and phrases to connect events, ideas and opinions (e.g., *after a while, for example, in order to, as a result*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce an informational topic, develop it with facts and details, and provide a concluding statement or section, using a variety of linking words and phrases to connect ideas, information, or events.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

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Students write a narrative about a time they went to their favorite place. They are to include sensory details and sequencing words. After revising and editing, they share their stories with an audience (classmates, parents or buddies) during a "Writers' Cafe".

Source: Ohio English Language Arts Model Curriculum Writing 4.3, p. 25
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write words or a simple sentence about a favorite place. E.g., "I like the zoo. I like the lion." Student will read their story during the "Writers' Cafe"*.	Write 3 sentences showing sequence of activities at their favorite place with visual supports and modeled sentences. E.g., "I went to the park. I played on the swings. Then I went down the slide." Then share orally during a "Writers' Cafe"*	Write a short paragraph showing a sequence of activities at their favorite place, using some descriptive language and linking words. Provide a concluding statement with some support. Then share orally during a "Writers' Cafe"*	Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains details, transitional words, and has a clear conclusion with some editing assistance. Then share and discuss orally during a "Writers' Cafe"*.	Write and edit a multi-paragraph narrative with coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during a "Writers' Cafe"*

***Writers' Café:** An online writing community where writers can post their work, get reviews, befriend other writers, and other activities. For more information click on the following website link http://www.writerscafe.org/*

Sample instructional strategies and supports

Provide and discuss words and phrases that can be used to describe a place in a picture or photo.	Review words to connect events (e.g. then, after that, first, finally).	Provide students the opportunity to share descriptions in small groups.	Share and discuss examples of narratives that exemplify good writing techniques.	Provide feedback on students' initial drafts.

Grade 4: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs; and understand and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions; and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), and prepositional phrases; produce and expand simple and compound sentences, with support (including modeled sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases; and produce and expand simple, compound, and a few complex sentences.	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), prepositional phrases, subordinating conjunctions, and the progressive and perfect verb tenses; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Science
Lesson Vignette

As part of a unit on landforms, students will create a slideshow (e.g., Power Point or Keynote) consisting of visuals, text, and narration about an assigned landform. Students will use the slide show to explain features, formation and examples of the landform to the class.

Source: Ohio's New Learning Standards - Science ES Earth's Surface, p. 106 and ELA SL 4.5
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Pair the level one student with a native speaker or a more proficient ELL. Level one student will collaborate to create one or two slides with a title, pictures and words. Level one student will use simple practiced sentences (for example, *This is an island.*) to help present the slide show to the class.	Pair the level two students with a native speaker or more proficient ELL. Level two students will collaborate to create several slides about the landform using pictures with simple written and narrated sentences. For example, *A lake is water surrounded by land. The largest lake in the U.S. is Lake Superior*. The student will help present the slide show to the class.	Individually or with a partner, create multiple slides about a landform using pictures with simple written and narrated sentences including relative pronouns and adverbs, prepositional phrases and compound sentences. For example, *A plateau is an area of high level ground. The Tibetan plateau is the largest plateau in the world.* Some assistance from the teacher may be needed. Then present the slide show to the class.	Individually or with a partner, create a slideshow with at least 10 written and narrated sentences, using relative pronouns and adverbs, subordinating conjunctions, and/or prepositional phrases using some compound and complex sentences. For example, *Land that is surrounded on three sides is a peninsula.* Then present the slide show to the class.	Independently prepare a slide show about a landform. Use grade appropriate spoken and written language in the narrated slideshow showing use of perfect verb tense in compound and complex sentences. For example, *Mt. Etna has erupted many times.* Then present the slide show to the class.

Sample instructional strategies and supports

Pre-teach key vocabulary and provide descriptive sentence structures. Provide bilingual dictionary or online translation tool if available and appropriate.	Provide examples of descriptive sentences pertaining to different landforms.	Provide examples of descriptive writing that illustrate the use of relative pronouns, adverbs and prepositional phrases.	Provide opportunities for peer review and feedback on draft reports.	Provide feedback on drafts of report, and provide opportunity to make revisions for final draft.

Grade Five: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grade 5: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.	Use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.	Use a wide range of strategies to determine two or more main ideas or themes, and explain how key details support them in read-alouds, written texts, and oral presentations; and summarize a text.

Sample Content-based Participation Goals - Science and English Language Arts
Lesson Vignette

As part of their Earth and Space Science curriculum, students read *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger using the "jigsaw method*" then write a summary of the assigned portion including main idea and key details, using a teacher prepared outline. Then move to a different group and share the summary with classmates who read different portions. After listening to all the summaries, students will have an understanding of the entire book.

Sources: Ohio English Language Arts RI 5.2 Model Curricula, p.10 and Oho Science Standards ESS, Solar System.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Teacher provides student with a simple text about Mars. Student uses a picture dictionary to match pictures with simple words from the book with assistance from a teacher. E.g., "planet, revolve".	Read the assigned portion of the text with scaffolding, bilingual help or peer assistance. Or provide the student with a simpler text about Mars. Then student uses a simplified version of the outline to identify at least one main idea and 2 key details from the text with bilingual or translation support then share this information with another group.	Read the assigned portion of the text with assistance from a peer and use of a dictionary. Use a simplified version of the outline to identify 2 main ideas and supporting details from the text using a bilingual dictionary if needed. Then move to a different group to share this information.	Read the assigned portion of the text using a dictionary as needed. Use the teacher-prepared outline, identify main ideas and key details and write a simple summary with some teacher assistance. Then share the summary with the other small group.	Independently read the assigned portion of the text. Complete the outline, identifying 2 or more main ideas and relate how the details support the main idea. Then write and share a grade appropriate summary of the text with the other small group.

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Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Model the use of an outline to show main idea and details of another written text.	Have ELL work with a partner.	Provide feedback on students' draft outlines.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.

*Jigsaw Reading - An activity in which students are given different parts of a text to read, followed by an information share for students to learn about the different parts.

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Grade 5: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his or her own, and asking and answering questions about the topic or text.	Participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	Participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

After studying early Indian Civilizations (Maya, Inca, and Aztec) students work in small groups to create 2-4 minute reports explaining social structure, religion, government, agriculture, etc. of their assigned civilization. Then present the infomercial to the class and respond to comments and questions.

Source: Ohio Social Studies Model Curriculum History 5.2, page 3)

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Take part in preparing the report by finding pictures of food eaten by an early Indian Civilization with bilingual, teacher or peer assistance. After viewing the infomercials about other Indian Civilizations, students answer simple questions with visual and bilingual support (if available). E.g., "What did they eat?"	Contribute a few simple sentences to the report with assistance. After the class views the infomercials, student will answer a few simple questions about the other civilizations. E.g., "Where did they live?"	Take an active role in creating the report with some preparation and support. Then ask and answer questions about the infomercials, adding some original comments, and asking questions to clarify answers. E.g., "Why did the Aztecs grow corn?"	Take an active role in creating the report, building on the ideas of others, and adding evidence to support their explanations with minimal support. Then ask and answer questions about the infomercials.	Take an active role in creating the report, building on the ideas of others, and adding evidence to support their explanations. Respond to other infomercials, and make appropriate observations of multiple commonalities and differences.

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Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures and have student practice using structures to share information and to ask questions.	Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g., "Another example is …")	Provide opportunities for students to practice communication skills in small group settings before participating in large-group activity.

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Grade 5: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics, events, or objects in the environment.	Deliver short oral presentations and compose written texts about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, and experiences, including a few details.	Deliver short oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, including some details.	Deliver oral presentations and compose written narrative or informational texts about a variety of texts, topics, and experiences, developing the topic with details and examples.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

After reading and discussing 2 poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, students individually determine the theme and how the poet writes about the topic citing evidence from the text using a T-chart. They then share their answers, including evidence, in small groups.

Source: Ohio English Language Arts RL 5.2, Model Curriculum, page 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and translation support (if available), demonstrate understanding of the poem "Dust of Snow", by drawing a picture with key words labeled such as "crow, snow, shook, heart, mood". With assistance, practice reading the poem aloud.	Draw a picture and write 2-3 sentences about the poem "Dust of Snow" with bilingual and translation support (if available). Share their writing in a small group using phrases, pictures, and gestures to communicate the idea and details of the poems.	Show developing understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, by individually completing the T-chart with teacher support. Then share their ideas in a small group by using sentences and complete explanations of ideas in the poems.	Demonstrate understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, by individually completing the T-chart with minimal teacher support. Then share and discuss evidence supporting the themes and ideas and why the poet made certain word choices.	Independently demonstrate understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, using evidence from the text to complete the T-chart. Then discuss and defend these ideas in a small group setting.

Sample instructional strategies and supports

Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete T chart.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Provide feedback on initial drafts of T-chart and allow for students to make revisions.

Grade 5: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a simple claim about a familiar topic, and give a reason to support the claim.	Construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim.	Construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Students complete a real world math problem and then explain in their math journals how they approached and solved the problem giving reasons for their method. Then explain to the class the reason for their approach.
Here is a sample problem:
You and your 2 friends want to equally split ½ pound of chocolate. How much would each person get? Show your work. Explain your reasoning.

Source: Ohio Mathematics Model Curriculum 5. N.O. Fractions, 7, p. 12
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_5_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or translation support (if available), solve the problem using pictures or numerals. State the answer. Label pictures with words such as "person, chocolate". Use gestures/numerals to explain the problem and/or solution.	Use visuals, simple sentences, and numerals to explain how to approach the problem. Give one reason to support their approach, with bilingual or translation support (if available). Share their ideas with a partner.	Describe the steps taken to solve the problem in a math journal, using equations and sentences. Then provide 1-2 reasons for their approach using complete sentences. Share their ideas in a small group.	Describe the steps taken to solve the problem in a math journal. Give 2 - 3 reasons to support their approach and make a concluding statement. Share their ideas in a small group using visuals and complete sentences.	Describe the steps taken to solve the problem in a math journal. Give 3-4 reasons to support their approach and make a concluding statement. Share and defend their ideas in a small group by supporting claims with evidence from visuals.

Sample instructional strategies and supports

Read aloud the word problem. Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Provide sentence structures for explaining steps in solving problem (e.g., "First, divide the fraction by 3; then …..).	Have ELL work with partner on writing steps to solve word problem.	Provide opportunities for practice in small groups.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 5: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recall information from experience and/or gather information from a few provided sources, and label some key information.	Recall information from experience and/or gather information from provided sources, and record some information.	Recall information from experience and/or gather information from print and digital sources to answer a question; and identify key information in orderly notes.	Recall information from experience and/or gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.	Recall information from experience and/or gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.
Sample Content-based Participation Goals – Science **Lesson Vignette** Students conduct independent research into ecosystems explaining ways that humans can improve the health of ecosystems (e.g. recycling waste, establishing rain gardens, planting native species) using print and digital sources and taking orderly notes using charts, tables, etc. Source: Ohio New Learning Standards - Science, p. 132 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Label picture of an ecosystem (e.g. forest, desert, ocean) using a picture dictionary. With bilingual or translation support (if available), show understanding of one way to help the environment (e.g., recycling) by drawing a picture.	Gather 3 - 4 facts about the chosen ecosystem from simple texts and websites; then record the information with words and pictures in a science notebook, using charts, with translation and/or bilingual help (if available). Draw or write one way to protect this ecosystem.	Gather at least 4-6 facts about the ecosystem from text and digital sources. Present the information in a chart or in a science notebook with some help from the teacher to determine key information. Give at least one idea about how to protect this ecosystem.	Gather multiple facts about the ecosystem from text and digital sources. Record the research and sources in graphic form either in print or on a computer to answer the question: "How can humans improve this ecosystem?" Provide 1 - 2 ideas on ways to improve the ecosystem.	Gather multiple facts about the ecosystem from text and digital sources. Summarize the research neatly in charts adding a list of sources in graphic form either in print or on a computer. Provide 2 - 3 ideas on ways to improve the ecosystem.
Sample instructional strategies and supports				
Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Have ELL work with a partner on this task.	Have ELL work with two or three partners on creating a chart with information about ways to improve the ecosystem.	Provide feedback on initial drafts and allow students to make revisions.	Provide criteria of a well-written summary of research findings that students can use as self-evaluation.

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Grade 5: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or speaker makes.	Identify a reason an author or speaker gives to support a main point, and agree or disagree.	Tell how one or two reasons support the specific points an author or speaker makes or fails to make.	Describe how reasons support the specific points an author or speaker makes or fails to make.	Explain how an author or speaker uses reasons and evidence to support or fail to support particular points, (and at grade 5) identifying which reasons and evidence support which points).

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

The class reads an article about immigration reform which advocates that anyone who wants to come to the USA should be allowed to enter the country and live here. The students identify the writer's point, analyze the arguments and give reasons for their opinions.

Sources: Ohio Social. Studies Model Curriculum. 5.9 Human Systems, p. 16 and Ohio English Language Arts Model Curriculum RI 5.2 p.10

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum_April2014.pdf.aspx

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Student reads a simplified version of the article. With bilingual and/or translation support (if available), student will identify the main point that the author is making.	Student reads a simplified version of the article. With bilingual support, translation support (if available) or scaffolding to understand the article, identify the key point and state an opinion. E.g., "I (don't) think all people can come to America."	With scaffolding (bilingual dictionary, simplified explanations) to understand the article, students write 1-2 points the author makes. State whether they agree or disagree and why, both in a short written response and orally in discussion.	Students read the article with a dictionary, if needed. State the reasons the author gave for his arguments then give evidence to agree with or refute his claims, with some help. Prepare a short written response then discuss in a group.	Independently read the article. Determine the author's opinions. Express their opinions about the validity of the author's arguments and state whether the evidence supports the argument or not. Prepare a short written response then discuss in a group.

Sample instructional strategies and supports

Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Provide sentence structures for showing agreement or disagreement (e.g., I agree that ….; I don't believe …..).	In large group setting, elicit students' statements and create a chart showing the number who agree and disagree with the author.	Give opportunities for ELLs to practice communication skills in small group discussions.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 5: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to different social and academic contents, with emerging control, and use some words learned through conversations, reading, and being read to.	Adapt language choices according to purpose, task, and audience, with developing control, and use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	Adapt language choices and style (includes register) according to purpose, task, and audience, with increasing ease, and use a wider range of general academic and content-specific words and phrases in speech and writing.	Adapt language choices and style according to purpose, task, and audience, and use a wide variety of general academic and content-specific words and phrases in speech and writing.

Sample Content-based Participation Goals – Science
Lesson Vignette

Solar energy collection is most effective in areas that receive direct sunlight for long periods of time. In small groups students will research specific locations on Earth and how much direct sunlight they receive. Working in small groups, students evaluate the data and make a recommendation as to where to locate a solar energy facility. Share and defend the recommendation with the class.

Source: Ohio New Learning Standards – Science, Solar Energy - and Ohio English Language Arts Model Curriculum SL 5.4 and 5.6)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual or translation support (if available) to understand the topic, show understanding of some key words such as "sun, solar, energy" by creating a bilingual word list. Use a learned and practiced phrase to introduce the topic during an oral report. E.g., "It is sunny in California."	Use informal language in group discussion of the project, then some memorized phrases to say 2-3 sentences containing some academic language about the topic during an oral report. E.g.: "Phoenix receives 3,872 hours of direct sunlight each year."	Use informal language in group discussion of the project. Then contribute 4 - 6 sentences to the recommendation report, containing content-specific words like "solar energy, generate, facility, location" using formal sentence structure with some assistance from the teacher and peers.	Use informal language in group discussion of the topic. Choose specific vocabulary and formal sentence structure to present the recommendation with minimal assistance from the teacher.	Use informal language during the group discussion. State and defend the group's recommendation using grade appropriate academic vocabulary and formal register adding specific details and speaking clearly.

Sample instructional strategies and supports

Provide sentence structures that students can use to describe key concepts	In large group setting, have students share key concepts and write them down in computer. Then give written copies to students.	Provide list of academic terms that would be appropriate for reporting key concepts in informational text.	Have students self-evaluate their participation in the small group discussion.	Provide criteria of a well-written and orally-presented report that students can use as self-evaluation.

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Grade 5: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and knowledge of morphology in his or her native language.	Determine the meaning of frequently occurring words and phrases and some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning of general academic and content-specific words and phrases and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.
Sample Content-based Participation Goals – Mathematics **Lesson Vignette** Students listen to the teacher present a lesson (with visual supports) on place value of decimals, and then read the math textbook explanation. Students then complete differentiated vocabulary activities -a matching activity and an online Quizlet activity. Source: Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_5_Math_Model_Curriculum_March2015.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"?	Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10".	Ask for clarification during the teacher's oral presentation. E.g., "What does ___ mean?" Complete the Quizlet using dictionaries and their developing skills in morphology.	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
Sample instructional strategies and supports				
Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Have ELL work with a partner the first several times when doing the Quiz let.	Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Provide examples of figurative language (metaphors, similes, adages, proverbs).

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Grade 5: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a simple sequence of events in order, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount a short sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including modeled sentences), using, with developing control, an increasing range of temporal and other linking words (e.g., *next, because, and, also*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with increasingly independent control, transitional words and phrases to connect events, ideas and opinions (e.g., *after a while, for example, in order to, as a result*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce an informational topic, develop it with facts and details, and provide a concluding statement or section, using a variety of linking words and phrases to connect ideas, information, or events.

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Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

Students write a narrative about their favorite memories from 5th grade including sensory details, reasons and sequencing words. Then share their narrative with a small group of 4th graders as orientation at the end of the year.

Source: Ohio English Language Arts Model Curriculum Writing 5.3, p. 26
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write words or a simple sentence about a favorite memory or activity from 5th grade. E.g., "I like gym. Recess is fun." Read these sentences to the 4th graders.	Write 3 sentences and draw pictures about their favorite memory showing sequence using modeled sentences. E.g., "We went to the museum. We saw a dinosaur exhibit. We ate lunch. It was a fun day." Then share orally with 4th graders.	Write a short paragraph about the memory with an introduction, sequence of events with linking words, and conclusion with support to edit. Then share orally with the 4th graders.	Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains details, transitional words, and has a clear conclusion with some peer and teacher editing assistance. Then share orally with 4th graders.	Write and edit a multi-paragraph narrative with coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during an orientation for 4th graders.

Sample instructional strategies and supports

Provide and discuss words and phrases that can be used to describe a memory or past activity.	Review words to connect events (e.g., then, after that, first, finally).	Provide students the opportunity to share narratives in small groups.	Share and discuss examples of narratives that exemplify good writing techniques.	Provide feedback on students' initial drafts.

Grade 5: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs; and understand and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions; and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), and prepositional phrases; produce and expand simple and compound sentences, with support (including modeled sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases; and produce and expand simple, compound, and a few complex sentences.	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), prepositional phrases, subordinating conjunctions, and the progressive and perfect verb tenses; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

Students participate in a Tall Tales Genre Study to determine features of Tall Tales. Following mini lessons in good sentence structure, they write a tall tale of their own, edit their writing and publish their story in book form. Their tall tales are shared during a "Paul Bunyan Picnic" at the end of the unit.

Source: Ohio English Language Arts Model Curriculum R.L., Genre, p. 6 and 5.6, p. 26
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Student watches a short video of a Tall Tale then participates in a mini lesson where the teacher demonstrates sentences with a simple subject and verb. Student will create a Tall Tale consisting of one or two pages with a title, pictures, words and simple practiced sentences with teacher or peer support and use of translation. E.g.-"The bear made a big mountain." Share their story at the picnic using pictures and words, phrases, and simple sentences.	Student watches a short video of a Tall Tale then participates in a mini lesson where the teacher demonstrates sentences with a simple subjects and verbs. Student will create a Tall Tale consisting of 3 - 4 pages with a title, pictures, words and simple sentences with support from the teacher. E.g. - "The bear made a big mountain. He dug a tunnel with his claws." Share their story at the picnic using pictures, gestures, and simple sentences.	Student reads Tall Tales and watches videos of Tall Tales. Participate in a mini lesson where the teacher demonstrates how to stretch a simple sentence into a more interesting sentence with the addition of relative clauses, adverbs and prepositional phrases. Then create a multiple page Tall Tale using interesting sentences such as those modeled but the teacher. Share the Tall Tale at the picnic.	Student reads Tall Tales and watches videos of Tall Tales. Participate in a mini lesson where the teacher demonstrates how to stretch a simple sentence into a more interesting sentence with the addition of relative clauses, coordinating conjunctions, adverbs and prepositional phrases. Then create a multiple page Tall Tale using interesting simple, compound and some complex sentences such as those modeled by the teacher. Engage in peer editing. Share the Tall Tale at the picnic.	Student reads Tall Tales and watches videos of Tall Tales. Participate in a mini lesson where the teacher demonstrates how to stretch a simple sentence into a more interesting sentence with the addition of relative clauses, coordinating conjunctions, adverbs, perfect tenses and prepositional phrases. Then create a multiple page Tall Tale using interesting simple, compound and complex sentences such as those modeled by the teacher. Engage in peer editing. Share the Tall Tale at the picnic.

Sample instructional strategies and supports				
Provide and discuss words and phrases that can be used to write a tall tale.	Review words to connect events (e.g., *then, after that, first, finally*).	Provide students the opportunity to share narratives in small groups.	Share and discuss examples of narratives that exemplify good writing techniques.	Provide feedback on students' initial drafts. Allow students opportunity to practice oral story telling in small groups.

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Grade Six: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grade 6: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	Use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.	Use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.

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Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

The goal is to create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Prepare sample timeline for students with list of historic events from 2000 B.C.E. to 2010 C.E. Make sure students understand B.C.E. and C.E. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were.

Sources:
Ohio's New Learning Standards: Social Studies, Grade 6)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Ohio's New Learning Standards: English Language Arts, Grade 6 Curriculum Model, page 1)

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_6_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Listen to teacher's short explanation of a historical event and determine if the event took place in B.C.E. or C.E. With a partner, use teacher prepared	Listen to teacher's short explanation of a historical event and determine if the event took place in B.C.E. or C.E. With a partner, use teacher prepared	Listen to teacher's short explanation of a historical event. With a partner, use teacher prepared websites and/or texts to find information	Listen to teacher's short explanation of a historical event. With a partner, use teacher prepared websites and/or texts to find information about two	Listen to teacher's short explanation of a historical event. With a partner, use teacher prepared websites and/or texts to find information about three

websites and/or texts to find picture, graphic, or illustration to represent the event. Correctly place event on the class timeline and tell one sentence about the event using the framed sentence: The event, _____, occurred in ____ B.C.E. /C.E. Or, The _____ was built in B.C.E. /C.E.	websites and/or texts to find more information about the event. Write at least 1 compound sentence or 2-3 simple sentences about the event, including 2 details in own words.	about another event in a different century. Correctly place event on the class timeline and orally summarize the importance of the event with at least 3 details in own words.	other events in different centuries. Correctly place events on the class timeline and orally summarize the importance of the events with at least 3 details in own words. Take notes from other student presentations.	other events in different centuries. Correctly place events on the class timeline and orally summarize the importance of the events with at least 3 details in own words. Take notes from other student presentations.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate how to use Internet to search for historical events.	Demonstrate how to use Internet to search for historical events. Provide sentence structures that can be used to describe historical event.	In whole group setting, discuss strategies for identifying main idea and supporting details in a text. Provide examples of information about historical events and have students practice identifying main idea and supporting details.	Demonstrate how to take notes during an oral presentation, using a graphic organizer to identify main idea and supporting details.	Demonstrate how to use written notes when giving an oral presentation, and how to use language forms and vocabulary to help listeners identify main idea and supporting details.

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Grade 6: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.	Participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	Participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

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Sample Content-based Participation Goals- Science
Lesson Vignette

Science Content Statement: Matter and Motion: Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion (page 190).

Conservation of mass is a concept related to matter in grade six physical science. Using a scale, the students in groups of two and three will weigh an empty one-cup measuring cup recording their measurements on a measurement worksheet. Then they will fill the cup with ¼ cup salt, weigh it, and record the measurement. Next they will set the salt aside carefully in the bowl. On the worksheet they will find the weight of just the salt. Next they will add ¾ cup of water to the empty cup and weigh it. Do not empty the water out of the cup. Again they will calculate and record the weight of the water. Then students will add the weight of the water, salt and the empty cup on their worksheet. Now students will add the salt to the water that is in the cup, carefully stir it, and watch it dissolve. Then students will predict the weight with their partners and share out their response. Finally students will weigh the solution that they made, concluding that the weight was the same. Students will prove Conservation of Mass or that mass of substances that you combine in a physical or chemical reaction will be the same as the mass of the substance you end up with. Students will be able to verbalize this principle in their own words.

Sources: Ohio Science Standards, Grade Six,
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Science Unit Studies for Homeschoolers and Teachers, Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5
In a small group of three students listen to introduction of measurement vocabulary: equals,	In a small group of three student listens to introduction of measurement vocabulary: equals,	In a small group of three students listen to introduction of measurement vocabulary: equals,	In a small group of three students listen to introduction of measurement vocabulary: equals,	In a small group of three students listen to introduction of measurement vocabulary: equals,

measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Answer "wh" questions pertaining to the materials needed in this lesson. Assist in measuring the materials and, with support of teacher and group, records results. Completes this framed sentence: _____equals weight.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Answer "wh" questions pertaining to the materials needed in this lesson. Assist in measuring the materials and, with support of teacher and group, records results. Finish this sentence: Mass of what goes in _____, (is less than, is greater than, or is equal to) the mass of what comes out.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Ask and answer relevant questions pertaining to the materials used in the lesson. Predict the outcome and exchange ideas within the group. Record the outcome in his/her own words of 2-3 sentences.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Ask and answer relevant questions pertaining to the materials used in the lesson. Describe the process and the mixture of the salt water using words such as dissolve and solution. Predict the outcome and exchanges ideas within the group. Record the outcome in his/her own words.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Ask and answer relevant questions pertaining to the materials used in the lesson. Describe the process and the mixture of the salt water using words such as dissolve and solution. Predict the outcome and exchange ideas within the group. Record the outcome in his/her own words.
Sample instructional strategies and supports				
If available, use illustrations or concrete objects when introducing Provide bilingual dictionary or online translation tool if available to assist with comprehension.	Provide examples of question structures and model how to ask for clarification when encountering an unknown word in an oral presentation or text.	Provide sentence structures for indicating prediction of experiment outcomes. Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g., "Another example is …")	Provide feedback on initial drafts of report and allow students to make revisions for final draft.

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Grade 6: Standard 3

An ELL can speak and write about grade appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics and experiences.	Deliver short oral presentations and compose written narrative or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics and experiences, developed with some details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with some specific details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with relevant details, ideas or information.

Sample Content-based Participation Goals – Science
Lesson Vignette

Science Content Statement: Rocks, minerals and soils have common and practical uses.

Students research different uses of minerals, soil and rock within the community and within Ohio. They represent findings graphically and discuss/present to the class.

Source: Ohio Science Standards, Grade six
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Focus on comprehension vocabulary, useful words, and specific academic words. Work in a small group of three or in pairs and completes framed sentences (Example: "This rock is _____") and graphic prompts (pictures, visual aids, or actual rocks), Provide simple explanation, based on group work, about the minerals, soil, minerals and rocks within Ohio as part of a group presentation.	Using pictures and/or visual aids including maps or graphs of the minerals, soil and rocks in Ohio, give a five-sentence explanation to compare and contrast two different minerals, soils, and rocks (i.e. physical, chemical characteristics and uses). For example, provide a narrative between sandy and clay soil using a visual for support.	Write and present a five- sentence paragraph about the different types of minerals, rocks and soils found within the community. Produce a graph as a supportive graphic organizer.	Write a narrative of several paragraphs about the uses for different soils in Ohio. Includes a visual of the Ohio soils and their uses. Present the report and the visual to the class. If possible, use blended learning and presents this report using technology.	Write a two-page report with developed details on the results of their experiment and present to the class with a video that they create.

Sample instructional strategies and supports

Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available.	Have students work with partners.	Demonstrate how to produce a graph to support written information.	Provide students the opportunity practice sharing reports in small groups.	Provide criteria of a well-written report that students can use for self evaluation.

Grade 6: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about familiar topics.	Construct a claim about familiar topics and give a reason to support the claim.	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Science
Lesson Vignette

Science Content Statement: Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion (page 190).

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Concepts related to states of matter; changes in materials are investigated including solid-liquid phase changes. Teacher posts/ discusses learning objective and tells students that the temperature at which a substance changes from a solid to a liquid is called its melting point. Teacher may need to explain the multiple meanings of state and point. Ask students whether this is a chemical or physical change (it is a physical property because even though it is changing state of matter going from a solid state to a liquid state, it is not changing its molecular structure). Elicit opinions and discussion. Once the melting point is reached, the substance will stay at the temperature until all of it has turned into liquid. Teacher asks students what the freezing point is or the temperature that a liquid turns into a solid state. Discuss whether freezing is a chemical or physical change eliciting opinions and discussion. Freezing is also a physical change and in Celsius is zero degrees. Then in groups of three, give students a glass half filled with water adding enough crushed ice to fill the glass about 1 ½ inches from the top. Place a Celsius thermometer in the glass and immediately record (every 12 minutes) the temperature on a graph that has the vertical axis labeled degrees Celsius and the horizontal axis labeled Time in minutes. The melting point is the point where the temperature stays the same until all the ice has melted. Have groups share out findings of the melting point using the graph and a written response. Providing all the thermometers are accurate the melting point would be 0 degrees.

Sources: Ohio Science Standards, Grade Six
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Science Unit Studies for Homeschoolers and Teachers, Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or

physical change using a framed sentence: Melting is a _____change. Work in a group of three and plots the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally in a simple sentence, "The melting point is 0 degrees" or in a written framed sentence, "The _____ point is 0 degrees.	physical change, with reasoning. "I think melting is a physical or chemical change because…." Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally in a simple sentence, "The melting point is 0 degrees" or in a written framed sentence, "The _____ point is 0 degrees.	physical change giving, reasoning. "I think melting is a physical or chemical change because…. "Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally and in a three to five sentence paragraph the process in logical order, results of the experiment, and at least two- three reasons to support.	physical change, giving reasoning. "I think melting is a physical or chemical change because…." Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally and in a three- five sentence paragraph the process, graphing results in logical order, and the results of the experiment. Provide a conclusion statement about the melting point with at least three sufficient reasons of support.	physical change, giving reasoning. "I think melting is a physical or chemical change because…. Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally and in a three- five sentence paragraph the process, graphing results in logical order, and the results of the experiment. Provide a conclusion statement about the melting point with at least three to four reasons of support.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide sample sentence structures to express opinions ("I believe that…"; "my opinion is that ….")	Model both oral and written statements expressing opinions with reasons.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide feedback on students' written work to assist with improvements for final report.

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Grade 6: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided sources and label collected information.	Gather information from provided sources and record some data and information.	Gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.	Gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	Gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

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Social Studies Standard *3.*Globes and other geographic tools can be used to gather process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

Students will use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place (India, Egypt, China and Mesopotamia) and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.

Source: Ohio's New Learning Standards: Social Studies, Grade 6 Curriculum Model, page 5
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2 graphics with a caption for each graphic. The captions will include 1-2 simple phrases or sentences of description.	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2-3 graphics with a caption for each graphic. Each caption will contain 2-3 simple sentences of description.	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2-3 graphics with a caption for each graphic. Each caption will contain a variety of	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a caption for each graphic. Each caption will contain a variety of	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a caption for each graphic. Each caption will contain a variety of sentence

If available, use technology to complete this final step.	If available, use technology to complete this final step.	sentence structures to summarize and paraphrase the data about the country and draw simple conclusions about the country and its people. Sources for information should be cited. If available, use technology to complete this final step.	sentence structures quote and paraphrase the data about the country and draw conclusions about the country and its people. Sources for information should be cited, using standard format for citation. If available, use technology to complete this final step.	structures quote and paraphrase the data about the country and draw conclusions about the country and its people. Sources for information should be cited, using standard format for citation. If available, use technology to complete this final step.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information source Provide examples of travel brochures	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information source Provide examples of travel brochures	Demonstrate how to cite sources of information Provide examples of travel brochures	Demonstrate how to cite sources of information Provide examples of travel brochures	Provide feedback on students' written work to assist with improvements for final report

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Grade 6: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.	Analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.	Analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA Standards: Reading Strand (Informational Texts) 6 and 7 and Writing Strand 1, and 4
Reading Standard 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Reading Standard 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Source: Ohio English Language Arts Model Curriculum, Grade Six
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_6_ELA_Model_Curriculum_March-2015.pdf.aspx

The goal of the lesson is for students to read several selections and watch videos in order to answer reading comprehension questions and compare and contrast ideas presented in the different sources of information. As an entire class, discuss the facts that students have learned this week about the Titanic that they did not already know when we started reading about the ship on Day 1. Watch video that discusses the sinking of the Titanic and students will complete questions as the video is playing. (United Streaming – "Science Investigations: Buoyancy and the Titanic") After the video, discuss the correct answers to the While-viewing questions. Students will then read two different selections about the crash of the Titanic and what happened to the passengers. (*Titanic Past and Present* and *Disaster Strikes*)
They will then need to compile the information to answer reading comprehension questions on a handout. The handout will be collected at the end of the class period. Students will share their opinion about the crash and support their opinion with a fact from one of the selections that they read today during class. (E.g.. The crash could have been avoided – they did not take the warnings seriously.)

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, listen for and write the answers to 1-2 while-viewing questions. After watching the videos and listening to class discussion, complete the remainder of answers to questions, copying answers from the board.	With teacher support, listen for and write the answers to 2-4 while-viewing questions. After watching the videos and listening to class discussion, complete the remainder of answers to questions, copying answers from the board.	With limited teacher support, listen for and write the answers to most of the while-viewing questions. After watching the videos and listening/participating to class discussion, complete any remaining unanswered questions,	Independently, listen for and write the answers to the while-viewing questions. After watching the videos and participating in the class discussion, analyze the arguments from the videos that identify why the Titanic sank and	Independently, listen for and write the answers to the while-viewing questions. After watching the videos and participating in the class discussion, analyze the arguments from the videos that identify why the Titanic sank and

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As a “ticket out the door” write or tell one reason why the Titanic sank.	As a “ticket out the door” writes or tells one reason why the Titanic sank and supports the reason with at least one piece of evidence.	copying answers from the board. As a “ticket out the door” writes or tells two reasons why the Titanic sank and supports each reason with at least one piece of evidence.	support each reason with 2-3 pieces of cited evidence. As a “ticket out the door” write or tell his/her analysis.	discusses if these arguments are reasonable and sufficient. Support his/her discussion with 2-3 pieces of cited evidence. As a “ticket out the door” write or tell his/her analysis.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when viewing the video.	Provide list of key words for students to note when viewing the video. Have students work with a partner to write “ticket out the door”.	Provide list of key words for students to note when viewing the video. Model asking questions during a group discussion.	Have students work with a partner to write “ticket out the door”. Provide rubric students can use to analyze arguments and supporting reasons.	Provide rubric students can use to analyze claims and supporting reasons.

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Grade 6: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	Adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	Adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Ohio Mathematics Content Statement 6.RP: Understand ratio concepts and use ratio reasoning to solve problems.
Source:
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

The focus is understanding the concept of ratio and using ratio language to solve real world problems. The following problem is presented on the smart board by the teacher. *A necklace has two red beads for every three yellow beads. How many beads are there if the necklace has six red beads?* Class is in groups of two or three to draw and discuss the problem. Groups have large size post it note for recording data. Students share their findings and strategies. Students share the relationships of numbers and how those might change using vocabulary: units, ratio, and quantity; students also discuss whether order matters when discussing ratio. Teacher poses question of how ratios relate to fractions and passes out a recipe that uses ingredients measured in fractions. For practice students complete questions regarding the ingredients in this recipe. As an assessment students make up their own questions/problems with solutions based on the recipe.
Created by S. Vera

Level 1	Level 2	Level 3	Level 4	Level 5
In a group of two or three listen to discussion of specific math vocabulary: ratio, unit, fraction, quantity, and recipe. Draw the beads as another student reads to him/her. Share the illustration as a partner responds orally to the class. Complete the recipe with support from teacher and the group. Demonstrate understanding that a	In a group of two or three listen to discussion of specific math vocabulary: ratio, unit, fraction, quantity, recipe and any other academic phrases. Draw the beads and express the pattern verbally to his/her partner. Share the illustration as part of the group. Complete the recipe with the support of the teacher and the	In a cooperative learning group of three, review the math vocabulary with peers. Draw the beads as directed and express in complete sentences the pattern and the ratio in a group presentation to the class. Independently complete the recipe questions demonstrate and verbalize the understanding that a fraction is another way of expressing a ratio. Write one question of his/her own based on the recipe.	In a cooperative learning group of three, orally review vocabulary with peers. Complete the bead activity and express orally and in complete written sentences the pattern and ratio in a group presentation to the class. Answer questions posed by the teacher and express strategies used. Verbalize the understanding that a fraction is another way of expressing a ratio. Write and solve a question of his/her own based on the	In a cooperative learning group of three, orally review vocabulary with peers. Complete the bead activity and express orally and in complete written sentences the pattern and ratio in a group presentation to the class. Answer questions posed by the teacher and express strategies used. Verbalize the understanding that a fraction is another way of expressing a ratio. Writes and solve a question of his/her own based on the recipe.

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fraction is a ratio using a visual aid.	group. Demonstrate the understanding that a fraction is another way to write a ratio with a visual aid or a number sentence.		recipe.	
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of math terms. Have students work with a partner in completing the recipe.	Provide list of key words for students to note when listening to the discussion of math terms. Have students work with a partner in completing the recipe.	Provide students the opportunity to share written questions in small groups.	Provide feedback on initial drafts of written work and allow students to make revisions based on feedback.	Provide criteria of a well-written math problem that students can use for self evaluation.

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Grade 6: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	Determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

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Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA Standard 4.

This resource from The Kennedy Center Arts Edge site has students explore the origins of "The Black National Anthem," originally a poem by James Weldon Johnson entitled *Lift Every Voice and Sing*. (http://www.poets.org/poetsorg/poem/lift-every-voice-and-sing) By analyzing the poem's figurative language, students will come to understand how the poem conveys a sense of hope and unity despite hardship. Students also will learn how the addition of music further enhances the messages of imagery of the poem's words.

Source: Ohio's New Learning Standards: English Language Arts Grade 6 Curriculum Model, page 5
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_6_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, and example. Using a guided note sheet (word and example already completed); complete the definition and his/her own image/picture. Listen to group reading and discussion of	With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, and example. Using a guided note sheet (word and example already completed); complete the definition and his/her own image/picture. Listen to group reading and discussion of	With support, review vocabulary: audience, mood, tone, and theme. Using a guided note sheet, record all information from teacher model. Listen to group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc.,	With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, example, and picture. Read and participate in group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc.,	With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, example, and picture. Read and participate in group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc.,

Johnson's poem. With support, complete definition and image of select vocabulary: sing, hope (unborn), weary, forever (stand), stand (at last).	Johnson's poem. With support, complete definition and image of select vocabulary: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand), stand (at last).	complete vocabulary chart: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand), stand (at last).	complete vocabulary chart: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand), stand (at last). Add other words that contribute to mood, tone, and theme of poem. Make connections between figurative language and the theme of hope and unity despite hardships.	complete vocabulary chart by choosing words that contribute to mood, tone, and theme of poem. Make connections between figurative language and the theme of hope and unity despite hardships.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the poem. Model use of vocabulary chart to record word, definition, and example. Have students work with a partner in completing vocabulary chart.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the poem. Model use of vocabulary chart to record word, definition, and example. Have students work with a partner in completing vocabulary chart.	Model sharing information and asking questions during a group discussion. Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Model sharing information and asking questions during a group discussion.	Provide examples of figurative language (metaphors, similes, adages, proverbs).

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Grade 6: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., next, because, and, also).	Recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).	Recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on).	Recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

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Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard *8*.
Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

Students design and complete a graphic organizer that compares the core beliefs of the world's five major religions: Buddhism, Christianity, Hinduism, Islam and Judaism.

Source: Ohio's New Learning Standards: Social Studies Grade 6 Curriculum Model, page 13
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using a chart, work in small groups to compare and contrast each of the five major religions. Listen and record basic words and phrases discussed in his/her group. Complete at least one piece of information in each circle. With teacher support, write or tell one sentence about each religion. The ____ (Buddhists, Christians,	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, participate, and record basic words and phrases discussed in his/her group. Complete at least two pieces of information in each circle. With partner or teacher support, write or tell one sentence about each religion that	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, actively participate, and record information discussed in his/her group. Complete at least 2-3 pieces of information in each circle. With limited support, compares and contrast 2-3 of the five religions (written or	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, actively participate, and record information discussed in his/her group. Complete multiple pieces of information in each circle. With increasing independence, compare, contrast, and discuss at least three of the	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, actively participate, and record information discussed in his/her group. Complete multiple pieces of information in each circle. Independently, compare, contrast and discuss the religions (written or oral), using a

etc.) believe __.	compares/contrasts it to another religion, using the framed sentence: Buddhists believe ____, but Hindus believe ___. Or, Both Christians and Muslims believe ___.	oral), in his/her own words and using some transitional words/phrases (for example, however, also, etc.). Writing or speech will show a basic beginning, middle, and end development of ideas.	religions (written or oral), using a variety of transitional words/phrases (for example, however, on the other hand, also, etc.). Writing or speech will include an introduction, detailed examples and facts, and a conclusion or concluding statement.	variety of transitional words/phrases (for example, however, on the other hand, also, etc.). Writing or speech will include an effective introduction, detailed examples and facts with proper citations, and an effective conclusion.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note during the discussion of religions. Demonstrate the use of a Venn diagram to show differences and similarities.	Provide list of key words for students to note during the discussion of religions. Demonstrate the use of a Venn diagram to show differences and similarities Demonstrate use of conjunctions to connect phrases; have students practice using them.	Demonstrate use of conjunctions to connect phrases; have students practice using them. Demonstrate use of transitional words and phrases; have students practice using them. Provide students the opportunity to share descriptions in small groups.	Demonstrate use of transitional words and phrases; have students practice using them. Provide students the opportunity to share descriptions in small groups.	Provide criteria of a well-written report that students can use for self evaluation.

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Grade 6: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use an increasing number of intensive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

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Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume.
Source:
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

For a practical experience in calculating area and surface area each student is given a floor plan cut from magazines such as *Better Homes and Gardens* or *Building Ideas.* Using the floor plan each group is assigned a room to replace the floor coverings and to paint the ceiling and the walls. The first task is to calculate the floor, ceiling (8 foot ceilings) and wall area (subtracting the areas of the windows in their floor plans) for their room. The next task is to calculate the amount of materials needed using rounding and one gallon of paint covers about 350 square feet for one coat. The groups will work cooperatively on this project and share out their findings using technology, newspaper ads and magazines as reference sources.
http://www.possorio.com/resource/cuin6320/wq5_reflection.html

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines independently and identify various floor coverings, with support from group	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines, and using simple and compound sentences compare floor covering materials found	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. Independently demonstrate proficiency in calculating surface and express orally when asked how to calculate area. Cut pictures out of magazines and, using simple and compound sentences, compares floor covering materials found in magazines or on

members and teacher. When sharing out as a group, share calculations and demonstrates knowledge of the formula: a=l X w.	in magazines or on websites. When sharing out as a group, share calculations, demonstrating knowledge of the formula. State that "Area equals length times width or a=l X w and strategies to allow for windows.	magazines and using simple and compound sentences compare floor covering materials found in magazines or on websites. When sharing out as a group, share calculations, demonstrating knowledge of the formula. State that "Area equals length times width or a=l X w and strategies to allow for windows, ceilings doorways.	pictures out of magazines and, using simple and compound sentences, compares floor covering materials found in magazines or on websites. When sharing out as a group, share calculations demonstrating knowledge of the formula and describe the reasoning in using certain materials using modifiers and complex sentences both in written and oral expression. State that "Area equals length times width or a=l X w and strategies to allow for windows, ceilings doorways.	websites. When sharing out as a group, share calculations demonstrating knowledge of the formula and describe the reasoning in using certain materials using modifiers and complex sentences both in written and oral expression. State that "Area equals length times width or a=l X w and strategies to allow for windows, ceilings doorways.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note during the discussion of floor plans.	Provide list of key words for students to note during the discussion of floor plans. Model sentence structures and vocabulary that can be used to compare different kinds of floor plans.	Model sentence structures and vocabulary that can be used to compare different kinds of floor plans.	Provide students the opportunity to share information in small groups.	Provide students the opportunity to share information in small groups.

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Grade Seven: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grade 7: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	Use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.	Use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

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Ohio English Language Arts Standards: Reading Strand: (Literature) 2 and 3; Writing Strand 4 and 6

Source: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_7_ELA_Model_Curriculum_March2015.pdf.aspx

Students choose a novel from suggested reading list for seventh-graders. While reading, students will complete the signpost chart. After finishing the text, students will complete the post-reading questions, including summarize the book, explain to which character he or she best relates, and identify the central message)

For some ELLs, grade-level texts may not be appropriate. Choose appropriate reading-level text For Level 1 ELL; this could mean a picture book with high-interest content. It is important to allow the ELL to have input when choosing the text/novel. A recommended novel for ELLs is "Inside Out and Back Again" by Thanhha Lai.

See also, book trailer at
https://www.youtube.com/watch?v=erjRxbX4CzM
or short reading by author:
https://www.youtube.com/watch?v=KEkjwu2WEIA
"Notice & Note" by Beers and Probst
http://www.heinemann.com/products/E04693.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
(Use Inside Out and Back Again by Thanhha Lai. If possible, pair with another student reading same novel.} While reading, identify 1-2 repeated word/ideas (Again & Again signpost-central message) to record on	(With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is optimal. OR use Inside Out and Back Again by Thanhha Lai. Pair with another student reading same novel.)	With teacher support, chooses appropriate, leveled novel (which may not be on list); a novel with a CD is helpful, but not necessary. With limited teacher support, complete signpost chart while reading novel.	Choose novel, with teacher approval. While reading, complete all of signpost chart. After reading, use graphic organizers as a pre-writing strategy. Cite specific textual support in order to support answers to all three	Choose novel. While reading, complete all of signpost chart. After reading, independently use graphic organizers as a pre-writing strategy. Cite specific textual support in order to write a well- developed answer in paragraph form to all

the signpost worksheet. With teacher assistance, complete a story map or plot diagram. With teacher support, summarize the novel using 2-3 simple sentences.	While reading, choose 2-3 signposts to record on the signpost worksheet ((Again & Again (central message) and Memory Moment (flashback)). With support, complete graphic organizers (story map or plot diagram) and decide on the novel's central message (use Again & Again from signpost chart) and write three to five sentence summary, using simple and compound sentences. Write one sentence to identify the central message. Using one graphic organizer and written response, present with partner the novel to class.	After reading, complete and use graphic organizers to write answers to the three questions: summary, character, and central idea. Answers will contain specific details from the novel and use basic paragraph format (5-7 sentences). Then, create a poster or other visual to aid in a short presentation to the class.	questions: summary, character, and central idea. Write developed paragraph to answer each question. Then, create a poster or other visual to aid in a short presentation to the class.	three questions: summary, character, and central idea. Then, independently create a visual (poster, power point, prezi, etc.) to enhance presentation to the class.
Sample instructional strategies and supports				
Provide list of key words for students to note while reading. Show the Inside Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=erjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use of signpost worksheet.	Provide list of key words for students to note while reading. Show the Inside Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=erjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use of story map and plot diagram.	Demonstrate the use of a graphic organizer to record information from the story. Model the use of details to support a central idea. Have students work with partner to create poster and short presentation.	Model the use of details to support a central idea. Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Provide time for sharing draft presentations with peers and getting their feedback before completing final presentation.

DRAFT

Grade 7: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.	Participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	Participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

DRAFT

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 2

Teachers and/or students create a representation (e.g., preview box, artifact box, poster, collage) to introduce Greek or Roman civilizations and to show their impact on today's society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flyer, comedy and tragedy masks, etc. Have students create a commercial for a product used during Roman or Greek times. The commercial must be accurate to the time period.

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 3
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher support, choose ONE item from Greek or Roman civilization. With a partner or teacher support, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will consist of 2-3 sentences (written	With teacher support, choose ONE item from Greek or Roman civilization. With a partner or teacher support, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will consist of 3-5 sentences	With teacher support, choose ONE item from Greek or Roman civilization. With a partner or teacher support, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will respond to questions	Choose ONE item from Greek or Roman civilization. With a partner, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will respond to questions about the "product," including evidence about	Choose ONE item from Greek or Roman civilization. With a partner, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will respond to questions about the "product," including specific

or spoken) and respond to questions about the "product." Framed sentences may be used, for example, This object is a/n ___. In Roman (Greek) times it was used for/to ____. Today, we use it for/to ___.	(written or spoken) and respond to questions about the "product." Respond in his/her own words, using simple and compound sentences.	about the "product." Using a variety of basic sentence structures, respond in his/her own words, either written or orally.	how the Greek/Roman civilizations impacted the product in today's society. Create a final commercial or advertisement in video format, using a variety of sentence structures.	evidence about how the Greek/Roman civilizations impacted the product in today's society. Create a final commercial or advertisement video format, using a variety of sentence structures.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to and viewing information about Greek or Roman society. Provide sample sentence structures to share information.	Provide sample sentence structures to share information. Provide opportunities to practice answering questions about shared information.	Model asking questions during a presentation.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing commercial or advertisement.

DRAFT

Grade 7: Standard 3

An ELL can speak and write about grade appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics and experiences.	Deliver short oral presentations and compose written narrative or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics and experiences, developed with some details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with some specific details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with relevant details, ideas or information.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA Standards R.L.2 and R.L.3

After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slide show with sound. The book trailer should contain information such as theme, plot events, characters, settings and genres.

Source: Ohio's New Learning Standards: ELA, Grade 7 Curriculum Model, page 2
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_7_ELA_Model_Curriculum_March2015.pdf.aspx

DRAFT

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is optimal. With teacher assistance, while reading, complete a plot diagram. Using the completed organizer, with teacher/partner support, write 2-3 simple sentences to summarize the book, using framed sentences.(E.g,: The novel ____ written by _____ is about ____. The main character/s is/are ____.) and provide one sentence/reason why others should read the novel. (E.g,: I liked this	With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is optimal. With teacher assistance, while reading, complete a plot diagram. Using the completed organizer, write simple sentences to summarize the book, using his/her own words and provides two reasons why others should read the novel. If possible, publish final work using technology.	With teacher approval, choose appropriate, leveled novel (which may not be on list); a novel with a CD is helpful, but not necessary. With limited teacher assistance, while reading, complete a plot diagram. Using the completed organizer, write a basic, objective summary of the book, using his/her own words and attempt to make connections between elements of the story. Provide two reasons, with support, why others should read the novel. Publish his/her final work using technology.	With teacher approval, choose appropriate novel. While reading, independently complete a plot diagram. Using the completed organizer, write an objective summary of the book, using his/her own words and attempt to make connections between elements of the story. Using the objective summary, create a video or slide show to entice other students to read the novel. Details from the novel will support the student's opinions.	With teacher approval, choose appropriate novel. While reading, the independently completes a plot diagram. Using the completed organizer, write an objective summary of the book, using his/her own words, making connections between elements of the story. Using the objective summary, create a video or slide show to entice other students to read the novel. Details, appropriately cited from the novel, will support the student's opinions.

book because ___.) If possible, publish final work using technology.				
Sample instructional strategies and supports				
Pair students with partner reading same novel. Provide list of key words for students to note while reading. Read aloud sections of the book; then lead discussion of the central ideas of each section.	Pair students with partner reading same novel. Provide list of key words for students to note while reading. Provide sentence structures and have student practice using structures to share information.	Demonstrate and model use of plot diagram. Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing information about the novel.

DRAFT

Grade 7: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about familiar topics.	Construct a claim about familiar topics and give a reason to support the claim.	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA R.L. 7 and W.7.1:

Read the novel, "The Outsiders", in small groups, or as a class. After class discussions and the completion of the novel, students watch the movie of the novel. Then they write an essay that compares and contrasts the novel to the movie production.

Source: Ohio ELA Model Curriculum, Grade 7
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_7_ELA_Model_Curriculum_March2015.pdf.aspx

DRAFT

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher assistance, complete one part of a plot diagram each class session after reading the novel as a class. Complete similar plot diagram while viewing movie. After viewing, listen, in a small group, and complete one piece of information for a similarity and a difference between the novel and the performance on a comparison/contrast organizer. State orally or in writing whether s/he prefers the novel or the movie.	Answer some of the content questions or completes part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listen in small group and completes two pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, state orally or in writing whether s/he prefers the novel or the movie and provides one reason to support opinion.	Answer some of the content questions and complete part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listens/participate in small group discussion and complete 2-3 pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, state orally or in writing whether s/he prefers the novel or the movie and	Answer most of the content questions and complete part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listens/participate in small group discussion and complete at least 3 pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, write a paragraph about whether s/he prefers the novel or the movie and	Answer most of the content questions and complete part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listens/participate in small group discussion and complete at least 3 pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, write a paragraph about whether s/he prefers the novel or the movie and

		provides two reasons to support opinion. Some details should be cited from the original works.	provide two reasons to support opinion. Some details should be cited from the original works.	provide 2-3 reasons to support opinion. Some details should be cited from the original works. Paraphrases, quotes, and other details should be cited, using standard format for citation, from the original works.
Sample instructional strategies and supports				
Demonstrate use of plot diagram. Pair students with partner to complete plot diagram. Provide list of key words for students to note while reading and watching the movie. Show movie with subtitles in English.	Demonstrate use of plot diagram. Pair students with partner to complete plot diagram. Provide list of key words for students to note while reading and watching the movie. Show movie with subtitles in English. Provide sentence structures for giving opinion and supporting reason.	Pair students with partner to complete plot diagram. movie. Show movie with subtitles in English. Provide sentence structures for giving opinion and supporting reason.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide feedback on students' written work to assist with improvements for final report.

DRAFT

Grade 7: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided sources and label collected information.	Gather information from provided sources and record some data and information.	Gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.	Gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	Gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

DRAFT

Social Studies Standard 11.
Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 15
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
In small groups, each assigned to a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens in each jigsaw group.	In small groups, each assigned to a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in order to gain an understanding of the effects of the Columbian Exchange.	In small groups, each assigned to a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participate in group discussion and read a variety of texts to complete organizer. Use organizer to share learning with the jigsaw groups.	In small groups, each assigned to a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participate in group discussion and read a variety of texts to complete organizer, using paraphrases and quotations from the original source. Information will be cited using the standard form	In small groups, each assigned t a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and read a variety of texts to complete organizer. Information will include brief summaries, paraphrases, or quotations of the original source. Information will

	Use organizer to share learning with the jigsaw groups.		for citation. Use organizer to share learning with the jigsaw groups.	be cited using the standard form for citation. Use organizer to share learning with the jigsaw groups.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Pair students with partner to complete labeling and categorization task.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Demonstrate use of cause and effect chart. Pair students with partner to complete cause and effect chart.	Demonstrate use of cause and effect chart. Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback Model sharing information and asking questions during a group discussion	Model sharing information and asking questions during a group discussion. Provide feedback on initial drafts of organizer containing information, and allow students to make revisions based on feedback	Provide criteria of a well-written research piece that student can use for self evaluation

DRAFT

Grade 7: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.	Analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.	Analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.

Sample Content-based Participation Goals – Science
Lesson Vignette

Ohio Science Content Standards Statement: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and biotic factors (page 221).
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

DRAFT

Teacher posts the learning objective on the smart board: Students will discuss changes in our ecosystem, *succession* in pond water, and define the science term *succession in our ecosystem.* Teacher scaffolds understanding with the visuals demonstrating changes in the ecosystem. Vocabulary is posted and discussed to check for understanding: *ecosystem, succession, man-made changes and natural changes.* First teacher will check for prior knowledge by distributing or posting pictures of old barns that are in bad repair, land that has been abandoned, old homes damaged by flood or fire, forests that have been cut down or burned, generating discussion about these pictures. "If this land where our school is located were left for a hundred years, what do you think would happen?" "What kinds of natural changes in our ecosystem have you noticed?" Teacher opens up discussion and listens to opinions. Teacher will prepare students for the pond water experiment. Students will be in groups of four with a tall jar with lid, dried pond vegetation, distilled water, pH paper, microscopes, microscope slides, coverslips and droppers. (Teacher will need to prepare the plant materials a week ahead of time so that the dried plant material will reveal small microorganisms, algae, amoeba and other organisms appear.) In groups of four students will place dried plants into the clean jar and fill it with the distilled water, testing the acidity with the pH paper. Record the acidity on Day 1 in your Science Journal, continuing to check and record in your journal acidity every day for the next five days. After recording this on Day 1 place the jar in a light window with constant temperature. Continue checking daily, adding water if there is any evaporation. Observe color, cloudiness, odor and layers that may be settling. On the first day that you observe a change use your pH paper and record the results. With the dropper take a sample of the water, placing it under the coverslip and observe this under your microscope. Repeat this, taking the sample from the middle of the water. Repeat this over the five days. In your journals respond to these questions:

1. How many different kinds of organisms did you see?
2. Did you observe any changes in the kinds of organisms over the 5 day period?
3. Where did the organisms come from?
4. How can you explain the changes that you saw?
5. Would you expect all pond water samples to be the same? Why or why not?

https://www.teachingchannel.org/videos/middle-school-biology-lesson

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and teacher made sentence frames. Actively engage in the hands-on activity with his/her group. Use framed sentences in order to complete the journal questions; for example, "I saw ____ kinds of organisms."	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to the changes that he/she observed and why the changes occurred.	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and gives reasons, man-made or natural, for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to the changes that he/she observed and why the changes occurred.	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and cites evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to and analyzes the changes. Cite specific observations from the experiment that he/she observed and why the changes occurred.	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and cite evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to and analyzes the changes that he/she observed and why the changes occurred. He/She will also be able to cite specific observations from the experiment that he/she observed and why the changes occurred.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when listening to the lesson introduction.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when listening to the lesson introduction. Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples.	Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples. Provide rubric students can use to analyze arguments and supporting reasons.	Discuss the difference between claims without supporting evidence and claims with supporting evidence. Have students give examples of each. Provide rubric students can use to analyze arguments and supporting reasons.	Lead discussion on the soundness of evidence gained from the experiment and observations to support certain claims about changes in the environment.

DRAFT

Grade 7: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	Adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	Adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

Sample Content-based Participation Goals – Science
Lesson Vignette

DRAFT

Ohio Science Content Statement: The properties of matter are determined by the arrangement of atoms (page 225).
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Tell students that scientists have found all different kinds of atoms in the world and have written them down in what we call the Periodic Table of Elements and the elements are the names for the different types of atoms. Discuss the elements found on the Periodic Chart. Everything in the world is made of atoms, even themselves. Post large chart of the Periodic Table. Tell students that all materials have characteristics or properties and that there are two main types of properties of matter: physical and chemical.
Physical properties are those that that can be seen without actually changing the molecules of the substance, model examples (color, texture, taste, states of matter, smell, shape) and elicit discussion. *Chemical properties* of matter are those that actually change the chemical make-up of the matter; the molecules actually change themselves. Divide class into groups of three each with a microscope and each group with items such as sugar, milk, pepper, corn starch, cocoa, sand paper, baking soda, wood, tin foil, paperclip, and so on. Have students write down as many physical properties of these items as possible along with the state of matter that each item is. Have each group share out their findings.

Science Unit Studies for Homeschoolers and Teachers, http://funtasticunitstudies.com/science-unit-studies-book/ , Susan Kilbride, Universe, Inc.

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table.	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table.	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table.	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively

Participate in the small group work by listening to group members list as many physical properties as possible for each item that they have. Describe one item when given a framed sentence. "The paperclip is a _____."	Participate in the small group work by listening to group members list as many physical properties as possible for each item that they have. Orally describe several items using color, texture, state of matter, etc.	Participate in the small group's work listening to group members list as many physical properties as possible for each item. Describe items orally and in short written texts. Take part in the oral presentation.	participate in listing as many physical properties as possible for each item. Describe items orally and in written texts. Take part in the group's oral presentation.	participate in the small group's work listing as many physical properties as possible for each item. Describe items precisely both in oral and written text. Use precise language when expressing physical properties in the group's presentation.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of periodic table.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of periodic table. Discuss the difference between informal language and formal language for science. Model describing elements with appropriate vocabulary.	Discuss the difference between informal language and formal language for science. Model describing elements with appropriate vocabulary.	Discuss the difference between informal language and formal language for science. Model describing elements with appropriate vocabulary.	Provide criteria of a well-written description of scientific properties that student can use for self-evaluation.

DRAFT

Grade 7: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	Determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

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Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Ohio Mathematics Content Standards Statement 7.G
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective: Students will solve real world problems involving measuring the surface area of models that have *different shapes along with vocabulary: surface area, cylinder, rectangular prism, triangular prism, net, and centimeter rulers, measure and calculate*. Teacher will ask students what they know about surface area along with how surface area is used in the real world (painting houses, wall papering, and laying tile). Students will be working in pairs and be given various shaped boxes (rectangular prisms and triangular prisms), scissors, rulers and calculators. Each pair of students will start with one box, cutting the box along the edges so that the box is laid out flat. Within each group they will discuss the shapes of each of the faces that make up the net. Then teacher will have ask students how they will find the total surface area of the model, eliciting the response that you must find the area of all the faces and then add to find the total surface area. Pairs will use centimeter rulers to measure each face, calculate the area of each face, recording the area on each face of the model. Finally students will calculate the surface area of their model. When finished students will complete 3”x5” index cards that say “Using words, numbers and/or pictures, explain to your partner how you would find the surface area of this triangular prism.” Teacher will circulate around the room to ensure that students demonstrate understanding of the task and collect the cards at the end of the class as an assessment.

Source: http://alex.state.al.us/lesson_view.php?id=26389

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real

surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card "Surface area= _____x____+___" using pictures, number, etc.	surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Complete the following framed sentence on the task card, "You can find the surface area of the rectangular prism by _____"completi ng task with the formula for area of a rectangle and the multi-step problem solution.	surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Write the numeric expressions on the task card in his/her own words using academic vocabulary in simple sentence form.	world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.	world situations demonstrating knowledge of content specific vocabulary and processes. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, shows how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of math activity. Have students work with a partner in completing the calculation of areas.	Provide list of key words for students to note when listening to the discussion of math activity. Have students work with a partner in completing the calculation of areas and explanation.	Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation. Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation. Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words; have students practice with different academic texts. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

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Grade 7: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., next, because, and, also).	Recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).	Recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on).	Recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

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Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Mathematics Content Statement 7.G
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective and content vocabulary on the smart board: Students will demonstrate understanding for the formula for the area of a circle and use this and estimation to solve problems. Teacher leads class discussion on posted vocabulary: circumference, radius of a circle, area of a circle, compass, and estimate. Teacher distributes centimeter graph paper, calculators, and compasses to groups of two students. Teacher directs students to draw circles on the centimeter squared paper with radii of 4 centimeters, 3 centimeters and 6 centimeters as she models this on the smart board. Teacher then asks students how they would find the area of these circles. Students respond by approximating the number of squares that are inside the circle. Students then respond with their estimates for the area of the circles using the centimeter graph paper. Teacher asks if students recall the formula for the area of a circle and students respond with □=□, *r-2*... Teacher directs students to find actual area of these circles using 3.14 for π and compare their estimates with the actual area of the circles. Teacher checks for understanding by going around the room. Students will choose two of the vocabulary words and complete a KWL Chart.

Introduction to Communication Grades 6-8, The Math Standards Series, Susan O'Connell, Suzanne G. Groskey, Heinemann

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the	Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the	Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and	Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and	Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this

area of a circle (or may need support from the partner or the teacher). Calculates circle area with the calculator. Completes a framed sentence: "The area of a circle is _____."	area of a circle (or may need support from the partner or the teacher). Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary.	responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary and writing the steps of calculating the area of a circle in logical order.	responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary and writing the steps of calculating the area of a circle in logical order.	question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary and writing the steps of finding the area of a circle in logical order. Explain orally the steps in finding the area of circle.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to information about finding the area of a circle.	Provide list of key words for students to note when listening to information about finding the area of a circle. Explain and model the use of a KWL chart.	Explain and model the use of a KWL chart. Model how to use transitional words to connect sentences in describing steps in a mathematical process.	Model how to use transitional words to connect sentences in describing steps in a mathematical process.	Provide opportunities for students to practice explaining steps in mathematical processes.

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Grade 7: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use an increasing number of intensive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Science
Lesson Vignette

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Ohio Science Standards Content Statement: Matter is transferred continuously between organism to another organism and between organisms and their physical environments (page 218).
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

This lesson focuses on understanding and comparing *photosynthesis* and *respiration.* Ask students what plants need in the process of photosynthesis: carbon dioxide, water and sunlight. Post vocabulary with oral explanations: chlorophyll, chloroplasts, photosynthesis, and cellular respiration. Refer to four bean plants that students have planted (a week or so ago) in identical pots with the same amount of soil; two pots in a place with little or no sun and the other two in sunny spots, all with the same amount of water. Students in groups of three will observe/record (in sentence form) differences in growth and color and conclude that plants need sunlight for photosynthesis. Teacher will write the photosynthesis formula on the smart board:
6CO2+6H2O+light energy= C6H1206+6O2 eliciting from the class what each part of the equation represents (carbon dioxide, water, sugar molecule and oxygen). Teacher then describes (with a visual) how the roots take in six molecules of water and using chlorophyll in the leaves takes in light energy to produce one sugar molecule and six oxygen molecules. Teacher will post the following formula on the smart board:
C6H12O6+6O2= 6O2+6H2O+energy and elicit from students their observations (same molecules as photosynthesis; molecules are just on the opposite side of the equation). Teacher will then label this chemical equation *cellular respiration.* Ask students what they see that plants give off along with oxygen. Using photosynthesis, plants take in energy from the sun to make the sugar molecules using respiration that releases the energy it needs. One way to think of it is that photosynthesis is when plants make sugar and respiration is when plants "eat" the sugar. Teacher further explains cellular respiration. Students in groups of three will distinguish between the *photosynthesis* and *cellular respiration* by creating a chart.

Science Unit Studies for Homeschoolers and Teachers, http://funtasticunitstudies.com/science-unit-studies-book/
Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to discussion of vocabulary posted on the smart board: chlorophyll, carbon dioxide, chloroplasts, photosynthesis, cellular respiration, soil, sunlight. Observe plant within a group of three, listening to the responses regarding the plants with and without sunlight. Complete framed sentence, "A plant needs _____ to grow." Record chemical equations and listen as group completes T-Chart.	Listen to discussion of vocabulary posted on the smart board: chlorophyll, carbon dioxide, chloroplasts, photosynthesis, cellular respiration, soil and sunlight. Write simple and compound sentences with support of the teacher describing bean plants growing in the sun and the bean plants that did not have the sunlight. Record chemical equations and observe lesson as it involves the use of pictures and charts. Contribute to the group's T-Chart as it compares and contrasts *photosynthesis* and *cellular respiration.*	Listen to discussion of vocabulary posted on the smart board: chlorophyll, carbon dioxide, chloroplasts, photosynthesis, cellular respiration, soil and sunlight. Write what occurred in the bean experiment using relative adverbs, prepositional phrases and complex sentences with some support from the teacher. Demonstrate understanding of the chemical equations and contribute to the T-Chart as it compares the two processes.	Listen to discussion of vocabulary posted on the smart board: chlorophyll, carbon dioxide, chloroplasts, photosynthesis, cellular respiration, soil and sunlight. Write and tell using clauses, compound sentences, and complex sentences when comparing and contrasting the bean plants. Demonstrate an understanding of the two chemical equations. Contribute to the T-Chart as it compares the two processes.	Listen to discussion of vocabulary posted on the smart board: chlorophyll, carbon dioxide, chloroplasts, photosynthesis, cellular respiration, soil and sunlight. Write and tell using clauses, prepositional phrases, compound sentences, and complex sentences when comparing and contrasting the bean plants. Demonstrate understanding of the two chemical equations and contribute to the group's T-Chart comparing the two processes.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate and model use of T-chart to record information.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate and model use of T-chart to record information.	Review use of relative adverbs, prepositional phrases and complex sentences when sharing information both in writing and orally. Show examples of writing that contain these grammatical forms.	Review use of intensive pronouns and verbs in the active and passive voices; Show examples of writing that contain these grammatical forms. Have students practice giving short oral descriptions incorporating relative pronouns relative adverbs.	Provide criteria of a well-written description that student can use for self evaluation. Provide opportunities to practice giving oral description of experiment and make improvements based on feedback from teacher and peers.

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Grade Eight: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grade 8: Standard 1

An ELL can .construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	Use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.	Use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.

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Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

Ohio English Language Arts Standards R.I.2, R.I.3, W.4, W.6
Source:
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx

Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading, students complete the signpost chart (from Notice & Note). Once they have finished, they complete following: summarize the text, identify the central message, and discuss the author's contribution to society. Students will present a "book share" to the class.

For ELL students, grade level text may not be appropriate. Choose appropriate reading level text. For the level one ELL student, this could mean a picture book with content and high interest. It is important to allow the ELL to have input in book choice.

Notice & Note by Beers & Probst
http://www.heinemann.com/products/E04693.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Read "Through My Eyes", by Ruby Bridges. If possible, pair with another student reading same novel. While reading, choose 1-2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher	Read "Through My Eyes", by Ruby Bridges. If possible, pair with another student reading same novel. While reading, choose 2-3 signposts on which to focus to record on the signpost worksheet -- include Again and Again (central message). For support, watch the	With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to	Choose novel, with teacher approval. While reading the complete all of signpost chart. After reading, use graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a	Choose novel. While reading, completes all of signpost chart. After reading, independently use graphic organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea,

assistance/partner, complete a story map or plot diagram. With teacher support, summarize the novel using two to three simple sentences.	Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify central message). Work with partner to complete graphic organizers (story map or plot diagram) and decide on the novel's central message (use Again & Again from signpost chart). With teacher support, write three to five sentence summary, using simple and compound sentences. Write one sentence to identify the central message. Using one graphic organizer and written response, present with partner novel to class.	write answers to the three questions: summary, central idea, and contribution to society. Answers will contain specific details from the text and use basic paragraph (five to seven sentences) format. Create a poster or other visual to aid in a short presentation to the class.	developed paragraph to answer each question. Answers will contain specific details from the text. Create a poster or other visual to aid in a short presentation to the class.	and contribution to society. Independently create a visual (poster, power point, prezi, etc.) to enhance presentation to the class.
Sample instructional strategies and supports				
Pair students with partner reading same novel. Provide list of key words for students to note while reading. Read aloud sections of the book; then lead discussion of the central ideas of each section.	Pair students with partner reading same novel. Provide list of key words for students to note while reading. Provide sentence structures and have student practice using structures to share information.	Demonstrate and model use of plot diagram. Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing information about the novel.

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Grade 8: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.	Participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	Participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

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Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 2
Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Students will explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role-play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

Source: Ohio Social Studies Standards Grade 8 Model Curricula p. 3)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher/partner support, complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial	With partner or small group, complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Give a five-sentence explanation to show why ONE colonial European power colonized North	In a small group/limited support, complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized North	Complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America.	Complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers

European power colonized North America. Listen for either religious or economic reasons for colonization during other students' presentations, and mark checklist (country with column to check religious or economic).	America. Listen for either religious or economic reasons for colonization during other students' presentations, and mark checklist (country with column to check religious or economic). Check whether religious or economic justifications are given.	America. Orally present summary of editorial. Listen for either religious or economic reasons for colonization during other students' presentations, and mark checklist (country with column to check religious or economic). Check whether religious or economic justifications are given and take notes on at least one justification per country.	Orally present summary of editorial during role play. Listen for either religious or economic reasons for colonization during presentations, and marks checklist (country with column to check religious or economic). Check whether religious or economic justifications are given and take notes on at least two justifications per country.	colonized North America. Orally present summary of editorial during role play. Listen for either religious or economic reasons for colonization during presentations, and marks checklist (country with column to check religious or economic). Check whether religious or economic justifications are given and take notes on the justifications for each country.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to and viewing information about the colonization of North America. Demonstrate use of chart to record information. Provide sample sentence structures to share information.	Provide sample sentence structures to share information. Provide feedback on students' written paragraphs so they can make improvements.	Model asking questions during a presentation. Model taking notes during a presentation.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing information through role play.

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Grade 8: Standard 3

An ELL can speak and write about grade appropriate complex literary and informational texts and topics

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics and experiences.	Deliver short oral presentations and compose written narrative or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics and experiences, developed with some details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with some specific details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with relevant details, ideas or information.

Sample Content-based Participation Goals – Language Arts
Lesson Vignette

ELA Standard R.L.6

"What if..."Paragraph: Read aloud a section of the suspenseful short story, "The Tell-Tale Heart" by Edgar Allan Poe. After general discussion about the actions of the main characters, have students complete a "What If…" paragraph. Students put themselves into the position of a minor character of the story. As a minor character, what would their thoughts, feelings, actions, and conversation have been in the same event? What would each have done? Students should be able to explain their responses either orally or in writing.

Source: Ohio's New Learning Standards, ELA Grade 8, page 4
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_8_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, list (in 1-2 word phrases) his/her thoughts/feelings/possible actions about the suspense in the story. Using prepared sentence frames, write and tell 2-3 simple sentences about the effects of the different points of view (e.g. The minor character, __, believes (that) ___. I believe ___. The minor character, ___, did (action). If I were the minor character, I would have (action) ___.	With teacher support, complete a Venn diagram that compares and contrasts a minor character from the text to him/her. Write and tell in 5-7 sentences the minor character's thoughts, feelings, and actions, and how they would be similar or different to the student's thoughts, feelings, and actions.	With limited teacher support, complete a Venn diagram that compares and contrasts a minor character to him/her. Using the Venn diagram, write a basic paragraph that explains the minor character's thoughts, feelings, and actions, and explains his/her thoughts, feelings, and actions. Orally share a summary of the written paragraph.	After completing a pre-writing activity, such as a Venn diagram, write a developed paragraph that considers the similarities and differences between a minor character and him/her by describing the minor character's thoughts, feelings and actions and how the student would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's response. Limited teacher support may be necessary in the organization and development of the paragraph.	After completing a pre-writing activity, such as a Venn diagram, write a well-developed paragraph that considers the similarities and differences between a minor character and him/her by describing the minor character's thoughts, feelings and actions and how the student would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's response.

Sample instructional strategies and supports				
Provide list of key words for students to note while reading. Provide opportunities for students to ask questions about words or phrases they don't understand. Pair students with partner in completing sentence frames.	Provide list of key words for students to note while reading. Demonstrate how to use Venn diagram to compare and contrast information. Pair students with partner in writing sentences.	Demonstrate how to use Venn diagram to compare and contrast information Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs. Provide opportunities for students to practice sharing information about the novel.	Provide opportunities for students to practice sharing information about the novel.

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Grade 8: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about familiar topics.	Construct a claim about familiar topics and give a reason to support the claim.	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 5

Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.

Source; Ohio Social Studies Standards, Grade 8 Model Curricula p. 7
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With a partner or teacher support, create a poster that expresses at least 1 claim of the colonists that led to the Declaration of Independence and American Revolution.	With a partner or teacher support, create a pamphlet that expresses one claim, supported with at least two reasons, of the colonists that led to the Declaration of Independence and American Revolution.	With limited teacher support, create a pamphlet or newspaper article that expresses 1-2 claims, supported by 2-3 reasons for each claim, of the colonists that led to the Declaration of Independence and American Revolution. The pamphlet or article will draw conclusions of the colonists' point of view.	Create a pamphlet or newspaper article that expresses 2-3 claims, supported by 2-3 reasons or facts for each claim, of the colonists that led to the Declaration of Independence and American Revolution. The pamphlet or article contains well-organized paragraphs for each claim and will draw conclusions of the colonists' point of view.	Create a pamphlet, newspaper article, or web page that expresses 3 claims, supported by 2-3 reasons or facts for each claim, of the colonists that led to the Declaration of Independence and American Revolution. The pamphlet, article, or web page will contain well-organized paragraphs that provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement of the colonists' point of view.

Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Model both oral and written statements expressing opinions with reasons.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide feedback on initial drafts of pamphlet or article, and allow students to make revisions based on feedback.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.

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Grade 8: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided sources and label collected information.	Gather information from provided sources and record some data and information.	Gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.	Gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	Gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

Sample Content-based Participation Goals – Science
Lesson Vignette

DRAFT

Ohio Science Standards Content Statement: Forces have magnitude and direction. (Page 270.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Teacher posts learning objective: Students will describe friction as a force that affects motion, know the difference between static friction and kinetic friction and explain why friction occurs. Teacher posts/ discusses vocabulary: *friction, kinetic friction, static friction, and control, variable.* In groups of three, students will perform experiments using a spring scale to drag ceramic coffee cups *half- filled with pennies or similar objects* (three trials for each) across the floor. Students in each group will cover the bottom of their coffee cup with various materials: poster board, glossy paper, glass, carpet, linoleum, metal, plastic, Styrofoam, sandpaper glued to heavy paper. Students will tape these materials to the bottom of their cup. The spring scale allows each group to measure the frictional force that exists between the moving cup and the floor surface. By changing the bottom surface of the cup students will find out what kinds of surfaces generate more or less friction. Prior to the experiments, teacher will point out to students that they must make sure that the tape does not affect the surface being tested and demonstrate how the spring scale will be used (horizontally) to measure the amount of force that it takes to drag the coffee cup across the floor. Teacher will articulate that the force indicated by the scale is equal to the amount of friction that is being generated by the different materials on the bottom of their cup, because it is the force that must be overcome in order to move the cup. Students in each group will record their data on a data sheet. As an assessment, students will complete the following:

1. Why did you slide the cup three times for each bottom surface of the cup? (consistent results)
2. In this experiment about friction, what is the control? (plain cup)
3. In this experiment about friction, what is the variable? (bottom surface of the cup)
4. Complete a K-W-L Chart about Friction.

https://www.teachengineering.org/

Level 1	Level 2	Level 3	Level 4	Level 5
Listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Actively listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Actively listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Actively listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Assist in completing the group's data sheet. Using text and sources in the classroom complete one item under each column in the K-W-L chart.	Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute some of the data on the group's data sheet. Using text and sources in the classroom complete two ideas under each column in the K-W-L chart.	Engages with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources.	Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom completes at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction.	Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom student will be able to complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction. Extends learning by further exploring this topic on the internet.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the lesson introduction. Demonstrate how to use the KWL chart.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the lesson introduction. Demonstrate how to use the KWL chart.	Provide model sentence structures that can be used to describe scientific observations.	Provide model sentence structures that can be used to describe scientific observations.	Lead discussion on the soundness of evidence gained from the experiment and observations to support certain claims friction.

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Grade 8: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.	Analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.	Analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 7

Divide students into southern and northern states. Then in a small group or with a partner, students research issues involved with each state and identify each state's position as Federalist or Anti-Federalist. The following website may be used to jump start student research: http://teachingamericanhistory.org/lessonplans/act1/
Then prepare for a debate on the adoption of the U.S. Constitution from your group/partner assigned state.

Source: Ohio Social Studies Standards Grade 8 Model Curricula, page 11
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With a partner, read a teacher-selected (and highlighted) source that identifies the positions of a Federalist and an Anti-Federalist on the adoption of the U.S. Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-Federalists.	In a small group, use teacher-selected sources to complete an outline of either the Federalists or Anti-Federalists positions, on the adoption of the U.S. Constitution. Each position will include at least 3 pieces of information.	In a small group, choose 2-3 sources from a selection of teacher-provided sources. Create an outline that includes at least 2-3 pieces of information to support both the Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate citations.	In a small group, research the positions of both the Federalists and the Anti-Federalists on the adoption of the U.S. Constitution. Create an outline that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for citation.	In a small group, research (using credible sources) the positions of both the Federalists and the Anti-Federalists on the adoption of the U.S. Constitution. Creates an outline that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard format for citation.

Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when reading about issues relating to adoption of U.S. Constitution.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when reading about issues relating to adoption of U.S. Constitution Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples.	Explain the difference between claims without supporting reasons and claims with supporting reasons. Give examples. Provide rubric students can use to analyze arguments and supporting reasons.	Discuss the difference between claims without supporting reasons and claims with supporting reasons. Have students give examples of each. Provide rubric students can use to analyze arguments and supporting reasons.	Provide criteria of well developed analysis of claims and supporting reasons that students can use as self evaluation during the writing process.

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Grade 8: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	Adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	Adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

DRAFT

Ohio Mathematics Standards Content Statement 8.G: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Students will be discovering the Pythagorean Theorem using manipulatives. They will use the theorem to identify right triangles and find the missing side lengths of right triangles. Students will recognize when the use of the Pythagorean Theorem is appropriate, i.e. can only be used with right triangles. Students will be able to find the distance between two points on the coordinate plane. Students will be drawing right triangles on grid paper labeling: legs, hypotenuse, sides a, b, c, and the right angle. Students will recall the Pythagorean Theorem with a partner (, a-2. +, b-2. =, c-2.)and discuss its mathematical meaning with a partner.

http://www.shodor.org/interactivate/lessons/PythagoreanTheorem/

Level 1	Level 2	Level 3	Level 4	Level 5
Use some mathematical vocabulary: triangle, angle, side, length, right angle, hypotenuse with support of a partner and visual aids. Label right angles, sides, angles, and the hypotenuse with a partner. Complete framed sentences such as A _____ _____ has one 90 degree angle.	Use mathematical vocabulary (triangle, right triangle, angle, side, length, and hypotenuse and Pythagorean Theorem) in simple sentence. With a partner, apply , a-2. +, b-2. =, c-2.in order to find the length of a side.	Explain to a partner how to use the Pythagorean Theorem to find the length of a side of a right triangle. Independently solve problems using this theorem. Justify his/her process using mathematical vocabulary and correct notations within this task.	Demonstrate understanding of the mathematical vocabulary and the concept of the Pythagorean Theorem and how to solve for missing measurements in triangular problems using clear oral and written explanations. Demonstrate an understanding that the Pythagorean Theorem is only used with right triangles. With a partner write and present their own problems using this theorem when requested.	Demonstrate understanding of the mathematical vocabulary and the concept of the Pythagorean Theorem and how to solve for missing measurements in triangular problems using clear oral, written, concise responses. Demonstrate an understanding that this theorem is only used with right triangles. Write and present their own problems using this theorem when requested.

Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to information relating to math lesson.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to information relating to math lesson. Discuss the difference between informal language and formal mathematic language forms and vocabulary.	Discuss the difference between informal language and formal mathematic language forms and vocabulary. Model describing geometric figures with appropriate vocabulary.	Discuss the difference between informal language and formal mathematic language forms and vocabulary. Model describing geometric figures with appropriate vocabulary.	Provide criteria of a well-written mathematical problem that student can use for self evaluation during the writing process.

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Grade 8: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	Determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

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Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Ohio Mathematics Standards Content Statement 8.G
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective: Students will understand the relationships of the surface area and the volume of a cylinder and will able to identify and apply the formula in construction problems. Teacher will post/ review terms using visual aids) and formulas: *area of a circle (□=□, r-2.), base, circle, cylinder, circumference (C=πd), diameter, Pi (π= 3.141593or 3.14), radius, volume (V=Bh)* …Volume equals area of the base times the height of the cylinder). Then teacher will use a plywood circle prop to show the relationship of the diameter (10 in.) and the circumference (10π=31.415in.). Using calculators and posted formula have students working in pairs determine the area of the circle, reminding them to square the radius before multiplying by π. Teacher will check for understanding by walking around the classroom. Then the teacher will draw a cylinder with the base, radius and height labeled while explaining the process of finding volume of a cylinder, followed by a demonstration. Using a 2" diameter 12" inch long PVC pipe with an end cap and approximately one quart of white sand teacher asks students to predict the volume, and then pours the sand into the pipe slowly stopping to ask students how much more sand it will hold until the PVC pipe is full. Students will be ready to apply knowledge to practice working in teams to solve:

1. Find the area of a circle with a radius of 15 ".
2. What is the volume of a cylinder used for storing kerosene that has a diameter of 3' and is 4' long? Round to the nearest cubic foot
3. Name an occupation that would be using the volume of a cylinder on a regular basis.

http://www.sharemylesson.com/article.aspx?storyCode=50005647

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their

language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a framed sentence to respond to #3. A _____ uses the volume of a cylinder.	language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a teacher-made multiple choice question to respond to #3.	language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a simple sentence using general academic and content specific words and phrases.	language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a compound or complex sentence using general academic and content specific words and phrases.	language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a complex sentence using general academic and content specific words and phrases.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of math activity.	Provide list of key words for students to note when listening to the discussion of math activity.	Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation. Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words; have students practice with different academic texts. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

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Grade 8: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., next, because, and, also).	Recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).	Recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on).	Recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

DRAFT

Sample Content-based Participation Goals – Science
Lesson Vignette

Ohio Science Content Standards Statement: Forces between objects act when the objects are in direct contact or when they are not touching. (Page 265.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Teacher will post learning objective: Students will understand that magnetic fields exist around magnetic objects attracting and repelling items that exert a magnetic field that can vary in strength. Teacher will post/discuss vocabulary (visual aids): *attract, repel, magnetic force fields, horseshoe magnet, bar magnet, iron filings.* Teacher will begin by asking students to discuss their experiences with magnets. Ask students to describe what magnets are and how they work; this discussion will assist the teacher in assessing students' prior knowledge of magnets and magnetism that will be helpful in guiding students to more scientific explanations. Pass out two bar magnets, one horseshoe magnet, iron filings, pieces of white paper, a plastic cup, safety goggles, and 3 sealable plastic bags to groups of three students. Each student will complete questions in his/her Science Journal. Teacher will post the following:

1. Place one bar magnet on your table and try to push it across the table with another magnet without touching it. Next try to pull one bar magnet across the table without touching it. How many combinations worked? Draw the ones that worked.
2. Put each magnet in a plastic bag; placing one magnet flat on the table. Then place the white paper on top of it. Sprinkle the filings on the paper above and around the magnet. Draw what you see in your journals. Carefully pour the filings into the plastic cup and set them aside.
3. Put the two bar magnets on the table with the ends about 2 cm apart. Place the white paper on top of the two magnets. Put on your goggles and sprinkle iron filings on the paper above and around the two magnets. Sketch what you see in your journals. The ends of the magnet are labeled N and S; look and write in your journals which two ends were facing each other. Repeat and record with the horseshoe magnet.
4. Compare the patterns of filings you saw with two of the same ends (S and S or N and N) near each other and the pattern with the two opposite ends (N and S) near each other.
5. Were the patterns and shapes formed by the iron filings the same no matter how many times you did the experiment?
6. What do you think caused the pattern?

Have students share their ideas and drawings, and explain that the pattern they saw was the outline of the magnetic field that is around every magnet. Around every magnet there is this invisible magnetic field that attracts items such as iron filings. These filings line up

with the field.

After students have completed and discussed their findings, refer students to Electromagnetism: History http://inventors.about.com/od/estartinventions/a/Electromagnets.htm

This will help them refine ideas about magnetism and assist them in expressing their ideas in a more scientific way.

Source: http://sciencenetlinks.com/lessons/exploring-magnetic-fields/

Level 1	Level 2	Level 3	Level 4	Level 5
Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Listen to responses others share about their prior knowledge of using magnets. Actively engage in the experiments with the group of three. Draws responses in his/her Science Journal. Complete a (teacher-made) framed sentence using the vocabulary magnet, repel and attract. Magnets _____ and attract.	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Student may be able to share about prior knowledge of using magnets recalling a brief sequence of events involving magnets. Engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next* and *because.*	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Shares about prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next, because, in order to, as a result.*	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Shares about prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next, because, in order to, as a result.* Shares an opinion regarding the cause by complete task #6.	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Share about prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next, because, in order to, as a result.* Student will be able to share an opinion regarding the cause by complete task #6. Explore the website in order to glean more information about magnetism.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to information about magnets.	Provide list of key words for students to note when listening to information about magnets. . Model how to use transitional words to connect sentences in describing events.	Model how to use transitional words to connect sentences in describing events. Provide opportunities for students to practice explaining the magnet-related activities with a partner.	Model how to use transitional words to connect sentences in describing events. Provide opportunities for students to practice explaining the magnet-related activities with a partner.	Provide criteria of a well-written description of events that students can use for self evaluation during the writing process.

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Grade 8: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).	Use relative pronouns (e.g., *who, whom, which, that*), relative adverbs (e.g., *where, when, why*), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use an increasing number of intensive pronouns (e.g., *myself, ourselves*) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Science
Lesson Vignette

DRAFT

Ohio Science Standards Content Statement: The characteristics of an organism are a result of inherited traits received from parent(s). (Page 262.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Teacher will post the learning objectives (with visual of various organisms): There are two modes of reproduction; sexual and asexual. There are advantages to both sexual and asexual. Teacher will post/discuss relevant vocabulary*: asexual, sexual, reproduce, organism, extinct, generation, advantage, disadvantage, heredity, offspring,* and *genetic variation.* Students will work in pairs to read about and compare five aspects of an organism that reproduces sexually with one that reproduces asexually. The reading will focus on the blue-headed wrasse, duck leech, grizzly bear, leafy sea dragon, red kangaroo, sand scorpion, amoeba, salmonella, whiptail lizard, brittle star, meadow garlic and spiny water fleas. After this reading, students in pairs will complete a comparison table with the headings: Sexual, Asexual, Both Sexual and Asexual. Then in pairs students will take a gallery walk around the room and read others' comparison tables. As a class students will generate a list of general characteristics of each organism for each mode of reproduction, recording and discussing the advantages and disadvantages of both on a T chart. As an assessment students will write a three to five sentence paragraph describing/ comparing/contrasting sexual and asexual reproduction.

Source: http://learn.genetics.utah.edu/

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again

using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Respond to a simple question such as, "What are two types of reproduction? (sexual and asexual).	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write two to three simple and compound sentences (using available visual resources and modeled sentences) describing, comparing and contrasting sexual and asexual reproduction.	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write to three to four simple, compound and complex sentences (using available visual resources and modeled sentences) describing, comparing and contrasting sexual and asexual reproduction.	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write five compound and complex sentences (expanding simple sentences) with clauses describing, comparing and contrasting sexual and asexual reproduction using an increasing number of academic vocabularies.	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write five compound and complex sentences (expanding simple sentences) with clauses describing, comparing and contrasting sexual and asexual reproduction using an increasing number of academic vocabulary and modifiers.
Sample instructional strategies and supports				
Pre-teach selected vocabulary ; provide bilingual dictionary or online translation tool if available. Demonstrate the use of a comparison table to record information.	Pre-teach selected vocabulary ; provide bilingual dictionary or online translation tool if available. Demonstrate the use of a comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases), Demonstrate the difference between simple and compound sentences.	Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound sentences.	Show examples of written descriptive texts and point out various grammatical forms (relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex sentences.	Provide criteria of a well-written description of scientific information that students can use for self evaluation during the writing process.

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Grades Nine and Ten Content-based Participation Goals and Instructional Strategies for ELLs based on new ELP Standards

Grade 9-10, Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral presentations and simple oral and written texts.	Use a developing set of strategies to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text.	Use an increasing range of strategies to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.

Sample Content-based Participation Goals – Mathematics (Algebra)
Lesson Vignette

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Algebra
Seeing Structure in Expressions A-SSE:
Interpret the structure of expressions

At the onset of this lesson, each pair of students and/or individual student will be provided the following two questions to answer as a warm-up activity on Quiz let and on the Smart Board:

1. Convert the following statement into a mathematical expression:

Difference of five times
a number n and ten.

2. Convert the following mathematical expression into a statement:

$$\frac{x}{6x-5}$$

Additionally, the following academic vocabulary will be made available on Quiz let: factors, coefficients, convert mathematical expression, difference, and statement. Students then will review these vocabulary words on Quiz let to match them to their correct examples.

Source: http://www.shmoop.com/common-core-standards/handouts/a-sse_worksheet_1.pdf

Once they have adequate time to review the questions, students will be asked to recognize and define the following terms: factors, coefficients, convert mathematical expression, difference, and statement.

After viewing a video about savings accounts, students will complete a multi-step real-life problem about calculating compound interest on a savings account.

Sources:
http://www.bankrate.com/finance/video/banking/what-is-savings-account.aspx

Ohio Mathematics Standards
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx
pg. 57

Level 1	Level 2	Level 3	Level 4	Level 5
Solve the two warm up problems with a partner. Write the definitions of the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Answer one question about the information provided on the video about savings accounts. Work with a partner to answer the multi-step problem about the structure of savings accounts.	Solve the two warm up problems with a partner. Write the definitions of the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Take notes while listening to the video on savings accounts. Answer two questions about the information provided on the video about savings accounts. Work with a partner to answer the multi-step problem about the structure of savings accounts.	Solve the two warm up problems with a partner. Write the definitions of the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Take notes while listening to the video on savings accounts. Use a graphic organizer to record key ideas from the video. Answer the multi-step problem about the structure of savings accounts.	Solve the two warm up problems. Write the definitions of the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Take notes while listening to the video on savings accounts. Use a graphic organizer to record key ideas from the video. Write a paragraph summarizing some of the key ideas of the video. Answer the multi-step problem about the structure of savings accounts.	Solve the two warm up problems. Write the definitions of the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Write a summary of the key ideas of the video. Answer the multi-step problem about the structure of savings accounts. Orally explain the process for calculating the compound interest of a savings account.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Note: the online tool Quiz let is available for students to access. They can hear the problems being recited, as they follow along. Provide list of key words for students to note when listening to information about savings accounts. Use a whiteboard or a Smart Board to guide students on understanding the process for calculating compound interest.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Note: the online tool Quiz let is available for students to access. They can hear the problems being recited, as they follow along. Provide list of key words for students to note when listening to information about savings accounts.	Provide list of key words for students to note when listening to information about savings accounts. Use a whiteboard or a Smart Board to guide students on understanding the process for calculating compound interest. Model how to use a graphic organizer to take notes when listening to or reading information.	Model how to use a graphic organizer to take notes when listening to or reading information.	Provide opportunities for students to practice giving oral explanations of how to calculate compound interest.

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Grade 9-10, Standard 2

An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh-questions.	Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.	Participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues: build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.	Participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues: build on the ideas of others and express his or her own clearly and persuasively, referring to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.

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Sample Content-based Participation Goals – Physical Science
Lesson Vignette

Physical Science: Reaction of Matter

Students visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Then, they determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and present findings in multiple formats.

Source: Ohio Science Standards
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Complete a graphic organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (Answer--Yes, the outside of the baseball is hard.)	Complete a graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's response in a chart. After participating in the experiment, "Wh" questions will include	Complete a graphic organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when they bounce.	Complete a graphic organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this new ball performs similarly or differently as the others.	Completes a graphic organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an appropriate ball for the game. Describes the game in a

2. Is the baseball filled on the inside? Is the soccer ball empty on the inside? After participating in the experiment with classmates, answer simple data questions, such as: Does the basketball bounce the highest?	questions, like: "Which ball bounces the highest?" Partners change roles throughout task.		Record predictions of the new ball in the short written report and present it to their peers.	short written report. Defends characteristics of the ball (size, internal structure, external structure, and so on) in an oral presentation to the class using key vocabulary.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide sentence structures that can be used to respond to simple questions. .	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide sentence structures that can be used to ask and respond to simple questions.	Provide key vocabulary in a word bank that can be used when discussing or writing about characteristics of the different balls. Demonstrate how to use Think, Pair Share to exchange information.	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is …").	Provide criteria of well-written reports and well-presented oral reports that students can use to self evaluate their presentations.

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Grade 9-10, Standard 3

An ELL can. speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate information about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

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Social Studies (World Geography)
Environment and Society CS #7

Students watch a video that provides examples of how cultural characteristics and technological resources influence human interaction with the environment.

Possible video link:

http://www.pbs.org/wnet/nature/holycow/hinduism.html

Students will then be provided information sources of two cultures, so that they can be afforded the opportunity to identify essential attributes of both of them. They use this information to assist them in determining whether or not their cultural characteristics and their technological resources are different from those of other people. They will share their responses through written and expressive form.

Essential Questions:
How are human societies shaped by and how do they help to shape their environments?

Source: Ohio Social Studies Standards – Model Curriculum, http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_World-Geography_Model-Curriculum_April2014.pdf.aspx p.8 - p.

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources	With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources	List prior knowledge about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources influence human	List prior knowledge about treatment of cows in U.S. and India and record in learning logs. Read provided articles regarding treatment of cattle in India and the U.S. and write notes about important facts. Using a structured format write an essay about	List prior knowledge about treatment of cows in U.S. and India and record in learning logs. Read provided articles regarding treatment of cattle in India and the U.S. and write notes about important facts. Write an essay about differences in treatment of

influence human interaction with cattle in the U.S. and India. Make additions to the “L” column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart.	influence human interaction with cattle in the U.S. and India. Make additions to the “L” column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write sentences in a comparative writing framework about each of the attributes of both of the cultures and shares them aloud.	interaction with cattle in the U.S. and India. Make additions to the “L” column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write a paragraph comparing and contrasting treatment of cattle in India and in U.S. Present orally information from the written paragraph.	differences in treatment of cattle in India and the U.S. Record reading of essay on Audacity so peers can listen.	cattle in India and the U.S. Prepare and give an oral presentation on the differences in treatment of cattle in India and the U.S. Compose a comparative essay.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart.	Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart. Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for peer feedback on initial drafts of written reports. Provide opportunities for students to practice giving oral presentations.	Provide feedback on initial drafts of written reports and allow students to make revisions for final draft. Provide criteria for giving an oral presentation. Allow students to practice and give feedback before making final presentation.

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Grade 9-10, Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement.	Construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.	Construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counterclaim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Number and Quantity: The Real Number System
N-RN: Extend the properties of exponents to rational exponents.

Goal #1: Students can apply properties of exponents to simplify algebraic expressions with fractional exponents.

Students will know properties of exponents, operations on fractions, and order of operations.

Students will understand that properties of exponents are the same for integer and rational exponents. More specifically they will:

- Explain how integer exponent properties apply to rational exponent properties.
- Use adding, subtracting, and multiplying fractions
- Simplify Algebraic Expressions and Rational Exponents

Students will need to know the following academic vocabulary to be successful in learning this goal: rational, index, radical, and radicand, simplify expressions, integer, and
exponents.

Goal #2: Students will use properties of rational exponents to solve real-life problems, such as finding the surface area of rocks in the following problem:

Geologists study characteristics of various rocks. One way of comparing different rocks is to compare their sizes. For example, a rock's surface area S (in square centimeters) can be approximated by the model $S = km^{2/3}$ where m is the mass (in grams of the rock) and k is a constant. The values of k for several rock formations are given in the table.

Rock Type	Metamorphic Rock	Sedimentary Rock	Igneous Rock
k	11.5	64.3	54.1

Approximate the surface area of a sedimentary rock that has a mass of 5 kilograms, the surface area of metamorphic rock that has a mass 10 kilograms and the surface area of an igneous rock that has a mass of 2 kilograms.

From this information, determine which of the rocks is greatest in size and smallest in size.

Source: Ohio Mathematics Standards, p. 53
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With a peer, simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. With a partner, create 1-2 simple sentence responses the explanation of the mathematical calculations. With another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation to their constructive responses. Uses properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Record themselves on Audacity explaining which rocks are greatest in size and smallest in size. Their responses should include at least 1-2 simple sentences. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas.	With a peer, simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Create 3-4 simple sentence responses that explain the mathematical calculations and verbally communicate them to their partner. With another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation to their constructive responses. they had verbally explained their mathematical calculations correctly. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Record themselves on Audacity explaining which rocks are greatest in size and smallest in size.	Verbally share three or more ideas they know about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Creates 3-4 compound sentence responses that explain the mathematical calculations and verbally communicate them to their partner. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas and record answers on the KWL charts. Records themselves on Audacity explaining which rocks are greatest in size and smallest in size. Their responses should include at least 3-4 complex sentences.	Verbally shares four to seven ideas about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Verbally applies these terms when describing their algebraic expression to another student. Their responses should be stated orally in at least 5-7 complex sentences. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Following this activity, writes a short 4-5 sentence paragraph of what they already know about the different rock formations. They will then share their paragraphs with a peer. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Writes their conclusions in complex sentences. Orally explain which of the rocks are greatest in size and smallest in size. Their responses should include at least 4-6 complex sentences.	Verbally share six to seven ideas about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression individually by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Verbally applies these terms when describing their algebraic expression to another student. Their responses should be stated orally in at least 8-10 complex sentences. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Following this activity, writes a short 6-10 sentence paragraph of what they already know about the different rock formations. They will then share their paragraphs with a peer. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Writes their conclusions in complex sentences. Orally explain which of the rocks are greatest in size and smallest in size. Their responses should include at least 7-10 complex sentences. .

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Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms. Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms Provide feedback on initial drafts of written explanations and allow students to make revisions for final draft.

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Grade 9-10, Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided print and digital sources, and label collected information, experiences, or events.	Gather information from provided print and digital sources, and summarize data and information.	Carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.	Carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.	Carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.

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Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies (Modern World History)
Historical Thinking & Skills CS #2

Students create a National History Day project about Ohio, examining primary and secondary sources to analyze historical events to
Source: https://www.ohiohistory.org/learn/education-and-outreach/ohio-history-day (copy and paste link into Internet server)

Students select to complete a project in one of the following History Day categories:

- Paper,
- Exhibit,
- Performance,
- Documentary (PowerPoint or Video presentations), or
- Website

When selecting a category it is important to consider the following:

- Which category best fits your interests and skills?
- Will you have access to the equipment or materials you need to present your entry?
- Does your research fit one category better than another?

Students will need to know the following academic vocabulary to be successful in completing their research and projects: research, topic, thesis, research sources, secondary source, primary source, presentation, notes, quotes, annotated bibliography, plagiarism, paraphrase, and note cards.

It is important to provide students examples of primary sources and secondary sources.

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this project.

Sources: Ohio History Connection
https://www.ohiohistory.org/OHC/media/OHC-Media/Documents/Intro-Guide.pdf (copy and paste link into Internet server)

Ohio Social Studies Standards, Model Curriculum, Modern World History, p.2
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_Modern-World-History_Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Select a research topic which topic/category of research best fits their interests and skills with the assistance of the teacher or peer. Select from a limited amount of related resources the teacher has set aside, and begin to gather information about the research topic. Begin to write information in the first two columns of a Five W's Chart (Who, What, Where, When, Why). These responses could be written as paraphrases and/or as pictorial representations.	Determine which topic/category of research best fits their interests and skills with the assistance of a peer. They will use the Think-Pair-Share strategy. With a partner, brainstorm ideas while using the teacher created 'Guiding Questions Worksheet' that refers to the historical events of Ohio that were already taught and studied in class. Select from a limited amount of related resources the teacher has set aside, so they narrow their focus of their research. Begin to write information on note cards categorized into headings under Who, What, Where, When, Why).	Determine which topic/category of research best fits their interests and skills with the assistance of a peer. They will use the Think-Pair-Share strategy. With a partner, brainstorm ideas while using the teacher created 'Guiding Questions Worksheet' that refers to the historical events of Ohio that were already taught and studied in class. Locate at least 5 on-line and print sources... Begin constructing their thesis statement. Write information on note cards answering Who, What, Where, When and Why. Write bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. Use information to construct a PowerPoint presentation or as an exhibit.	Refers to learning logs to determine which topic/category best fits their interests and skills for this project. Research from multiple print and digital sources (at least 6-8). Construct a thesis statement. Write information on their note cards. Students will have at least 15 note cards with at least 2-3 paraphrased complex sentences written on them. Write bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. They will include an annotated bibliography with their final project. Construct a 5-paragraph essay, with 8-10 complex sentences in each paragraph. Prepare a video presentation that will be shared with future students who will learn this topic in history class. The video presentation will consist of multiple graphics. Their visuals may consist of a PowerPoint presentation and/or primary artifacts.	Refers to learning log to determine which topic/category best fits their interests and skills for this project. Begins to research from multiple print and digital sources. Selects at least 8-10 sources selected, so they can begin constructing their thesis statement. Write information on note cards. Students will have at least 20 note cards with at least 3-4 paraphrased complex sentences written on them. Students will have at least 10 note cards with 1 quote written on them. Write their bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. They will include an annotated bibliography with their final project. Construct a 5-7 paragraph essay, with 10-12 complex sentences in each paragraph. Prepare a video presentation that will be shared with future students who will learn this topic in history class. The video presentation will consist of multiple graphics. Their visuals may consist of a PowerPoint presentation and/or primary artifacts.
Sample instructional strategies and supports				
Assist students determine meaning of key vocabulary they encounter ; provide	Do a pre-assessment to determine students' knowledge of key vocabulary.	Discuss strategies for determining reliability of sources of information.	Discuss strategies for determining reliability of sources of information.	Discuss strategies for determining reliability of sources of information.

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bilingual dictionary or online translation tool if available. Have students work with partners to gather information from different resources. Model how to record information in a 5-W chart.	Assist students determine meaning of unknown vocabulary they encounter ; provide bilingual dictionary or online translation tool if available. Have students work with partners to gather and record information from different resources.	Demonstrate how to cite sources of information and prepare bibliography. Provide guidelines on preparing PowerPoint presentations.	Demonstrate how to cite sources of information and prepare bibliography. Provide guidelines on preparing PowerPoint presentations.	Demonstrate how to cite sources of information and prepare bibliography. Provide guidelines on preparing PowerPoint presentations. Provide criteria of a well-written research summary that student can use for self- evaluation.

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Grade 9-10, Standard 6

An ELL can analyze and critique the arguments of others orally and in writing .

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	Analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	Analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.

Sample Content-based Participation Goals Social Studies
Lesson Vignette

DRAFT

Social Studies (American History)
Historical Thinking & Skills CS #4

This lesson consists of two parts. In order for students to successfully complete the second part of the lesson, students must create their own project, explained below:

Students will gather primary and secondary resources on a specific event to analyze an historical event to determine what might have happened if the participants had chosen alternative courses of action (e.g., What if Truman had not ordered atomic bombs dropped on Japan?). Students will use this information to reach a conclusion of what is the best course of action to solve an issue or problem by completing a project.

This project will be in completed as one of the types of projects:

- Paper,
- Exhibit,
- Performance,
- PowerPoint or Video presentations, or
- Website

Students will need to know the following academic vocabulary to be successful in completing their analysis: research, topic, thesis, research sources, secondary source, primary source, presentation, notes, quotes, annotated bibliography, plagiarism, paraphrase, and note cards.

It is important to provide students examples of primary sources and secondary sources.

Once students complete their projects, they will be charged to review a peer's project and determine the stance he/she has taken. A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this project.

Sources: Ohio History Connection
https://www.ohiohistory.org/learn/education-and-outreach (copy link and paste into Internet server)

Ohio Social Studies Standards, Model Curriculum, American History
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_American-History_Model_Curriculum_April2014.pdf.aspx p.1

Level 1	Level 2	Level 3	Level 4	Level 5
Review a PowerPoint presentation created by another level 1 or level 2 students. With the aid of a 5 W's Chart, identify the point his/her classmate is making in the thesis statement and project. Answer WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as paraphrases and/or as pictorial representations. Once the student has the 5 W's Chart completed, he/she verbally summarizes their findings to the author of the PowerPoint presentation.	Review a PowerPoint presentation that was created by another Level 2 student. With the aid of a 5 W's Chart, identify the point his/her classmate is making in their thesis statement and project. Answers WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as paraphrases and/or as simple sentences. Once the student has the 5 W's Chart completed, he/she verbally summarizes their findings to the author of the PowerPoint presentation.	Review a PowerPoint presentation or an exhibit that was created by another Level 3 student. With the aid of a 5 W's Chart, identify the point the classmate is making and the reasons to support the claim. Answers WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as simple and/or compound sentences.	Review a final draft of a 5-paragraph essay that was created by another Level 4 student. Determine whether the evidence is sufficient to support the claim in the essay, and cite textual evidence to support the analysis.	Reviews a final draft of a 5-7 paragraph essay that was created by another proficient-trial mainstreamed student to review. determine whether the evidence is sufficient to support the claim in the essay, and cite textual evidence to support the analysis
Sample instructional strategies and supports				
Provide list of key words for students to note when viewing the PowerPoint presentation. Assist students determine meaning of key vocabulary they encounter; provide bilingual dictionary or online translation tool if available. Provide rubric specifically created for the Level 1 student to rate the rates the student's analysis.	Provide list of key words for students to note when viewing the PowerPoint presentation. Assist students determine meaning of key vocabulary they encounter; provide bilingual dictionary or online translation tool if available. Provide rubric specifically created for the Level 2 student to rate the rates the student's analysis.	Provide list of key words for students to note when viewing the PowerPoint presentation. Provide rubric specifically to rate the rates the student's analysis.	Guide the students in developing a rubric to use when reading persuasive texts to determine whether the evidence is sufficient to support the claim in the essay. Demonstrate how to cite textual evidence to support the analysis of a persuasive text.	Guide the students in developing a rubric to use when reading persuasive texts to determine whether the evidence is sufficient to support the claim in the essay. Demonstrate how to cite textual evidence to support the analysis of a persuasive text.

DRAFT

Grade 9-10, Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing .

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to task and audience with emerging control and use some frequently occurring general, academic, and content specific words in conversation and discussion.	Adapt language choices and style according to purpose, task, and audience, with developing ease, use an increasing number of general academic and content-specific words and expressions in speech and written text, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task and audience; use a wider range of complex general, academic, and content specific words and phrases and maintain a formal style in speech and writing as appropriate.	Adapt language choices and style according to purpose, ask, and audience with ease, use a wide variety of complex general academic and content-specific words and phrases, and employ both formal and more informal styles effectively, as appropriate.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

DRAFT

ELA
Language: Knowledge of Language. SS #3

Students will compare/contrast different styles of writing to evaluate how language functions in different contexts. For instance, students will write a letter to a friend then use the same information to write to a teacher, parent, administrator, and/or mayor by using digital media. Some examples of methods include: blogging, texting, posting on their Facebook page, or Tweeting while using proper style manuals to guide writing.

In this lesson, students will have previously read an article about the dangers of cell phones. They will then be asked whether or not there should be a minimum age for children to carry cell phones.

In specific letters addressed to their best friend, parents, teacher, administrator, and mayor, they will express their view and try to sway each of the recipients of the letters to share his/her point of view.

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this assignment.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades -9-10, p. 36-37
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. Receives guided support when beginning their writing because the	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With a partner of similar ability, have them elaborate on their initial	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With an advanced-leveled student, have them elaborate on their	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With an intermediate-leveled student, have them, elaborate on their	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With another proficient-trial mainstream student, have them elaborate on

teacher will provide them guiding questions to answer. With a partner, elaborates on their initial ideas. Revises their ideas, generates new ones, and develops at least one specific pieces of information from the article to defend his/her position. Writes at least 3-5 simple sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After the teacher assesses the student's work, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it.	ideas. They revise their ideas, generate new ones, and develop at least two specific pieces of information from the article to defend his/her position. Writes their information in at least 5-7 simple and/or compound sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it.	initial ideas. They will revise their ideas, generate new ones, and develop at least four specific pieces of information from the article to defend his/her position. Intermediate students will write their information in at least 7-9 compound and/or complex sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, the intermediate student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.	initial ideas. They will revise their ideas, generate new ones, and develop at least four specific pieces of information from the article to defend his/her position. Advance students will write their information in at least 9-11 compound and/or complex sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, the student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.	their initial ideas. They will revise their ideas, generate new ones, and develop at least five specific pieces of information from the article to defend his/her position. These students will write their information in at least 11-15 complex sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, the proficient-trial mainstream student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.
Sample instructional strategies and supports				
Provide guiding questions to assist with writing process. Provide and discuss words and phrases that can be used for informal and formal letter writing.	Provide guiding questions to assist with writing process. Provide and discuss words and phrases that can be used for informal and formal letter writing.	Lead discussion on differences between informal and formal language used in communication with different audiences.	Lead discussion on differences between informal and formal language used in communication with different audiences.	Provide criteria of a well-written informal and formal letters that students can use as self-evaluation during the writing process.

DRAFT

Grade 9-10, Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text .

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.	Determine the meaning, (including the figurative and connotative meanings) of general, academic, and content specific words and phrases, figurative language (example, irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, and events, using context, complex visual aids, reference materials and consistent knowledge of morphology.

DRAFT

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA
Reading: Literature, Craft and Structure SS #4

The purpose is to determine the meaning of words and phrases by working with idioms (orally or in writing).

The teacher introduces idioms by showing a YouTube video on idioms. Students working within a group or individually will pick idioms and use various methods to exhibit their understanding of the metaphorical meanings of idioms.

For more information, visit www.idiomsite.com.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 9-10. P.4-5
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Select one idiom from the video with teacher support. Create a picture of what each idiom looks like using Microsoft Paint and converts the images into a slide show. Orally use the idiom in a simple context sentence to show understanding of its meaning.	Select two idioms from the video. Create a picture of what each word looks like using Microsoft Paint and converts the images into a slide show. Complete cloze sentences by selecting the correct idiom from the list (provided by the teacher) and reads their sentences with a peer. Determine the	Selects4-6 idioms from the video. Create a picture of what each word looks like using Microsoft Paint and converts the images into a slide show. Write simple context sentences using each of the idioms. Share these sentences orally and in written form with their partner. The partner is asked to	Select 5-7 idioms from the video. Determine the metaphorical meanings of the idioms by writing the definitions on the graphic organizer. Compose complex context sentences of 5-7 idioms they viewed in the video. With a peer, read each other's sentences and selects 4-6 of the idioms	Selects 7-9 idioms from the video. Determines the metaphorical meanings of the idioms by writing the definitions on a graphic organizer. Composes complex context sentences of 8-10 idioms they viewed in the video. With a peer, reads each other's sentences and selects 7-9 of the idioms

	metaphorical meaning of the idiom, and writes a context sentence to show understanding of its meaning with a peer.	match the sentence to its image. Post the idioms they discover to the wall of idioms, so other students can refer to them at a later time.	used in their sentences to create a narrative they are to write together. Share their final product with peers through the use of digital storytelling.	used in their sentences to create a narrative they are to write together. Shares their final product with peers through the use of digital storytelling.
Sample instructional strategies and supports				
Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Have students work with a partner on creating a picture of the idiom.	Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Have students work with a partner on creating pictures of the idiom. Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Lead a discussion on the use of figurative language (example, irony, hyperbole), and show examples in different texts. Provide rubric that can be used to self evaluate their narratives during the writing process.

DRAFT

Grade 9-10, Standard 9

An ELL can create clear and coherent grade-appropriate speech and text .

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate basic information about an event or topic, with support (including context and visual aids) about an event or topic, using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., first, next, because).	Recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result).	Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.	Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.

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Sample Content-based Participation Goals – Science (Biology)
Lesson Vignette

Biology: Evolution

In this natural selection simulation lab, students will control the mutations and environment of a population of rabbits in cooperative learning groups. The cooperative learning groups will consist of students with varying English language levels. Each student will have their own duty assigned to them. Examples include recorders, reporters, timekeepers, facilitators, and resource managers. They will create four hypotheses and design an experiment to test each one.

Concluding the simulation, students will answer the following questions:

- Based upon your evidence from the simulation what conclusion are you able to make about each of the three different types of phenotypes in rabbits?
- What happens to animals that cannot compete as well with other animals in the wild?
- Sometimes animals that are introduced into an area that they never lived in before outcompete and endanger resident species, why do you think this happens?
- If only one species is considered the "fittest", why do we still have so many variations among species? Why do some birds have very long pointy beaks, while other birds have short flat beaks?
- How do you think diseases can affect natural selection?
- How does this simulation mimic natural selection? In what ways does this simulation fail to represent the process of natural selection?

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this simulation...

Sources:
PHET Interactive Simulations, University of Colorado Boulder
http://phet.colorado.edu/en/contributions/view/3396 (Contributor: Melissa Savage)

Ohio Science Standards
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. With a partner, act as reporter in a cooperative learning group, and takes notes from the conversation evolving from the guiding questions. Complete the following sentence frames based on the hypotheses generated by the group: I hypothesize that (select a rabbit phenotype) rabbits will be (more/ less) likely to survive under (type of selective factor) within the (select type of environment) environment, because (explain how their trait will help them to survive or not).	Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. With a partner, act as reporter in a cooperative learning group, and takes notes from the conversation evolving from the guiding questions. Complete the following sentence frames based on the hypotheses generated by the group: I hypothesize that (select a rabbit phenotype) rabbits will be (more/ less) likely to survive under (type of selective factor) within the (select type of environment) environment, because (explain how their trait will help them to survive or not). During the course of the simulation lab, record responses to the questions in individual learning logs using paraphrases and/or simple sentences. .	Act as the resource manager of the cooperative group during the simulation lab. Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. Take an active part in the group discussion and development of hypotheses. During the course of the simulation lab, ask and answer question regarding the resources needed to carry out the simulations. record responses to the questions in individual learning logs complex sentences or communicating verbally in simple and/or compound sentences. Respond in both written form and orally to four of the six questions asked at the end of the simulation.	Act as the facilitator of the cooperative group during the simulation lab. Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. Take an active part in the group discussion and development of hypotheses. During the course of the simulation lab, ask and answer questions to facilitate carrying out the simulations by the group. Respond in both written form and orally to the six questions asked at the end of the simulation using a variety of sentence structures and appropriate vocabulary. Verbally record the lab report in digital storytelling and will use screen shots of the simulation lab to assist them in sharing their results to others.	Share the role of reporter with Level 1 and Level 2 students so that they can utilize appropriate academic vocabulary. Once students begin to create their hypotheses, do not provide the proficient-trial mainstreamed student the sentence frame the other students were using. Take an active part in the group discussion and development of hypotheses. Respond in both written form and orally to the six questions asked at the end of the simulation using a variety of sentence structures and appropriate vocabulary. Verbally record the lab report in digital storytelling and will use screen shots of the simulation lab to assist them in sharing their results to others. Provide examples of informal language used during group discussions and formal language used for lab reports.
Sample instructional strategies and supports				
Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate the role of recorder in cooperative group activities.	Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate the role of recorder in cooperative group activities.	Model sharing information and asking questions during a group discussion Provide sample sentence structures that would be appropriate for reporting results of scientific experiments.	Provide sample sentence structures that would be appropriate for reporting results of scientific experiments Lead discussion on differences between informal language used in group discussions and formal language used for lab reports.	Provide rubrics that students can use for both self evaluation and peer evaluation of reports of lab results.

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Grade 9-10, Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing .				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences)	Use simple phrases (e.g., noun, verb, adjectival, adverbial, and prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	Use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

DRAFT

ELA
Writing: Production and Distribution of Writing. SS #4

The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and with the aid of technology. Effective writers make conscious, independent and/or collaborative decisions about the type of writing they produce and its distribution. They also use technology to share information and to create individual and collaborative texts.

In this lesson, students are directed to write a personal narrative of an obstacle they have faced and endured. The teacher will pose a question that tests students' understanding of key vocabulary. In this lesson, students are asked, "What obstacle has you overcome that attributes to the person you are today?" They will begin by completing a 3x3 personal narrative writing frame. This is a simple visual that helps students see the structure of a grade appropriate essay and plan out its beginning, middle, and ending.

They will post their writing to a class Blog for peer review in response to a class assignment. They could be required to include links to other online sites on the same topic within the body of the Blog. More information about teaching this strategy can be found at http://cnx.org/content/m18050/latest/.

Additionally, students will enlist partners to read their writing back to them (or they can record their reading) and listen for awkward pauses, confusion, mispronunciation and logic-/word-choice issues. Students will make revisions based on the feedback.

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this assignment.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades -9-10, p. 36-37
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Demonstrate comprehension of the question "What challenging event has made you the person	Demonstrate comprehension of the question "What challenging event has made you the person	Based on the question "What challenging event has made you the person you are today, brainstorm ideas into	Based on the question "What challenging event has made you the person you are today, brainstorm ideas into	Based on the question "What challenging event has made you the person you are today, brainstorm ideas into

you are today?” Brainstorm ideas in the format of simple sentences into the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on their initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback.	you are today?” Brainstorm ideas in the format of simple sentences into the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on their initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in a simple outline and to develop a topic sentence.	the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in a simple outline and to develop a topic sentence. After getting feedback from the teacher, begin to write a draft to be posted on a blog, using a range of sentence structures and vocabulary.	the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in an outline with topic sentence and supporting details After getting feedback from the teacher, begin to write a draft to be posted on a blog, using a wide range of sentence structures and vocabulary.	the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in an outline with topic sentence and supporting details After getting feedback from the teacher, write a draft to be posted on a blog, using a wide range of sentence structures and vocabulary.
Sample instructional strategies and supports				
Provide and discuss words and phrases that can be used to write a personal narrative. Lead the class discussion and records students’ ideas on a classroom poster of a 3x3 writing frame. Model how to give feedback to students written drafts.	Provide and discuss words and phrases that can be used to write a personal narrative. Lead the class discussion and records students’ ideas on a classroom poster of a 3x3 writing frame. Demonstrate how to use outline for formulating ideas. Model how to give feedback to students written drafts.	Provide examples of sentences that include different kinds of phrases and clauses. Demonstrate how to change simple sentences into compound and complex sentences.	Provide examples of sentences that include different kinds of phrases and clauses. Demonstrate how to change simple sentences into compound and complex sentences. Provide criteria of well-written personal narratives that students can use for self evaluation during writing process.	Provide criteria of well-written personal narratives that students can use for self evaluation during writing process.

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Grades Eleven and Twelve: Content-based Participation Goals and Teaching Strategies for ELLs based on new ELP Standards

Grades 11-12, Standard 1

An ELL can.construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral presentations and simple oral and written texts.	Use a developing set of strategies to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text.	Use an increasing range of strategies to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.

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Sample Content-based Participation Goals—Science
Lesson Vignette

Science (Chemistry)

Source: Ohio Science Standards, Chemistry, p. 297
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Watch Khan Academy video: "Introduction to the Atom" or any other video that introduces the evolution of atomic models/theory.

Here are some possible video links:

- https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introduction-to-the-atom (copy and paste link into Internet server)
- http://education-portal.com/academy/lesson/early-atomic-theory-dalton-thompson-rutherford-and-millikan.html#lesson
- https://www.youtube.com/watch?v=IO9WS_HNmyg&list=PLfWuBca_SOr_fViaErgwQP18HRZ82AJe7

It is best to choose a video with reliable closed-captioning and a transcript which you can copy and print.

Level 1	Level 2	Level 3	Level 4	Level 5
Match bold vocabulary (i.e., proton, neutron, electron) or phrases with pre-taught simple definitions and/or illustrations; draw picture of atom.	Given completed graphic organizer for a single idea from video (diagram, Cornell notes template) participate in jigsaw activity. Listen to others' presentations; highlight main idea on graphic organizer.	Given partially completed graphic organizer (diagram, Cornell notes template) participate in jigsaw activity to take notes on one central idea from the video: 1.) How did scientists formulate the idea of an atom? 2.) What are the	Given blank graphic organizer (diagram, Cornell notes template) participate in jigsaw activity to take notes on one central idea from the video: 1.) How did scientists formulate the idea of an atom? 2.) What are the names and	Participate in jigsaw activity to take notes on one central idea from the video: 1.) How did scientists formulate the idea of an atom? 2.) What are the names and characteristics of the parts of an atom? 3.) How are elements grouped to create the

	Using completed organizer complete paragraph frame about one central idea from video.	names and characteristics of the parts of an atom? 3.) How are elements grouped to create the Periodic Table? Given partially completed graphic organizers, listen to others' presentations. Using completed organizer compose single paragraph response about one central idea of the video.	characteristics of the parts of an atom? 3.) How are elements grouped to create the Periodic Table? Present group notes to class with a partner; Given blank graphic organizer, listen to others' presentations while completing organizer. Using completed organizer, compose paragraph responses--including pre-taught vocabulary and ideas from the video/transcript-- about all three central ideas.	Periodic Table? Present group notes to class; listen to others' presentations. Compose paragraph responses--including pre-taught vocabulary and ideas from the video/transcript-- about all three central ideas.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available.	Demonstrate use of graphic organizer to record information. Have students work with partner in completing paragraph frame.	Model how to take notes during a presentation. Provide opportunities for students to ask questions about something they didn't understand during a presentation.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Provide feedback on initial drafts of paragraph responses and allow students to make revisions based on feedback.

DRAFT

Grades 11-12, Standard 2

An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh-questions.	Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.	Participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues: build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.	Participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues: build on the ideas of others and express his or her own clearly and persuasively, referring to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.

DRAFT

Sample Content-based Participation Goals—Math

Math (Functions): Interpreting Functions F-IF, F-BF

Source: Ohio Mathematics Standards, Model Curriculum, Functions
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Functions_Model_Curriculum_March2015.pdf.aspx

Students participate in "The Function Game" to create an in-put, out-put table and to identify a function. Teacher (or class leader) has a function in his or her head. The function is kept secret from the rest of the class (ex: $y = x^2$).

Leader posts input-output chart on the board and calls on class member to supply input values.

When student gives input, leader responds by saying output value and writing the value on the board. (Leader uses graphing calculator or spreadsheet to program each function to cut down on mistakes and avoid giving hints.)

Continue until a student indicates that he knows the function; at that point, the leader gives the input, and the student provides an output value. Input-output continues until majority of class understand the function Teacher calls on as many students as possible to ensure that all understand the function.

Source: http://betterlesson.com/lesson/452395/the-function-game

Level 1	Level 2	Level 3	Level 4	Level 5
Given a partially completed input-output chart for the function, supply input values to be solved by the class. Listening to classmates, record missing input-output values during class discussion and Record function when revealed. Given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Given the function and one value, answer question "What is the input (output) for this function?" Repeat oral expression of equation; copy written function.	Given a blank input-output chart for the function, supply input and output values to be solved by the class; record function when revealed. May voluntarily participate in class game. Listening to classmates, record input-output values during class discussion. Then, given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Given the function and one value, answer question "What is the input (output) for this function?" State simple functions with correct algebraic terms and vocabulary (1-2 variables and 1-2 functions); repeat complex functions.	Listening to classmates, record input-output values during class discussion. Participate in class game after seeing several classmates give input and/or output model. With some support, state more complex functions with correct algebraic terms and vocabulary (2 or more variables and 2 or more functions). Given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Then, using phrases and simple sentences explain thinking; use some pre-taught vocabulary and algebraic terms.	Participate in class game after seeing 1-2 classmates give input model. Independently or with some prompting, state complex functions with correct algebraic terms and vocabulary (2 or more variables and 2 or more functions). With support and/or prompting, state the thought process which he used to discover the function using multiple simple sentences, several pre-taught vocabulary and algebraic terms.	Participate fully in the game (even as leader), giving both input and output values. State the equation for the function, using all of the correct algebraic terms, vocabulary (ex: "equals", "squared", "divided by") Using complex sentences, explain the thought process which he used to discover the function, "First I multiplied by 3, but that answer was wrong, so. . ."
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Have students work with partner to record missing input-output values during class discussion.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Have students work with partner to record missing input-output values during class discussion.	Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is …").	Provide time for sharing information and asking questions with a partner or in a small group setting.

DRAFT

Grades 11-12, Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate information about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.

Sample Content-based Participation Goals—Science
Lesson Vignette

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Science (Environmental Science)
Earth Systems: Interconnected Spheres of Earth

Choose a specific location in the world. Research and analyze the patterns of climate change throughout the geologic record, historic data (human records) and present-day data for the location. Be able to explain the interpretation and analysis of the data. Create a graphical representation of the pattern and discuss with the class

Source: Ohio Science Standards, Environmental Science, p. 306
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Working with the teacher or with a partner, choose a known location and find several pictures of location. Lists 5-7 adjectives to describe the location. Locate a graphic representation of one aspect of climate in the student's location (ex: temperature, precipitation) With partner or following teacher model,	In teacher guided small group, use teacher-selected sources to research climate change in a pre-determined location. Following a teacher model, enter figures, color-coding and labels for a line or bar graph. Using teacher-prepared sentence frames, prepare a 5-7 sentence presentation about research, supported by visual aids (ex.,	Independently or with a partner, use mostly teacher-selected sources to research climate in a location. (Students may select from a list of pre-determined locations.) If able, use Excel or other graphing software, present a graph of the data; otherwise, following a model, create a line or bar graph by hand to represent data. Use teacher model for labeling.	In a small group, use multiple sources to research climate change in a student-selected location; teacher may provide list of sources. Using Excel or other graphing software, present a graph of the data. As part of group, prepare and deliver 3-5 minute oral presentation, supported by visual aids (ex., Power Point, Prezi.	Independently or with a partner, find multiple sources to research climate change in a student-selected location. Using Excel or other graphing software, present a graph of the data. Prepare and deliver 3-5 minute oral presentation, supported by visual aids (ex., Power Point, Prezi. Using complete sentences and citing

transfer data to a simple line or bar graph (by hand or with software) to show one change in climate for twelve months in that location.	PowerPoint, Prezi.) Using simple sentences and/or phrases, answer classmates' prepared questions about presentation. Using a sentence model, ask at least one question about another presentation in the class.	Following a teacher model and/or graphic organizer for prewriting, prepare a 5-7 sentence presentation about research, supported by visual aids (ex., PowerPoint, Prezi.) Using simple sentences and/or phrases, answer classmates' prepared questions about presentation. Using a sentence model, ask at least one question about another presentation in the class.	Using simple sentences and/or phrases, answer classmates' questions about presentation. Using complete sentences, ask at least one questions about another presentation in the class.	resources, answer classmates' questions about presentation. Using complete sentences, ask at least two questions about classmates' presentation.
Sample instructional strategies and supports				
If available, allow students to us bilingual dictionary or online translation tool to assist with meaning of unknown words. Demonstrate how to transfer data to a simple line or bar graph (by hand or with software).	Model the oral sharing of information. Provide time for students to practice oral presentations with partner. Model asking questions during and after oral presentations.	Model the oral sharing of information. Provide time for students to practice oral presentations with partner. Model asking questions during and after oral presentations.	Provide opportunities for students to practice oral presentations. Give feedback and allow students to make improvements in final presentations.	Provide criteria for well-written informational text that students can use for self evaluation during writing process.

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Grades 11-12, Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement.	Construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.	Construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counterclaim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

Sample Content-based Participation Goals—Math
Lesson Vignette

DRAFT

Math (Geometry): Similarity, Right Triangles, and Trigonometry G-SRT

Source: Ohio Mathematics Standards, Model Curriculum, Geometry
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Geometry_Model_Curriculum_March2015.pdf.aspx

Students will be able to use similar right triangles to prove the Pythagorean Theorem, and then work on identifying common student errors when using the theorem.

Given a diagram of a large right triangle that includes two internal, right triangles (created by drawing an altitude to the hypotenuse), and the class will prove the Pythagorean Theorem. The class will work in small groups to prove that $a^2 + b^2 = c^2$.

After groups have met, volunteers from each group will explain how their group proved the theorem to the whole class.

Students will then review an example student paper where the student has made mistakes in finding one side of the right triangle. Students will identify the mistake, explain how the mistake was made, and tell the correct answer.

Source: http://betterlesson.com/lesson/448030/prove-it-part-2

Level 1	Level 2	Level 3	Level 4	Level 5
Given labeled diagram and of the triangle(s) to be discussed, copy labels onto a blank copy of the diagram using pre-taught vocabulary. Join a teacher-selected group; observe as group works to prove theorem.	Given a blank copy of the diagram and word bank, listen to teacher lecture/classroom discussion and labels the triangle(s) using pre-taught vocabulary. Join a teacher-selected group; observe as group	Given a blank copy of the diagram, listen to teacher/classroom discussion and labels the triangle(s) using pre-taught vocabulary. Join a teacher-selected group; observe and/or use simple sentences and	Participate in the lesson, With a partner, share spokesperson duties for a small group. With model sentences and/or clauses using "because," defend at least one individual answer from the	Participate fully in the lesson, even as the spokesperson of a small group. Speak in complete sentences and/or clauses using "because," using pre-taught vocabulary.

Work with a partner to partially complete worksheet. Given word bank with “correct” and “incorrect”, identify correct and incorrect calculations on a worksheet. Tell correct answer for at least one problem.	and/or use single words and phrases to prove theorem Work with a partner to partially complete worksheet. Given word bank with “correct” and “incorrect”, identify correct and incorrect calculations on a worksheet. Tell correct answer for several questions. Explain mistakes in a simple sentence by following model (i.e., “A^2 equals _____.” or “The altitude equals _____.”	phrases to prove theorem. Given word bank with “correct” and “incorrect”, independently identify correct and incorrect calculations on a worksheet. Tell correct answer for several questions. Using paragraph frames, student can produce claims and complex supporting statements, like “The problem is (not) correct *becaus*e A^2 equals _____.”	worksheet. Speak in phrases and clauses, using pre-taught vocabulary.	
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Provide sample sentence structures to express opinions (I believe that _____ is correct_)	Model the stating of a claim with supporting reasons.	Provide opportunities for students to share completed paragraph frames with partners.	Provide opportunities for students to practice giving their presentations. Give feedback that can be used to make improvements for final presentation.	Provide criteria of a well-presented claim with supporting reasons that students can use to evaluate each other’s presentations.

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Grades 11-12, Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided print and digital sources, and label collected information, experiences, or events.	Gather information from provided print and digital sources, and summarize data and information.	Carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.	Carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.	Carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.

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Sample Content-based Participation Goals--Social Studies
Lesson Vignette

Social Studies (Economics & Financial Literacy):
Economic Decision Making and Skills CS#2

Have students simulate stock market investments by researching market patterns, company earning statements, stock market reports and economic indicators to develop an investment strategy. From the beginning of the course until the end of the course, students can work individually or in small teams to invest a simulated sum of money into a portfolio of stocks and then track their progress over time. Learning from this simulation should to be linked to personal finance decisions.

Stock Market Game
www.stockmarketgame.org
Classroom teams compete to develop an investment strategy, invest simulated money and compete for an award for largest portfolio growth during the contest period.

Source: Ohio Social Studies Standards, Model Curriculum, Economics and Financial Literacy
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_Economics-and-Financial-Literacy_Model-Curriculum_April2014.pdf.aspx p.3

Level 1	Level 2	Level 3	Level 4	Level 5
Select a familiar company or product (Coke, Microsoft). With teacher support, read a stock report and calculate the number of stocks he can buy with a pretend sum of money.	Select a familiar company or product (Coke, Microsoft).With teacher support and/or model calculator, read a stock report and calculate the	Find two different stock market reports about one company or product with which he or she is familiar. Using a top-hat or Venn diagram, compare research sources.	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock

Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. Use a paragraph frame to support presentation, ex: "I began with _____ dollars. I bought _____. I ended with _____ dollars. So, I (gained, lost) _____ dollars."	number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like). If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of their stock using graphs. At the end of the course, present graph and results to the class. Using paragraph frames or other graphic organize; prepare a 2-3 paragraph report telling about the initial investment, effect of buying and/ or selling during the class, and their results. Support presentation with visual representation of the data that they accumulated through the year.	Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports; identify the more reliable source. Present comparison and organizer to the class. Using the preferred source, select two companies or products with which he is familiar (Coke, Microsoft) and make a simulated purchase with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs. Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. Using paragraph frames or other graphic organizer, prepare a 3-5 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and how to invest for a future goal (e.g.. college, car). Support presentation with visual representation of the year's data and citations for at least two stock reports.	earning statements, stock market reports and economic indicators. Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources. After viewing classmates' presentations, create a portfolio of at least three different stocks with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs. Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. With optional, pre-writing organizer, prepare a 5-7 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and describing a future investment goal e.g... college, car). Presentation must be supported with visual representation of the year's data and citations for at least two stock reports.	market reports and economic indicators. Choose stocks of different types (i.e. banking, retail, technology, or other). Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources. After viewing classmates' presentation, create a portfolio of at least three different stocks with their pretend sum of money. If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using line graphs. Track value of their stocks through the duration of the class, adding data to the line graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. Prepare a 5-7 paragraph report analyzing a future investment goal (e.g... college, car), planning stock to buy, and estimating the amount of time it would take to achieve the goal. Presentation must be supported with visual representation of the year's data and citations for at least three stock reports.

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Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Demonstrate how to create and use a line graph to track value of the stocks through the duration of the class. Have students work with partner to monitor stocks and use line graph to track value.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Demonstrate how to create and use a line graph to track value of the stocks through the duration of the class. Have students work with partner to monitor stocks and use line graph to track value.	Provide opportunities for students to share completed paragraph frames with partners.	Provide opportunities for students to practice giving their presentations. Give feedback that can be used to make improvements for final presentation.	Provide criteria of a well-written research summary that students can use to evaluate each other's presentations.

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Grades 11-12, Standard 6

An ELL can analyze and critique the arguments of others orally and in writing..

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	Analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	Analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.

Sample Content-based Participation Goals—Math
Lesson Vignette

DRAFT

Math (Statistics): Making inferences and justifying conclusions S-IC

Source: Ohio Mathematics Standards, Model Curriculum, Statistics
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Statistics-and-Probability_Model-Curriculum_March2015.pdf.aspx

Students participate in a reenactment of a real world statistical study in the 1850's AND learn about flaws and fallacies in statistical thinking.

After role play, the students gather in groups of three. Each person in the group is handed a different scenario to present to the other two. The students are instructed that for the next 25 minutes, they will be members of a student council on academics. Their job is to assess the validity of the statistical data being presented. (All of the scenarios have issues!) Students may discuss each scenario for 8 minutes.

At the end of the group discussion time, whole class analyzes the scenarios (projected at the front of the classroom) As the whole class brings up reasons to invalidate the data for each problem, teacher lists points on the board (PARTIAL list of flaws and fallacies in statistical thinking is created) The students will use this list in their homework, so they should take careful notes.

Source: http://cc.betterlesson.com/lesson/448252/role-play-plus-flaws-and-fallacies-in-statistical-thinking

Level 1	Level 2	Level 3	Level 4	Level 5
With an English dominant partner, assume role of a cholera victim in the enactment. Join teacher-selected group of four students. Given one simplified statistical scenario (including margin notes,	With an English dominant partner, assume a mostly silent role--cholera victim, contaminated well, clean well--in the reenactment. Repeat model responses. Join teacher-selected small group of four students.	Assume a silent or responsive role in the reenactment. If speaking, use a sentence frame to express relevant information (ex., "I drink water from the _____ well.) Given simplified scenarios (margin notes,	Assume a silent or responsive role in the reenactment. Following at least one peer, speak to express relevant information. Join a group of three students. After at least one other	Assume any role in the reenactment. Join a group of three students and participate in discussion, including presenting his scenario to group-mates, and identifying the predicate flaw.

illustrations, and definitions of highlighted words) complete cloze sentence to highlight the faulty predicate in the one scenario. Copy some of the flaws from the board.	Given simplified statistical scenarios (including margin notes, illustrations, definitions of highlighted words), complete a cloze sentence to highlight the faulty predicate in each of the scenarios. Copy some of the flaws from the board.	illustrations, definitions of highlighted words), join a group of three students. After at least one other student models the presentation, present his scenario. Complete cloze sentences to highlight the faulty predicate in each of the scenarios; later-- using cloze sentences for a prompt--participate in whole class discussion of flaws. Copy most of the flaws from the board.	student models the presentation, present his scenario and identify the flaw/fallacy. Participate in whole class discussion of flaws. Student may need some modeling or prompting when he or she gives response. Copy most of the flaws from the board.	Participate in whole class discussion of flaws. Copy flaws from the board.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Review and provide feedback on students' first drafts of complete cloze sentences; allow students to make corrections.	Lead class discussion on how to identify and analyze evidence provided to support a claim. Model sharing information and asking questions during a group discussion.	Lead class discussion on how to identify and analyze evidence provided to support a claim.

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Grades 11-12, Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to task and audience with emerging control and use some frequently occurring general, academic, and content specific words in conversation and discussion.	Adapt language choices and style according to purpose, task, and audience, with developing ease, use an increasing number of general academic and content-specific words and expressions in speech and written text, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task and audience; use a wider range of complex general, academic, and content specific words and phrases and maintain a formal style in speech and writing as appropriate.	Adapt language choices and style according to purpose, task, and audience with ease, use a wide variety of complex general academic and content-specific words and phrases, and employ both formal and more informal styles effectively, as appropriate.

Sample Content-based Participation Goals--Social Studies
Lesson Vignette

DRAFT

Social Studies (Government)
Civic Participation & Skills CS #4

Source: Ohio Social Studies Standards, Model Curriculum, High School American Government, p.5'
http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Social-Studies

Divide students into three to four groups to engage in a discussion of how to resolve a contentious issue, issues ranging from very local (within the school (ex: should students be allowed to carry their cell phones) to national (ex: should the United States intervene in a civil war in another country).

All students label individual index cards with the words Persuasion, Compromise, Consensus Building and Negotiation. Have the groups take turns observing as one group discusses their issue for several minutes. As the dynamics of the discussion proceed, have the observers hold up one of the four index cards containing the word or words representing what process they see taking place in the first group's discussion at that time.

Level 1	Level 2	Level 3	Level 4	Level 5
Using role-play, illustration, and/or translation create meaning for these new vocabulary concepts: persuasion, compromise, consensus, and negotiation. Record with memory aid (ex.: personal dictionary entry, vocabulary quadrants) and practice	Read a list of at least 10 phrases and sentences (ex: "Let's work together", "All people should. . .", and "What do you think?" "Meet me half-way", etc.). With a teacher, sort the words into group: ● words for persuasion	Read a list of at least 10 phrases and sentences (ex: "Let's work together", "All people should. . .", and "What do you think?" "Meet me half-way", etc.). With a teacher, sort the words into group: ● words for persuasion	Work independently to create individual note cards. Listen with other students as one group discusses a local problem. With a partner as a model, hold up cards and the discussion proceeds. Join a group that is	Participate fully in activity. Works independently to create individual note cards. Discuss and/or observe local and national issues. Hold up index cards independent of group mates. Speaks to resolve issue

Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed.	● words for compromise ● words for consensus building ● words for negotiation Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed.	● words for compromise ● words for consensus building ● words for negotiation Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed. Join a group that is discussing a local, familiar issue. Given a list of words and phrases pertinent to the issue, participate in group discussion. With prompting and or modeling, speak in simple sentences and phrases.	discussing a one of the non-local issues. Given a list of words and phrases pertinent to the issue, participate in group discussion. Speaks with 2-3 simple, compound or complex sentences.	using several sentences: simple, compound, and complex.
Sample instructional strategies and supports				
Model how to ask questions during oral presentations when a word or phrase is not understood.	Model how to ask questions during oral presentations when a word or phrase is not understood.	Provide opportunities for students to practice model sentences and phrases that can be used in a discussion about a certain issue.	Provide opportunities for students to practice model sentences and phrases that can be used in a discussion about a certain issue.	Discuss differences in language used in informal and formal discussions. Elicit from students language use that would be inappropriate for formal discussions about a topic.

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Grades 11-12, Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.	Determine the meaning, (including the figurative and connotative meanings) of general, academic, and content specific words and phrases, figurative language (example, irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, and events, using context, complex visual aids, reference materials and consistent knowledge of morphology.

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Sample Content-based Participation Goals—English Language Arts
Lesson Vignette

English Language Arts
Reading: Literature, Craft & Structure--SS #4

Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath :) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and their favorite comments with the class.

For ELLs, grade-level texts may not be appropriate. Choose appropriate reading-level text For Level 1 ELL, this could mean a picture book with high-interest content.

ELLs who read at a level higher than Level I access the text through simplified editions. These publishers offer simplified, abridged versions of many required high school texts:

- **Oxford University Press (Bookworms Library)**
- Steck-Vaughn Short Classics

Note: If available and if student is literate in his or her first language, student may read a translated version of the class text.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Provide the meaning of his or her name in own language. Print own name and illustrate the meaning. Present in front of class, using a sentence frame: "My name is_____. It means __________" Circulate illustration through class or small group and receive peer comments on stick notes.	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teacher-created list of words or phrases from assigned text, student will select one that is interesting. Through role-play, illustration, and/or use of a dictionary, gain understanding of the word. Illustrate the word or phrase. Presents in front of class, using a sentence frame: "My interesting word (phrase) is _____." Circulate illustration through class or small group and receive peer comments on stick notes.	Given a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example), choose a word or phrase from the text. Use English dictionary, bilingual dictionary to support comprehension of written text. Paired with a partner, silently read and comment on a few other students' selections; using partner comments as a model, writes his or her own sticky note observations. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	After guided reading of non-leveled text, students participate fully students choose a word or phrases the assigned text and write it on a stick note. Use English dictionary, bilingual dictionary to support comprehension of written text. With teacher or partner, read one example of another student's sticky note. Following teacher or peer model, use blank sticky notes to comment on other students' selections. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	Given class reading assignment, participate fully in vignette lesson. Use English dictionary, bilingual dictionary to support comprehension of written text. After one or two classmates have already modeled the sharing activity, share his or her quotation and a favorite comment until
Sample instructional strategies and supports				
Provide opportunity for students to practice with a partner before presenting to whole class.	Provide opportunity for students to practice with a partner before presenting to whole class.	In small group setting, read aloud sections of the poem or other text that students are reading. Provide opportunities for students to ask about words and phrases they don't understand.	Demonstrate examples of how context, knowledge of morphology and other clues can help determine the meaning of unfamiliar words.	Identify idiomatic expressions in students' assigned readings and lead discussion of their meanings.

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Grades 11-12, Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate basic information about an event or topic, with support (including context and visual aids) about an event or topic, using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., first, next, because).	Recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result).	Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.	Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among Events and ideas.

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Sample Content-based Participation Goals—English Language Arts
Lesson Vignette

English Language Arts
Writing: Texts types & purposes, SS #3

Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include This I Believe (NPR), Laws of Life and Digital Writing Workshop (Troy Hicks).

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12, p. 23
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Given a list of adjectives, engage in role-play, illustration, and/or translation create meaning for new vocabulary. Use list or an English dictionary, bilingual dictionary, or peer interaction to find	Given a model (pre-formatted "I Am. . ." poem, like http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf), use writing process (pre-writing, drafting, revising, editing, and publishing) to compose	Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to compose a personal credo of one paragraph. Include a clear topic sentence telling one important quality that he	Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200 words. Record an auditory copy of his or her credo (using Audacity or other school	Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to compose a personal credo of 300-500 words. Record an auditory copy of his or her credo (using Audacity or other school

several adjectives to describe self. Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to creatively organize a list of adjectives that describe self. (Note: advanced students may find adjectives that match the letters of their names to make an acrostic.) With a partner or peer, practice reading his credo to improve fluency. Record an auditory copy of his or her credo (using Audacity or other school supported software). If desired, post an audio version of the whole or partial poem on school or public website.	ideas/behaviors that are valuable to his life. Record an auditory copy of his or her credo (using Audacity or other school supported software). If desired, post an audio version of the whole or partial poem on school or public website.	or she strives to embody. Include at least three supporting sentences illustrating examples or reasons why that quality is desirable. Conclude paragraph with an effective closing sentence. With a partner or peer, practice reading his poem to improve fluency. Record an auditory copy of his or her credo (using Audacity or other school supported software). If desired, post audio version of the credo on a school or public website; may submit credo to a Laws of Life contest or NPR program.	supported software). If desired, post audio version of the credo on a school or public website; may submit credo to a Laws of Life contest or NPR program.	supported software). If desired, post audio version of the credo on a school or public website; may submit credo to a Laws of Life contest or NPR program.
Sample instructional strategies and supports				
Show and discuss examples of podcasts on websites.	Show and discuss examples of podcasts on websites. Have students work in pairs to support each other in developing personal poems/credos.	Share examples of written texts that illustrate main idea and supporting details.	Provide opportunities for students to practice giving auditory version of credo; provide feedback to assist with making improvements.	Provide criteria of a well-written personal credo that students can use for self evaluation during writing process.

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Grades 11-12, Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences).	Use simple phrases (e.g., noun, verb, adjectival, adverbial, prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	Use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals—English Language Arts
Lesson Vignette

English Language Arts
Language: Conventions of Standard English, SS #1 & 2

Students take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.

Note: may need some explicit instruction and/or models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-quizzes.com/adj_order.html

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Given a simple, present tense written sentence with up to 8 words, supply the missing word. Here is an example pattern: noun + action verb + preposition + adjective (article) + noun. Complete a few sentence frames with this sentence. For each repetition, write the missing word in the blank. Example: Students and	Given a written model simple, compound and complex sentences, change highlighted words to create new meaning. For example, "Mr. Wilson called on the girl in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.	Given a written model simple, compound and complex sentences, change highlighted phrases to create new meaning. For example, "Mr. Wilson called on the girl in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.	Given a written model simple, compound and complex sentences, change highlighted phrases or clauses sentence to create new meaning. For example, "Mr. Wilson called on the girl in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each other's	Students fully participate in model vignette. For example, "Mr. Wilson called on the girl." Add additional words, phrases, and clauses to create new or more specific meaning. Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.

teachers walk to the school. 1. _____ and teachers walk to the school. 2. Student's _____ teachers walk to the school. 3. Students and teachers _____ to the school. Respond to "wh" questions with complete sentences, supplying different missing words each time; for example: "Who walks to the school?" "To where do the students and teachers walk?" Note: Activities can be done in a congo line/station format to engage kinesthetic learners. Teachers should limit correcting subject-verb agreement at this level. Simply model the correct agreement (use of suffix "s")	Record example parts of speech and their names (i.e., "nouns") in notebook, journal, or other note-taking method.	Record definitions of parts of sentences (i.e., independent clause, dependent clause, phrase) in notebook, journal, or other note-taking method	sentences. Record definition/examples of noun, verb, adjectival, adverbial and participial, prepositional, absolute phrases and of relative clause in in notebook, journal, or other note-taking method.	Record definition/examples of noun, verb, adjectival, adverbial and participial, prepositional, absolute phrases and of relative clause in in notebook, journal, or other note-taking method.
Sample instructional strategies and supports				
Model making changes with other sentences. Have students work in pairs.	Model making changes with other sentences. Have students work in pairs.	Provide and discuss examples of texts that contain compound and complex sentences.	Provide and discuss examples of texts that contain complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses.	Provide and discuss examples of texts that contain complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses.

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GUIDELINES FOR ASSISTING ELLS WITH LIMITED FORMAL SCHOOLING

Note: the following information is excerpted from Ohio's current English Language Proficiency Standards for Limited English Proficient Students (Ohio Department of Education, 2010, pp. 5-7).

As indicated in a previous section, among Ohio's ELLs are students with limited formal schooling (LFS). They have a special challenge in accessing Ohio's New Learning Standards because they do not have the same advantages as many of their peers. Students with more experience in the classroom have acquired and developed learning strategies they can apply to their new learning and thus are likely to progress more rapidly than those who have had little or no exposure to formal education. An area where this is particularly obvious is literacy. Students who have had experiences with books have developed a set of skills that allows them to use books, even though in a new language, more rapidly than those who have not had this experience. For example, students who are familiar with books know that words carry meaning and that pictures give clues to content, and they are able to apply this previous knowledge to more rapidly extend their comprehension of new printed material. In contrast, non-literate students of any age need to start by establishing an awareness of the connection between oral language and print, and progress through all the stages of literacy learning.

In addition to lacking the tools of literacy, students with no previous educational experience have not developed knowledge of or comfort with classrooms and classroom routines. Thus, these students enter the classroom filled with anxiety and a lack of self-confidence. Students with limited or no school experience need to quickly learn appropriate school behaviors and expectations. For example, students must learn where to sit, when to sit, how to volunteer information, what information to volunteer and when to change classes. They also must learn that the teacher asks questions even though he or she already knows the answers, and that they must answer the questions anyway. They need to learn time management skills such as arriving in class on time, reaching the bus on time and assessing how much time is necessary to complete a learning task.

Because of the lack of previous school schema, LFS students need to be specifically taught the skills and knowledge about the schooling situation that other students bring with them. The major areas in which LFS students need special assistance or direct instruction include orientation to the American school setting and structure, behavioral knowledge and academic information. The following provide examples of specific knowledge and competencies that may need to be directly taught to LFS students.

Knowledge and Competencies Related to American School Culture

- ***Knowledge of American school facilities and their functions***
- Lockers
- Drinking fountains

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- Cafeteria □
- Library □
- Gymnasium □
- Student services (nurse, librarian, counselor, buses)

➢ ***Understanding of American school policies and procedures***

- Class schedules
- Reports cards □
- Grades □
- Tornado, fire drills and lock down drills □
- Clothing and equipment for physical education classes □
- Variety and purposes of tests
- Test-taking techniques □
- Rules relating to plagiarism and cheating

➢ ***Understanding of expressions of respect in American schools***

- How to take turns appropriately
- How to interrupt appropriately □
- Respect for others' possessions (e.g., do not touch or remove things from someone's desk without permission) □
- Appropriate time for silence in different school settings □
- Appropriate ways to get the teacher's attention in class □
- Appropriate ways to demonstrate appreciation of others □
- Appropriate ways to demonstrate respect for other speakers □
- Norms of personal space

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➢ ***Understanding of expected classroom behavior in American schools***

- Use eye contact during oral communication with others □
- Make an effort to actively participate in class discussions □
- Raise one's hand to speak □
- Ask and answer questions appropriately
- Follow seating arrangements (may be assigned by the teacher) □
- Follow procedures for moving about in the classroom, sharpening pencils, etc. □
- Follow the teacher's directions; ask for clarification if needed □
- Use materials appropriately; follow clean-up procedures □ Ask permission to leave the classroom □
- Follow procedures for lining up

➢ ***Understanding of expected out-of-classroom behavior in American schools***

- Follow hallway rules (e.g., pass through the hall quietly, keep hands to one's self, pass through halls in the expected time, use a pass if required)
- Follow cafeteria procedures for lining up, ordering food, eating etiquette, cleaning up □
- Use the restroom appropriately (turn off faucets, keep the restroom clean) □
- Follow the bell schedule □

- Follow procedures for tardiness and absence
- Follow the rules for taking the bus (e.g., be at the appropriate pick-up spot, be on time, follow bus behavior guidelines, follow procedures when the bus is missed)
- Demonstrate appropriate playground behavior (e.g., show appropriate norms for competition, interaction with fellow player

Basic Academic Knowledge for Effective Communication in American School Settings

In addition to making sure that ELLs have the cultural and social knowledge required for achieving English proficiency in American schools, teachers also need to make sure that ELLs have the basic background knowledge needed to achieve English proficiency in American academic settings. For example, students who are new to U.S. schools may need help in gaining an understanding of the following:

- The U.S. system of measurements (e.g., time, money, distance) □
- American holidays and holiday customs □
- Famous American historical and literary figures □
- Grade-appropriate knowledge of American icons, American poems and other literature □ U.S. history
- Local, state and national systems of government □ Local, state and national geography □
- American fauna and flora

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WEB-BASED RESOURCES

Common Core for ELLs, Classroom Video Modules (Colorin, Colorado)
http://www.colorincolorado.org/common-core/classroom/instruction/

English as New Language Standards, Second Edition. (National Board for Professional Teaching Standards, 2010)
http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-emc-enl-standards.pdf

English Language Proficiency (ELP) Standards with Correspondences to K–12 English Language Arts (ELA), Mathematics, and Science Practices, K–12 ELA Standards, and 6-12 Literacy Standards. (April 2014). Council of Chief State School Officers
http://www.elpa21.org/standards-initiatives/elp-standards

ELP Standards Resources. (Updated June 2014). WestEd.
https://wested.app.box.com/ELPStandardsResources

Foundational Literacy Skills for English Learners. (2012). California Department of Education.
http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf#search=Foundational%20Skills%20for%20ELLs&view=FitH&pagemode=none

INFOhio, Ohio's PreK-12 Digital Library
http://www.infohio.org/

Ohio's New Learning Standards - English Language Arts (Adopted June 2010). Ohio Department of Education
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx

Ohio's English Language Arts Model Curricula. (Adopted March 2011). Ohio Department of Education
http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/English

Ohio's New Learning Standards - Mathematics (Adopted June 2010). Ohio Department of Education
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Ohio's English Mathematics Model Curricula. (Adopted March 2011). Ohio Department of Education
http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Mathematics

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Ohio's New Learning Standards – Science (Adopted July 2011). Ohio Department of Education
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Ohio's New Learning Standards – Social Studies (Adopted June 2010). Ohio Department of Education
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx

Ohio's Social Studies Model Curricula. (Adopted March 2011). Ohio Department of Education
http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Social-Studies

Proficiency Level Descriptors for English Language Proficiency Standards. (2013). Council of Chief State School Officers
https://wested.app.box.com/ELPStandardsResources/1/1238544451/12217258688/1

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Appendix A

CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

Ordered by Content Areas

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CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

LANGUAGE ARTS

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Grade K: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations (information or stories presented orally).	With prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations.	With prompting and support (including context and visual aids), use a developing set of strategies to identify main topics in read-alouds and oral presentations, and ask and answer questions about key details.	With prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics, answer questions about key details or parts of stories from read-alouds, picture books, and oral presentations, and retell events from stories.	With prompting and support (including context and visual aids), use a wide range of strategies to identify main topics, answer questions about key details in read-alouds, picture books, and oral presentations, and retell familiar stories

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students listen to the story, The Little Red Hen. Then, they identify key idea and details using a retelling glove.
Source: Ohio English Language Arts Model Curriculum Strand--Reading: Literature
Topic: Key Idea and Details p. 1-2.

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
After listening to multiple read alouds of the story, match the animal word upon hearing the word to a picture card or replica of the character in the story (hen, pig, cat, and dog).	After listening to a few read alouds of the story, use a retelling glove* to identify key ideas (characters and setting). Use the glove to retell the story to peer/teacher. Identify the setting and 2-3 characters.	After listening to a read aloud of the story, use the retelling glove* to identify key ideas (characters, setting, problem, and solution). Use the glove to retell the story to peer/teacher. Identify all characters, the setting, and the problem with support as needed.	After listening to a read aloud of the story, use the retelling glove* to identify key ideas (characters, setting, problem, and solution). Identify all characters, setting, problem, and solution with support as needed.	After listening to a read aloud of the story, answer questions about the story. Retell the story expressing key ideas and details using the retelling glove and or visual cards as needed.

* ***Retelling glove:*** *a colorful, stretchy glove with visual cues used to retell a story. Different elements of a story are written with a fine-tipped marker on each finger of the glove. After reading a story, students put on the glove and discuss the different elements of the story by referring to cues on the glove. For more ideas on using retelling gloves, refer to the following website link:* *http://www.smekenseducation.com/use-the-retelling-glove-for-summarizing-stories.html*

Sample instructional strategies and supports

Provide native language support if available. Refer to pictures of animals when reading the story aloud.	Demonstrate the use of a retelling glove. Have students practice retelling story with a partner.	Provide a sample graphic organizer that students can use to provide information about the story.	Provide a sample graphic organizer that students can use to provide information about the story.	Have students practice asking and answering questions about the story in pairs.

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Grade K: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	With prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	With prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	With prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	With prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

The teacher provides experiences that explore understanding of word and word categories by using the book A House is a House for Me by Mary Ann Hoberman. The story focuses on habitats and shelter.

After listening to the read aloud a few times, students will be exposed to the word "shelter/house/habitat". New vocabulary (shelter/house) and word categories will be discussed.

Source: Ohio English Language Arts Model Curriculum: Strand: Language; Topic: Vocabulary acquisition and usage, p. 35
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Students point to pictures in the text by responding to the question, "What animal lives in a web?' When viewing a picture of a web, the student will point to a picture of a spider.	Create a graphic organizer to help identify items from the story that have a house. For example: pea and pea pod corn and a husk bee and a hive Use picture cards as needed.	Complete the sentence frame A _____ is a house for a _____. Begin to discuss different types of house dwellings (apartment, house, trailer, duplex,).	Take turns answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.	Take turns asking and answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.

Sample instructional strategies and supports

Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension	Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension Provide a model of a chart that can be used to record key information.	Lead whole class discussion on different kinds of houses/shelters.	Provide opportunities for students to practice communication skills in small group settings.	Provide opportunities for students to practice communication skills in small group settings.

Grade K: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	Retell several events from experience or a familiar story, with support (including visual aids, context), with developing control of some frequently occurring linking words (e.g., *and, then*).	Retell a simple sequence of events from experience or a familiar story, with support (including visual aids, context), with increasingly independent control of frequently occurring linking words.	Retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end, with support (including visual aids), using frequently occurring linking words.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students create an autobiography book using photos, drawings, and writing depicting their life history. They share their personal history through stories and pictures.

Sources:
Ohio English Language Arts Model Curriculum, K, Writing
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

Ohio Social Studies Model Curriculum, Personal Histories, Content Elaboration, pg 2
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum_April2014.pdf.aspx -

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Level 1	Level 2	Level 3	Level 4	Level 5
NA	NA	Use photographs to retell a sequence of events from an experience such as a vacation. In the retelling, students will use linking words either orally or in writing.	Create an autobiography book retelling a sequence of events using photos and drawings. In the retelling, students will use linking words either orally or in writing.	Create an autobiography book of life events (birth to current) using photos and/or drawings. Student will use linking words to sequence events.

Sample instructional strategies and supports

		Model using autobiography book to retell a past experience. Point out use of key vocabulary and linking words. Provide opportunities for students to practice retelling in small group settings	Model using autobiography book to retell a series of events. Point out use of key vocabulary and linking words. Provide opportunities for students to practice retelling in small group settings	Provide students opportunities to practice telling about events in their personal history and give feedback for making improvements.

Grade K: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns and verbs, and understand and respond to simple questions, with support (including context and visual aids).	Recognize and use frequently occurring nouns and verbs and short phrases; respond to yes/no and wh-questions; and produce a few simple sentences in shared language activities, with support (including context, visual aids).	Recognize and use frequently occurring regular plural nouns (-s, -es), verbs, and prepositions; use and respond to question words; and produce simple sentences in shared language activities, with support (including context, visual aids).	Recognize and use frequently occurring regular plural nouns, verbs, and prepositions; use and respond to question words; and produce and expand simple sentences in shared language activities, with support (context, visual aids).	Use frequently occurring regular plural nouns, verbs, prepositions, and question words; ask and answer questions using interrogatives; and produce and expand simple sentences, in shared language activities and with increasing independence.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students participate in a noun sort and shared writing experience

Students sort with a partner noun picture cards into different categories

Source: Ohio English Language Arts Model Curriculum Strand: Language
Topic: Conventions of Standard English, pp.34-35
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Sort picture cards in categories of person, place, thing, and animal. Participate in writing a shared story as a class using nouns from the sort. As a class circle all nouns in blue. Repeat orally sentences using several of the nouns. ("A lion is an animal,")	Sort picture cards in categories of person, place, thing, and animal. Participate in writing a shared story as a class using nouns from the sort. State orally three sentences using nouns from the shared story. ("A lion roared in the night.")	Sort picture cards in categories of person, place, thing, and animal. With a partner, develop an oral story using some of the nouns from the sort.	Sort picture cards in categories of person, place, thing, and animal. With a partner, develop an oral story using some of the nouns from the sort. Retell the story to other classmates. After the retelling, answer questions about the retelling.	Sort nouns word cards independently into categories of singular and plural nouns... Write a shared story as a whole group. Select words from the sort to use in the story writing. After being given a copy of the story with some blank spaces, fill in the missing nouns using the words from the sort. Circle singular words in red and plural words in purple.

Sample instructional strategies and supports

Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension Model using words to make statements.	Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension Model using words to make statements.	Model the development of an oral story.	Model the development of an oral story. Retell the story to whole class, elicit and answer questions about the story.	As a practice, tell a story to the students; during the story telling, have the students raise their right hand when they hear a singular noun, and their left hand when they hear a plural noun.

Grade 1: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds, picture books, and oral presentations.	Use an emerging set of strategies to identify key words and phrases in read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to identify main topics, answer questions about key details from read-aloud texts, simple written texts, and oral presentations, and retell some key details or events from stories.	Use an increasing range of strategies to identify main topics; ask and answer questions about an increasing number of key details in read-alouds, written texts, and oral presentations; and retell familiar stories or episodes of stories.	Use a wide range of strategies to identify main topics; ask and answer questions about key details in read-alouds, written texts, and oral presentations; and retell stories, including key details.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students listen to a read aloud of *Near One Cattail: Turtles, Logs, and Leaping Frogs (Jennifer Dirrubio)*. Then, they identify adaptive features that help animals survive in that environment.

Source: Ohio Science Standards, Grade 1, page 36
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Ohio Resource Center, Science Bookshelf, Life Science
http://www.ohiorc.org/bookshelf/detail.aspx?id=21&gid=2

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Level 1	Level 2	Level 3	Level 4	Level 5
Recall one animal from the story. Using pictures and simple words, identify one need of that animal (E.g., draw a picture of a frog eating mosquitoes).	Recall one animal that lives in the wetlands. In simple words and phrases, students state the needs/characteristics of that animal. Record in science journal.	Recall some of the animals that live in the wetlands. In small groups, discuss how the wetlands meet the needs of one animal in the story. Create a chart to record information.	Engage in a discussion regarding the needs of some of the different plants and animals featured in the book. In small groups, describe in simple terms how the wetlands are meeting those needs. Share out.	Engage in a discussion regarding the needs of the different plants and animals featured in the book. In small groups, describe how the wetlands are meeting those needs. Share out.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	Provide a model of a chart that can be used to record key information.	After reading the informational selection, in a large group setting asks students to identify main ideas and key details.	Demonstrate examples of questions that can be used to clarify information provided in an oral reading,

Grade 1: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information or feelings about familiar topics or experiences.	Communicate simple messages about familiar topics, experiences, events, or objects in the environment.	Deliver short simple oral presentations and compose short written texts about familiar topics, stories, experiences, or events.	Deliver short simple oral presentations and compose written texts about a variety of texts, topics, experiences, or events, using simple sentences and drawings or illustrations.	Deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Source: English Language Arts Model Curriculum, Grade 1, Writing, Research to Build Knowledge, Standard Statement 7, pg 25
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx

Scholastic lessons for How-To Books
http://www.scholastic.com/teachers/lesson-plan/how-books/

Level 1	Level 2	Level 3	Level 4	Level 5
Use pictures and body gestures demonstrate how to carry out a familiar and simple task (brushing teeth, calling a friend, checking a book out from the school library). Place pictures in appropriate sequence and practice saying new vocabulary words.	Use pictures and key words to demonstrate how to carry out a familiar and simple task (brushing teeth, calling a friend, checking a book out from the school library). Place pictures in appropriate sequence and talk about them using key words and phrases.	Use pictures and key words to demonstrate how to carry out a familiar and simple task (brushing teeth, calling a friend, checking a book out from the school library). Place pictures in appropriate sequence. Write about them in a journal using simple sentences. Share with partner.	Referring to various resources (books, magazines, and videos), follow teacher guidelines to write about a three-step task (e.g making a sandwich). Present to class using visual aides.	Referring to various resources (books, magazines, and videos), follow teacher guidelines to write about a three to five step task (e.g making pancakes). Present to class using visual aides.

Sample instructional strategies and supports

Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information.	Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information.	Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information. Have students work with a partner to develop PowerPoint presentation.	Have students work with a partner to develop PowerPoint presentation. Allow students to practice giving PowerPoint presentations in small group settings.	Allow students to practice giving PowerPoint presentations in small group settings.

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Grade 1: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	Show awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	Shift appropriately between informal, 'playground speech' and language appropriate to the classroom most of the time; use words learned through conversations, reading, and being read to.
Sample Content-based Participation Goals – English Language Arts **Lesson Vignette** Listen to a read aloud of *Yo! Yes*. By Chris Raschka. Demonstrate an awareness of informal speech and formal speech. Source: Adapted from English Language Arts Model Curriculum Grade 1, Language, Knowledge, Standard 3, pg 34) http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
		Participate in a classroom discussion about the informal speech used in the book. Create a t-chart comparing the informal language in the books and the formal equivalent (e.g. Yo, What's up! /Hello, how are you?)	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of story, pretending that one of the characters is a teacher/doctor.	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of the story, pretending that one of the characters is a teacher/doctor.
Sample instructional strategies and supports				
		Demonstrate how to use a T-chart to illustrate differences. Have students work with partners to complete the T-chart.	Have students work with partners in writing alternate dialog.	Provide opportunities for peer feedback on initial drafts.

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Grade 1: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	With prompting and support (including context and visual aids), answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	Answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events, using sentence-level context and visual aids.	Answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms.	Answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *–ed, -ing, and some common prefixes*).

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

While reading *Julius, Baby of the World* by Kevin Henkes, students use context clues to help define story vocabulary.

Source: English Language Arts Model Curriculum, Grade 1, Language, Vocabulary Acquisition and Use, Standard 4, pg 34
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx

ReadWriteThink, Classroom Resources, Lesson Plans, Julius, the Baby of the World

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Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the teacher read the story. Follow oral directions to draw a picture of a mouse. (e.g.Draw the ears. Draw the eyes.)	Listen to the teacher read the story. With teaching prompting, use illustrations and simple clues in the story to guess the meaning of a few new words (e.g. fur, diaper)	Listen to the teacher read the story. With teaching prompting, use illustrations and simple clues in the story to answer questions about the meanings of a larger range of new words (e.g. fur, diaper, disgusting, insulting)	Listen to the teacher read the story. With teaching prompting, use illustrations and context clues to answer questions about the meanings of words (e.g insulting, chimed, constantly) . Give an example of another situations in which that word might be used.	Listen to the teacher read the story. With teaching prompting, use illustrations and context clues to answer questions about the meanings of words (e.g insulting, chimed, constantly) . Give an example of another situations in which that word might be used.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual resource if ailable and illustrations to aid comprehension.	Demonstrate how to use illustrations and context clues to determine meaning of words.	Demonstrate how to use illustrations and context clues to determine meaning of words. Have students work with partners on using clues to determine meanings of unknown words.	Have students work with partners on using clues to determine meanings of unknown words.	Provide opportunities for students to share their examples in small groups.

Grade 1: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 2.]	Retell an event, and present simple information, with support (including visual aids, modeled sentences) using, with emerging control, some frequently occurring linking words.	Retell (in speech or writing) a simple sequence of events in the correct order, and present simple information, with support (including modeled sentences), using, with developing control, some frequently occurring linking words (e.g., *and, so*) and temporal words (e.g., *first, then*).	Recount two or three events in sequence, and present simple information about a topic, using, with increasingly independent control, some temporal words (e.g., *next, after*) to signal event order and some frequently occurring linking words (*and, so*) to connect ideas.	Recount a more complex sequence of events in the correct order, using temporal words to signal the event order, and introduce a topic and provide some facts about it, using frequently occurring conjunctions and connecting words.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students practice the concepts of time and hours by talking about the book *The Grouchy Lady Bug,* (Eric Carle) and writing about the events in their day

Source: English Language Arts Model Curriculum, Grade 1, Reading Literature: Key Ideas and Details, Standard 1, pg 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx

#ORC 4328 from the National Council of Teachers of Mathematics, Illuminations: Grouchy Lessons of Time)
http://www.ohiorc.org/standards/commoncore/mathematics/resources.aspx?id=5171

Level 1	Level 2	Level 3	Level 4	Level 5
	After reading the story, use visual aids to sort the activities that the ladybug did by morning, afternoon, and evening. Using pictures and words complete a chart about what one would do during different times of the day. Share with partner.	After reading the story, sort the activities that the ladybug did by morning, afternoon, and evening. Write simple sentences about what one would do during different times of the day. Share with partner.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, *"Yesterday was no ordinary day…."* write a creative story including at least one event that happened during the morning, afternoon, and evening. Share with small group or class.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, *"Yesterday was no ordinary day…."* write a creative story including a complex sequence of events. Share with small group or class.

Sample instructional strategies and supports

	Demonstrate the use of a graphic organizer to share information. Have students work with partners in completing the chart.	Demonstrate the use of a graphic organizer to share information.	Provide examples of creative stories written by other students. Discuss the use of transitional phrases to connect ideas.	Provide feedback on initial drafts of story and allow students to make revisions for final draft.

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Grade 2: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic or message/lesson (of a story) and some key words and phrases in read-alouds, simple written texts, and oral presentation.	Use a developing set of strategies to identify the main topic or message, answer questions about and retell some key details in read-alouds, simple written texts, and oral presentations.	Use an increasing range of strategies to determine the main idea or message, and identify or answer questions about some key details that support the main idea/message in read-alouds, written texts, and oral presentations; and retell a variety of stories.	Use a wide range of strategies to determine the main idea or message, and tell how key details support the main idea in read-alouds, written texts, and oral communications; and retell a variety of stories.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Using the story "Danny and The Dinosaur" the teacher has students answer questions such as "who, what, where, when, why, and how" to demonstrate understanding of key details in text.

Source: Ohio English Language Arts Model Curriculum 2.1 page 1)
Literature: Key idea and details (also refer to page 10)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_2_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
After listening to a teacher read aloud multiple times, sort story pictures cards by two of the five areas who, what, where, when, and why to indicate key ideas and details orally to the teacher.	After listening to a story read aloud, sort picture cards by key ideas and details into 5 categories of who, what, where, when, and why. Complete graphic organizer and illustrate categories sharing orally with a partner.	After listening to the story, complete story map graphic organizer on story elements to indicate key ideas and details. Use a combination of illustrations and sentences for detail recall and share with a small group.	After listening to the story, write 3-5 complete sentences summarizing the story and use as an aide for a retelling. Include key ideas and details in the retelling.	Write 5 or more sentences summarizing key ideas and details. Share retellings during a formal presentation incorporating a PowerPoint.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	After reading the story, in a large group setting asks students to identify main ideas and key details. Provide a model of a chart that can be used to record key information.	Provide a model of a chart that can be used to record key information. Have students work with a partner to complete graphic organizer.	Model how to take notes while listening to a story.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of PowerPoint.

Grade 2: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount a sequence of events, using temporal words (*before, after, soon*), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., *because, and, also*) to connect ideas or events.	Recount a coherent sequence of events, using temporal words to signal event order clearly, and introduce an informational topic and present facts about it using linking words (e.g., *because, and, also*) to connect ideas and provide a concluding statement.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings. They use temporal words to signal event order, and provide a sense of closure.

Sources: Oho English Language Arts Model Curriculum, Writing, Text Types and Purposes pg 22
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_2_ELA_Model_Curriculum_March-2015.pdf.aspx

http://www.uen.org/Lessonplan/preview.cgi?LPid=13889

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Level 1	Level 2	Level 3	Level 4	Level 5
Illustrate a memory about the best day of school. Use basic vocabulary words to label and discuss picture..	Write about the best day of school, recounting two events. Use key words and modeled sentences. Ilustrate and share with a partner..	Write about the best day of school, recounting two events. Use complete sentences and correct sequence. Share with class.	Write about the best day of school, recounting 2-4 events in the correct sequence. use temporal words and linking words correctly. Share with class.	Following teacher guidelines. write a coherent paragraph about the best day of school. The paragraph must include a topic sentences, 3 details, and a concluding sentence. Edit and revise in pairs.

Sample instructional strategies and supports

Model the telling about a past event. Afterwards, highlight and discuss key words in the narrative. Retell the past event and have students listen for the key words.	Provide examples of sentence structures that can be used to tell about a past event.	Provide opportunities to practice their telling of their best day at school; provide feedback to help students improve language use and fluency.	Model using transition phrases to connect sentences and paragraphs. Provide opportunities for students to practice pronouncing certain words and phrases.	Provide feedback on initial drafts of both oral and written narratives, and allow students to make revisions for final oral and written recounting.

Grade 2: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring collective nouns (e.g., *group*), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences, with support (including modeled sentences).	Use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.	Use collective and commonly occurring abstract nouns (e.g., *childhood*), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students demonstrate an understanding of regular and irregular verbs after reading *Penguins* by Penepe Arlon. They use the verbs correctly in speech and writing.

Sources: Ohio English Language Arts Model Curriculum, Grade 2, pg 32
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_2_ELA_Model_Curriculum_March-2015.pdf.aspx

Scholastic Common Core Book Lists-Grades 2-3 Nonfiction
http://commoncore.scholastic.com/teachers/books/literature

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Level 1	Level 2	Level 3	Level 4	Level 5
Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. Students will learn a few common action verbs from the book. Demonstrate understanding of selected action words in the book by performing the actions during a game of "Simon Says".	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. Demonstrate understanding of a number of verbs in a story using simple sentences. Write a few simple verbs in sentences.	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. match regular past tense verbs with present tense verbs and drag them to a T-Chart. Write sentences about a penguin using regular past tense verbs.	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. Determine if the past tenses of the verbs are regular or irregular and drag them to a T-Chart. Write a short story about a penguin using both regular irregular verbs provided by the teacher.	Using Smart board technology, read the eBook *Penguins* by Penelope Arlon. Determine if a wide range of past tense verbs are regular or irregular and drag them to a T-Chart. Students will write a story about a penguin using a wide range of vocabulary and sentence structures.

Sample instructional strategies and supports

Provide list of key words for students to note when listening to the story.	Provide list of key words for students to note when listening to the story. Have students work with a partner in writing sentences with the selected verbs.	Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete TChart. In whole group setting, lead the student's development of a story about a past event, demonstrating the use of past tense and conjunctions.	In whole group setting, lead the students in the development of a story about a past event, demonstrating the use of a variety of adjectives, compound and complex sentences.	Provide criteria of a well-written story that student can use for self evaluation.

Grade 3: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify some key words and phrases identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to identify the main topic or message answer questions retell some key details from read-alouds, simple written texts, and oral presentations.	Use an increasing range of Strategies to determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories from read-alouds, written texts, and oral presentations.	Use a wide range of strategies to determine the main idea or message tell how key details support the main idea retells a variety of stories from read-alouds, written texts, and oral communications.

Sample Content-based Participation Goals Language Arts

Lesson Vignette

Teacher reads "Charlotte's Web" to students using visual aids and expression to add to understanding. Students retell "Charlotte's Web" using a graphic organizer to identify the main idea, details, characters, and theme of the story.

Source: Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_3_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Match pictures to a few key words from "Charlotte's Web" after listening to the teacher read it. E.g. - "pig, spider, web, word", with bilingual assistance if available.	Complete a graphic organizer with 3 boxes to identify the beginning, middle and end after listening to the teacher read "Charlotte's Web". Student may use a combination of words and pictures.	Complete a graphic organizer to identify the main idea of "Charlotte's Web" and identify some important details with visual supports as needed.	Retell "Charlotte's Web" using a graphic organizer showing the main idea, important details and characters, and correct sequence of events with limited support.	Retell "Charlotte's Web" by completing a graphic organizer with main idea, important details, characters, correct sequence and identify the theme independently.

Sample teaching strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Demonstrate how to use a graphic organizer with another story.	Have student work with a partner.	Provide time to practice retelling in a small group setting.	Allow student to redo retelling after receiving feedback on a practice presentation.

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Grade 3: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story.	Express an opinion about a familiar topic or story, giving one or more reasons for the opinion.	Express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.	Express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students write an opinion piece on whether students should wear school uniforms supporting this point of view with reasons. Introduce the topic, state the reasons and provide a concluding statement.

Source: Ohio's English Language Arts W 3.1 Model Curriculum Standard Statement, page 21
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_3_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Use a sentence frame (e.g., "I ____school uniforms.") to express an opinion and illustrate the sentence.	Write an opinion and give a reason for it (e.g., "I don't want school uniforms, because I like my clothes.") using a teacher provided outline. Support with illustration.	Write a paragraph stating an opinion and support the opinion with 3 reasons based on a teacher provided outline. Begin to use linking words and phrases such as "because, since, for example".	Provide a clear introduction with a clear opinion on the topic, at least 3 reasons supporting the opinion using a logical construction with linking and sequence words giving a concluding sentence.	Independently write a well- developed opinion piece with a strong introduction, clear supporting reasons, and well chosen vocabulary with an effective conclusion.

Sample teaching strategies and supports

Provide sample sentence structures to express opinions (I like, _____ I don't like _____, I prefer _____).	Model both oral and written statements expressing opinions with reasons.	Have ELL work with partner on writing an opinion piece with supporting reasons.	Provide opportunities for peer feedback on initial drafts.	Provide criteria of a well-written opinion piece that student can use for self evaluation.

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Grade 3: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and*, *then*).	Recount a short sequence of events, and present a few pieces of information about a topic, with support (including modeled sentences), using, with developing control, common linking words (e.g., *and*, *but*, *next*, *after*) to connect ideas or events.	Recount a sequence of events, using temporal words (*before*, *after*, *soon*), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., *because*, *and*, *also*) to connect ideas or events.	Recount a coherent sequence of events, using temporal words to signal event order clearly, and introduce an informational topic and present facts about it using linking words (e.g., *because*, *and*, *also*) to connect ideas and provide a concluding statement.

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students write and present a book report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate.

Source: Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_3_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite book.	Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words.	Write about several important events in correct sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency.	Write about several important events in the book in correct sequence Present to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency.	Write then orally present a clear, coherent, and creative book report which is logically organized and contains very few grammar errors and an effective concluding statement.

Sample teaching strategies and supports

Read aloud a book, and then have ELL discuss the book with a partner.	Have student work with a partner in writing about events in a story.	Provide ELLs opportunity to listen to reports from peers.	Provide opportunities to practice giving reports in small group settings	Provide feedback on students' practice of giving oral reports.

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Grade 4: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.	Use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.	Use a wide range of strategies to determine two or more main ideas or themes, and explain how key details support in read-alouds, written texts, and oral presentations; and summarize a text.

Sample Content-based Participation Goals - English Language Arts
Lesson Vignette

As part of their Earth Science curriculum, students read *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber. Write a summary including the main idea and key details using a teacher-prepared outline then share this information in a small group.

Source: Ohio English Language Arts RI 4.2 Model Curricula, p.12 and Science ESS, Solar System
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Use a picture dictionary, match pictures with simple weather words such as "rain, thunder, lightning, hurricane" with assistance from a teacher.	Use a simplified version of the outline to identify at least one main topic and 2 key details with bilingual or translation support (if available) then share this information in a small group.	Use a simplified version of the outline to identify 2 key topics and supporting details using a bilingual dictionary (if available) then share this information in a small group.	Use the teacher prepared outline to identify main ideas and key details, and write a simple summary with some teacher assistance then share the summary in a small group.	Independently complete the outline, identifying 2 or more main ideas and relate how the details support the main idea then write and share a grade appropriate summary of the text.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Model the use of an outline to show main idea and details of another written text.	Have ELL work with a partner.	Provide feedback on students' draft outlines.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.

Grade 4: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics, events, or objects in the environment.	Deliver short oral presentations and compose written texts about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, and experiences, including a few details.	Deliver short oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, including some details.	Deliver oral presentations and compose written narrative or informational texts about a variety of texts, topics, and experiences, developing the topic with details and examples.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

After reading and discussing 2 poems, "Fog" by Carl Sandberg and "They Were my People" by Grace Nichols, students compare the different structural elements of the poems, e.g., verse, rhythm, meter, using a teacher supplied chart, then share their examples of each poetic device in a short oral presentation to a small group.

Source: Ohio English Language Arts RL 4.5, Model Curriculum, page 3
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and translation help to understand the poem "Fog", show comprehension by drawing a picture with key words labeled such as "fog, cat, and city".	Use a differentiated chart to write about 1 or 2 key differences in the 2 poems with some bilingual and translation support. Then share an example of 1 poetic device in a small group.	Use a differentiated chart to write 2-3 key differences between the poems with minimal support. Then share examples of 2 poetic devices in a small group.	Complete the teacher-supplied regular chart comparing the 2 poems, giving 3-4 details using structural element vocabulary with some assistance if needed. Then share these examples in a small group.	Complete the chart comparing the 2 poems giving details with examples in a grade appropriate way and using grade appropriate academic terms. Then share these examples in a small group.

Sample instructional strategies and supports

Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Provide examples of charts used to show different structural elements of other poems.	Have ELL work with partner to complete chart.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Allow students to practice giving oral reports and provide feedback for improvements.

Grade 4: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a simple sequence of events in order, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount a short sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including modeled sentences), using, with developing control, an increasing range of temporal and other linking words (e.g., *next, because, and, also*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with increasingly independent control, transitional words and phrases to connect events, ideas and opinions (e.g., *after a while, for example, in order to, as a result*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce an informational topic, develop it with facts and details, and provide a concluding statement or section, using a variety of linking words and phrases to connect ideas, information, or events.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

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Students write a narrative about a time they went to their favorite place. They are to include sensory details and sequencing words. After revising and editing, they share their stories with an audience (classmates, parents or buddies) during a "Writers' Cafe".

Source: Ohio English Language Arts Model Curriculum Writing 4.3, p. 25
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write words or a simple sentence about a favorite place. E.g., "I like the zoo. I like the lion." Student will read their story during the "Writers' Cafe"*.	Write 3 sentences showing sequence of activities at their favorite place with visual supports and modeled sentences. E.g., "I went to the park. I played on the swings. Then I went down the slide." Then share orally during a "Writers' Cafe"*	Write a short paragraph showing a sequence of activities at their favorite place, using some descriptive language and linking words. Provide a concluding statement with some support. Then share orally during a "Writers' Cafe"*	Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains details, transitional words, and has a clear conclusion with some editing assistance. Then share and discuss orally during a "Writers' Cafe"*.	Write and edit a multi-paragraph narrative with coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during a "Writers' Cafe"*

***Writers' Café:** An online writing community where writers can post their work, get reviews, befriend other writers, and other activities. For more information click on the following website link http://www.writerscafe.org/*

Sample instructional strategies and supports

Provide and discuss words and phrases that can be used to describe a place in a picture or photo.	Review words to connect events (e.g. then, after that, first, finally).	Provide students the opportunity to share descriptions in small groups.	Share and discuss examples of narratives that exemplify good writing techniques.	Provide feedback on students' initial drafts.

Grade 5: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics, events, or objects in the environment.	Deliver short oral presentations and compose written texts about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, and experiences, including a few details.	Deliver short oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, including some details.	Deliver oral presentations and compose written narrative or informational texts about a variety of texts, topics, and experiences, developing the topic with details and examples.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

After reading and discussing 2 poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, students individually determine the theme and how the poet writes about the topic citing evidence from the text using a T-chart. They then share their answers, including evidence, in small groups.

Source: Ohio English Language Arts RL 5.2, Model Curriculum, page 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and translation support (if available), demonstrate understanding of the poem "Dust of Snow", by drawing a picture with key words labeled such as "crow, snow, shook, heart, mood". With assistance, practice reading the poem aloud.	Draw a picture and write 2-3 sentences about the poem "Dust of Snow" with bilingual and translation support (if available). Share their writing in a small group using phrases, pictures, and gestures to communicate the idea and details of the poems.	Show developing understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, by individually completing the T-chart with teacher support. Then share their ideas in a small group by using sentences and complete explanations of ideas in the poems.	Demonstrate understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, by individually completing the T-chart with minimal teacher support. Then share and discuss evidence supporting the themes and ideas and why the poet made certain word choices.	Independently demonstrate understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, using evidence from the text to complete the T-chart. Then discuss and defend these ideas in a small group setting.

Sample instructional strategies and supports

Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete T chart.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Provide feedback on initial drafts of T-chart and allow for students to make revisions.

Grade 5: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a simple sequence of events in order, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., *and, then*).	Recount a short sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including modeled sentences), using, with developing control, an increasing range of temporal and other linking words (e.g., *next, because, and, also*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with increasingly independent control, transitional words and phrases to connect events, ideas and opinions (e.g., *after a while, for example, in order to, as a result*).	Recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce an informational topic, develop it with facts and details, and provide a concluding statement or section, using a variety of linking words and phrases to connect ideas, information, or events.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

Students write a narrative about their favorite memories from 5th grade including sensory details, reasons and sequencing words. Then share their narrative with a small group of 4th graders as orientation at the end of the year.

Source: Ohio English Language Arts Model Curriculum Writing 5.3, p. 26
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write words or a simple sentence about a favorite memory or activity from 5th grade. E.g., "I like gym. Recess is fun." Read these sentences to the 4th graders.	Write 3 sentences and draw pictures about their favorite memory showing sequence using modeled sentences. E.g., "We went to the museum. We saw a dinosaur exhibit. We ate lunch. It was a fun day." Then share orally with 4th graders.	Write a short paragraph about the memory with an introduction, sequence of events with linking words, and conclusion with support to edit. Then share orally with the 4th graders.	Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains details, transitional words, and has a clear conclusion with some peer and teacher editing assistance. Then share orally with 4th graders.	Write and edit a multi-paragraph narrative with coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during an orientation for 4th graders.

Sample instructional strategies and supports

Provide and discuss words and phrases that can be used to describe a memory or past activity.	Review words to connect events (e.g., then, after that, first, finally).	Provide students the opportunity to share narratives in small groups.	Share and discuss examples of narratives that exemplify good writing techniques.	Provide feedback on students' initial drafts.

Grade 5: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs; and understand and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions; and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), and prepositional phrases; produce and expand simple and compound sentences, with support (including modeled sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases; and produce and expand simple, compound, and a few complex sentences.	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), prepositional phrases, subordinating conjunctions, and the progressive and perfect verb tenses; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

Students participate in a Tall Tales Genre Study to determine features of Tall Tales. Following mini lessons in good sentence structure, they write a tall tale of their own, edit their writing and publish their story in book form. Their tall tales are shared during a "Paul Bunyan Picnic" at the end of the unit.

Source: Ohio English Language Arts Model Curriculum R.L., Genre, p. 6 and 5.6, p. 26
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Student watches a short video of a Tall Tale then participates in a mini lesson where the teacher demonstrates sentences with a simple subject and verb. Student will create a Tall Tale consisting of one or two pages with a title, pictures, words and simple practiced sentences with teacher or peer support and use of translation. E.g.-"The bear made a big mountain." Share their story at the picnic using pictures and words, phrases, and simple sentences.	Student watches a short video of a Tall Tale then participates in a mini lesson where the teacher demonstrates sentences with a simple subjects and verbs. Student will create a Tall Tale consisting of 3 - 4 pages with a title, pictures, words and simple sentences with support from the teacher. E.g. - "The bear made a big mountain. He dug a tunnel with his claws." Share their story at the picnic using pictures, gestures, and simple sentences.	Student reads Tall Tales and watches videos of Tall Tales. Participate in a mini lesson where the teacher demonstrates how to stretch a simple sentence into a more interesting sentence with the addition of relative clauses, adverbs and prepositional phrases. Then create a multiple page Tall Tale using interesting sentences such as those modeled but the teacher. Share the Tall Tale at the picnic.	Student reads Tall Tales and watches videos of Tall Tales. Participate in a mini lesson where the teacher demonstrates how to stretch a simple sentence into a more interesting sentence with the addition of relative clauses, coordinating conjunctions, adverbs and prepositional phrases. Then create a multiple page Tall Tale using interesting simple, compound and some complex sentences such as those modeled by the teacher. Engage in peer editing. Share the Tall Tale at the picnic.	Student reads Tall Tales and watches videos of Tall Tales. Participate in a mini lesson where the teacher demonstrates how to stretch a simple sentence into a more interesting sentence with the addition of relative clauses, coordinating conjunctions, adverbs, perfect tenses and prepositional phrases. Then create a multiple page Tall Tale using interesting simple, compound and complex sentences such as those modeled by the teacher. Engage in peer editing. Share the Tall Tale at the picnic.

Sample instructional strategies and supports				
Provide and discuss words and phrases that can be used to write a tall tale.	Review words to connect events (e.g., then, after that, first, finally).	Provide students the opportunity to share narratives in small groups.	Share and discuss examples of narratives that exemplify good writing techniques.	Provide feedback on students' initial drafts. Allow students opportunity to practice oral story telling in small groups.

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Grade 6: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.	Analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.	Analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA Standards: Reading Strand (Informational Texts) 6 and 7 and Writing Strand 1, and 4
Reading Standard 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Reading Standard 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Source: Ohio English Language Arts Model Curriculum, Grade Six
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_6_ELA_Model_Curriculum_March-2015.pdf.aspx

The goal of the lesson is for students to read several selections and watch videos in order to answer reading comprehension questions and compare and contrast ideas presented in the different sources of information. As an entire class, discuss the facts that students have learned this week about the Titanic that they did not already know when we started reading about the ship on Day 1. Watch video that discusses the sinking of the Titanic and students will complete questions as the video is playing. (United Streaming – "Science Investigations: Buoyancy and the Titanic") After the video, discuss the correct answers to the While-viewing questions. Students will then read two different selections about the crash of the Titanic and what happened to the passengers. (*Titanic Past and Present* and *Disaster Strikes*)
They will then need to compile the information to answer reading comprehension questions on a handout. The handout will be collected at the end of the class period. Students will share their opinion about the crash and support their opinion with a fact from one of the selections that they read today during class. (E.g.. The crash could have been avoided – they did not take the warnings seriously.)

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, listen for and write the answers to 1-2 while-viewing questions. After watching the videos and listening to class discussion, complete the remainder of answers to questions, copying answers from the board.	With teacher support, listen for and write the answers to 2-4 while-viewing questions. After watching the videos and listening to class discussion, complete the remainder of answers to questions, copying answers from the board.	With limited teacher support, listen for and write the answers to most of the while-viewing questions. After watching the videos and listening/participating to class discussion, complete any remaining unanswered questions,	Independently, listen for and write the answers to the while-viewing questions. After watching the videos and participating in the class discussion, analyze the arguments from the videos that identify why the Titanic sank and	Independently, listen for and write the answers to the while-viewing questions. After watching the videos and participating in the class discussion, analyze the arguments from the videos that identify why the Titanic sank and

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As a “ticket out the door” write or tell one reason why the Titanic sank.	As a “ticket out the door” writes or tells one reason why the Titanic sank and supports the reason with at least one piece of evidence.	copying answers from the board. As a “ticket out the door” writes or tells two reasons why the Titanic sank and supports each reason with at least one piece of evidence.	support each reason with 2-3 pieces of cited evidence. As a “ticket out the door” write or tell his/her analysis.	discusses if these arguments are reasonable and sufficient. Support his/her discussion with 2-3 pieces of cited evidence. As a “ticket out the door” write or tell his/her analysis.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when viewing the video.	Provide list of key words for students to note when viewing the video. Have students work with a partner to write “ticket out the door”.	Provide list of key words for students to note when viewing the video. Model asking questions during a group discussion.	Have students work with a partner to write “ticket out the door”. Provide rubric students can use to analyze arguments and supporting reasons.	Provide rubric students can use to analyze claims and supporting reasons.

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Grade 6: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	Determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

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Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA Standard 4.

This resource from The Kennedy Center Arts Edge site has students explore the origins of "The Black National Anthem," originally a poem by James Weldon Johnson entitled *Lift Every Voice and Sing*. (http://www.poets.org/poetsorg/poem/lift-every-voice-and-sing) By analyzing the poem's figurative language, students will come to understand how the poem conveys a sense of hope and unity despite hardship. Students also will learn how the addition of music further enhances the messages of imagery of the poem's words.

Source: Ohio's New Learning Standards: English Language Arts Grade 6 Curriculum Model, page 5
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_6_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, and example. Using a guided note sheet (word and example already completed); complete the definition and his/her own image/picture. Listen to group reading and discussion of	With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, and example. Using a guided note sheet (word and example already completed); complete the definition and his/her own image/picture. Listen to group reading and discussion of	With support, review vocabulary: audience, mood, tone, and theme. Using a guided note sheet, record all information from teacher model. Listen to group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc.,	With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, example, and picture. Read and participate in group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc.,	With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, example, and picture. Read and participate in group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc.,

Johnson's poem. With support, complete definition and image of select vocabulary: sing, hope (unborn), weary, forever (stand), stand (at last).	Johnson's poem. With support, complete definition and image of select vocabulary: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand), stand (at last).	complete vocabulary chart: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand), stand (at last).	complete vocabulary chart: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand), stand (at last). Add other words that contribute to mood, tone, and theme of poem. Make connections between figurative language and the theme of hope and unity despite hardships.	complete vocabulary chart by choosing words that contribute to mood, tone, and theme of poem. Make connections between figurative language and the theme of hope and unity despite hardships.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the poem. Model use of vocabulary chart to record word, definition, and example. Have students work with a partner in completing vocabulary chart.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the poem. Model use of vocabulary chart to record word, definition, and example. Have students work with a partner in completing vocabulary chart.	Model sharing information and asking questions during a group discussion. Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Model sharing information and asking questions during a group discussion.	Provide examples of figurative language (metaphors, similes, adages, proverbs).

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Grade 7: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	Use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.	Use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

Ohio English Language Arts Standards: Reading Strand: (Literature) 2 and 3; Writing Strand 4 and 6

Source: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_7_ELA_Model_Curriculum_March2015.pdf.aspx

Students choose a novel from suggested reading list for seventh-graders. While reading, students will complete the signpost chart. After finishing the text, students will complete the post-reading questions, including summarize the book, explain to which character he or she best relates, and identify the central message)

For some ELLs, grade-level texts may not be appropriate. Choose appropriate reading-level text For Level 1 ELL; this could mean a picture book with high-interest content. It is important to allow the ELL to have input when choosing the text/novel. A recommended novel for ELLs is "Inside Out and Back Again" by Thanhha Lai.

See also, book trailer at
https://www.youtube.com/watch?v=erjRxbX4CzM
or short reading by author:
https://www.youtube.com/watch?v=KEkjwu2WEIA
"Notice & Note" by Beers and Probst
http://www.heinemann.com/products/E04693.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
(Use Inside Out and Back Again by Thanhha Lai. If possible, pair with another student reading same novel.} While reading, identify 1-2 repeated word/ideas (Again & Again signpost-central message) to record on the signpost worksheet.	(With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is optimal. OR use Inside Out and Back Again by Thanhha Lai. Pair with another student reading same novel.)	With teacher support, chooses appropriate, leveled novel (which may not be on list); a novel with a CD is helpful, but not necessary. With limited teacher support, complete signpost chart while reading novel. After reading, complete	Choose novel, with teacher approval. While reading, complete all of signpost chart. After reading, use graphic organizers as a pre-writing strategy. Cite specific textual support in order to support answers to all three questions: summary,	Choose novel. While reading, complete all of signpost chart. After reading, independently use graphic organizers as a pre-writing strategy. Cite specific textual support in order to write a well- developed answer in paragraph form to all three questions:

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With teacher assistance, complete a story map or plot diagram. With teacher support, summarize the novel using 2-3 simple sentences.	While reading, choose 2-3 signposts to record on the signpost worksheet ((Again & Again (central message) and Memory Moment (flashback)). With support, complete graphic organizers (story map or plot diagram) and decide on the novel's central message (use Again & Again from signpost chart) and write three to five sentence summary, using simple and compound sentences. Write one sentence to identify the central message. Using one graphic organizer and written response, present with partner the novel to class.	and use graphic organizers to write answers to the three questions: summary, character, and central idea. Answers will contain specific details from the novel and use basic paragraph format (5-7 sentences). Then, create a poster or other visual to aid in a short presentation to the class.	character, and central idea. Write developed paragraph to answer each question. Then, create a poster or other visual to aid in a short presentation to the class.	summary, character, and central idea. Then, independently create a visual (poster, power point, prezi, etc.) to enhance presentation to the class.
Sample instructional strategies and supports				
Provide list of key words for students to note while reading. Show the Inside Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=erjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use of signpost worksheet.	Provide list of key words for students to note while reading. Show the Inside Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=erjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use of story map and plot diagram.	Demonstrate the use of a graphic organizer to record information from the story. Model the use of details to support a central idea. Have students work with partner to create poster and short presentation.	Model the use of details to support a central idea. Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Provide time for sharing draft presentations with peers and getting their feedback before completing final presentation.

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Grade 7: Standard 3

An ELL can speak and write about grade appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics and experiences.	Deliver short oral presentations and compose written narrative or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics and experiences, developed with some details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with some specific details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with relevant details, ideas or information.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA Standards R.L.2 and R.L.3

After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slide show with sound. The book trailer should contain information such as theme, plot events, characters, settings and genres.

Source: Ohio's New Learning Standards: ELA, Grade 7 Curriculum Model, page 2
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_7_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is optimal. With teacher assistance, while reading, complete a plot diagram. Using the completed organizer, with teacher/partner support, write 2-3 simple sentences to summarize the book, using framed sentences.(E.g,: The novel ____ written by _____ is about ____. The main character/s is/are ____.) and provide one sentence/reason why others should read the novel. (E.g,: I liked this	With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is optimal. With teacher assistance, while reading, complete a plot diagram. Using the completed organizer, write simple sentences to summarize the book, using his/her own words and provides two reasons why others should read the novel. If possible, publish final work using technology.	With teacher approval, choose appropriate, leveled novel (which may not be on list); a novel with a CD is helpful, but not necessary. With limited teacher assistance, while reading, complete a plot diagram. Using the completed organizer, write a basic, objective summary of the book, using his/her own words and attempt to make connections between elements of the story. Provide two reasons, with support, why others should read the novel. Publish his/her final work using technology.	With teacher approval, choose appropriate novel. While reading, independently complete a plot diagram. Using the completed organizer, write an objective summary of the book, using his/her own words and attempt to make connections between elements of the story. Using the objective summary, create a video or slide show to entice other students to read the novel. Details from the novel will support the student's opinions.	With teacher approval, choose appropriate novel. While reading, the independently completes a plot diagram. Using the completed organizer, write an objective summary of the book, using his/her own words, making connections between elements of the story. Using the objective summary, create a video or slide show to entice other students to read the novel. Details, appropriately cited from the novel, will support the student's opinions.

book because ___.) If possible, publish final work using technology.				
Sample instructional strategies and supports				
Pair students with partner reading same novel. Provide list of key words for students to note while reading. Read aloud sections of the book; then lead discussion of the central ideas of each section.	Pair students with partner reading same novel. Provide list of key words for students to note while reading. Provide sentence structures and have student practice using structures to share information.	Demonstrate and model use of plot diagram. Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing information about the novel.

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Grade 7: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about familiar topics.	Construct a claim about familiar topics and give a reason to support the claim.	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA R.L. 7 and W.7.1:

Read the novel, "The Outsiders", in small groups, or as a class. After class discussions and the completion of the novel, students watch the movie of the novel. Then they write an essay that compares and contrasts the novel to the movie production.

Source: Ohio ELA Model Curriculum, Grade 7
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_7_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher assistance, complete one part of a plot diagram each class session after reading the novel as a class. Complete similar plot diagram while viewing movie. After viewing, listen, in a small group, and complete one piece of information for a similarity and a difference between the novel and the performance on a comparison/contrast organizer. State orally or in writing whether s/he prefers the novel or the movie.	Answer some of the content questions or completes part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listen in small group and completes two pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, state orally or in writing whether s/he prefers the novel or the movie and provides one reason to support opinion.	Answer some of the content questions and complete part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listens/participate in small group discussion and complete 2-3 pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, state orally or in writing whether s/he prefers the novel or the movie and	Answer most of the content questions and complete part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listens/participate in small group discussion and complete at least 3 pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, write a paragraph about whether s/he prefers the novel or the movie and	Answer most of the content questions and complete part of a plot diagram each class session after reading the novel as a class. Complete a plot diagram while viewing movie. After viewing, listens/participate in small group discussion and complete at least 3 pieces of information for similarities and differences between the novel and the performance on a comparison/contrast organizer. Using the organizer, write a paragraph about whether s/he prefers the novel or the movie and

		provides two reasons to support opinion. Some details should be cited from the original works.	provide two reasons to support opinion. Some details should be cited from the original works.	provide 2-3 reasons to support opinion. Some details should be cited from the original works. Paraphrases, quotes, and other details should be cited, using standard format for citation, from the original works.
Sample instructional strategies and supports				
Demonstrate use of plot diagram. Pair students with partner to complete plot diagram. Provide list of key words for students to note while reading and watching the movie. Show movie with subtitles in English.	Demonstrate use of plot diagram. Pair students with partner to complete plot diagram. Provide list of key words for students to note while reading and watching the movie. Show movie with subtitles in English. Provide sentence structures for giving opinion and supporting reason.	Pair students with partner to complete plot diagram. movie. Show movie with subtitles in English. Provide sentence structures for giving opinion and supporting reason.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide feedback on students' written work to assist with improvements for final report.

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Grade 8: Standard 1

An ELL can .construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	Use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.	Use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

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Ohio English Language Arts Standards R.I.2, R.I.3, W.4, W.6
Source:
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx

Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading, students complete the signpost chart (from Notice & Note). Once they have finished, they complete following: summarize the text, identify the central message, and discuss the author's contribution to society. Students will present a "book share" to the class.

For ELL students, grade level text may not be appropriate. Choose appropriate reading level text. For the level one ELL student, this could mean a picture book with content and high interest. It is important to allow the ELL to have input in book choice.

Notice & Note by Beers & Probst
http://www.heinemann.com/products/E04693.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Read "Through My Eyes", by Ruby Bridges. If possible, pair with another student reading same novel. While reading, choose 1-2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot diagram. With teacher support, summarize the novel	Read "Through My Eyes", by Ruby Bridges. If possible, pair with another student reading same novel. While reading, choose 2-3 signposts on which to focus to record on the signpost worksheet -- include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify central message). Work with	With teacher support, choose appropriate, leveled novel (which may not be on list); a novel with a CD is helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central idea, and contribution to society. Answers will	Choose novel, with teacher approval. While reading the complete all of signpost chart. After reading, use graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers will contain specific details from the text. Create a poster or	Choose novel. While reading, completes all of signpost chart. After reading, independently use graphic organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea, and contribution to society. Independently create a visual (poster, power point, prezi, etc.) to enhance presentation

using two to three simple sentences.	partner to complete graphic organizers (story map or plot diagram) and decide on the novel's central message (use Again & Again from signpost chart). With teacher support, write three to five sentence summary, using simple and compound sentences. Write one sentence to identify the central message. Using one graphic organizer and written response, present with partner novel to class.	contain specific details from the text and use basic paragraph (five to seven sentences) format. Create a poster or other visual to aid in a short presentation to the class.	other visual to aid in a short presentation to the class.	to the class.
Sample instructional strategies and supports				
Pair students with partner reading same novel. Provide list of key words for students to note while reading. Read aloud sections of the book; then lead discussion of the central ideas of each section.	Pair students with partner reading same novel. Provide list of key words for students to note while reading. Provide sentence structures and have student practice using structures to share information.	Demonstrate and model use of plot diagram. Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing information about the novel.

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Grade 8: Standard 3

An ELL can speak and write about grade appropriate complex literary and informational texts and topics

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics and experiences.	Deliver short oral presentations and compose written narrative or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics and experiences, developed with some details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with some specific details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with relevant details, ideas or information.

Sample Content-based Participation Goals – Language Arts
Lesson Vignette

ELA Standard R.L.6

"What if..."Paragraph: Read aloud a section of the suspenseful short story, "The Tell-Tale Heart" by Edgar Allan Poe. After general discussion about the actions of the main characters, have students complete a "What If…" paragraph. Students put themselves into the position of a minor character of the story. As a minor character, what would their thoughts, feelings, actions, and conversation have been in the same event? What would each have done? Students should be able to explain their responses either orally or in writing.

Source: Ohio's New Learning Standards, ELA Grade 8, page 4
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_8_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, list (in 1-2 word phrases) his/her thoughts/feelings/possible actions about the suspense in the story. Using prepared sentence frames, write and tell 2-3 simple sentences about the effects of the different points of view (e.g. The minor character, __, believes (that) ___. I believe ___. The minor character, ___, did (action). If I were the minor character, I would have (action) ___.	With teacher support, complete a Venn diagram that compares and contrasts a minor character from the text to him/her. Write and tell in 5-7 sentences the minor character's thoughts, feelings, and actions, and how they would be similar or different to the student's thoughts, feelings, and actions.	With limited teacher support, complete a Venn diagram that compares and contrasts a minor character to him/her. Using the Venn diagram, write a basic paragraph that explains the minor character's thoughts, feelings, and actions, and explains his/her thoughts, feelings, and actions. Orally share a summary of the written paragraph.	After completing a pre-writing activity, such as a Venn diagram, write a developed paragraph that considers the similarities and differences between a minor character and him/her by describing the minor character's thoughts, feelings and actions and how the student would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's response. Limited teacher support may be necessary in the organization and development of the paragraph.	After completing a pre-writing activity, such as a Venn diagram, write a well-developed paragraph that considers the similarities and differences between a minor character and him/her by describing the minor character's thoughts, feelings and actions and how the student would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's response.

Sample instructional strategies and supports				
Provide list of key words for students to note while reading. Provide opportunities for students to ask questions about words or phrases they don't understand. Pair students with partner in completing sentence frames.	Provide list of key words for students to note while reading. Demonstrate how to use Venn diagram to compare and contrast information. Pair students with partner in writing sentences.	Demonstrate how to use Venn diagram to compare and contrast information Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs. Provide opportunities for students to practice sharing information about the novel.	Provide opportunities for students to practice sharing information about the novel.

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Grade 9-10, Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing .

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to task and audience with emerging control and use some frequently occurring general, academic, and content specific words in conversation and discussion.	Adapt language choices and style according to purpose, task, and audience, with developing ease, use an increasing number of general academic and content-specific words and expressions in speech and written text, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task and audience; use a wider range of complex general, academic, and content specific words and phrases and maintain a formal style in speech and writing as appropriate.	Adapt language choices and style according to purpose, ask, and audience with ease, use a wide variety of complex general academic and content-specific words and phrases, and employ both formal and more informal styles effectively, as appropriate.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

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ELA
Language: Knowledge of Language. SS #3

Students will compare/contrast different styles of writing to evaluate how language functions in different contexts. For instance, students will write a letter to a friend then use the same information to write to a teacher, parent, administrator, and/or mayor by using digital media. Some examples of methods include: blogging, texting, posting on their Facebook page, or Tweeting while using proper style manuals to guide writing.

In this lesson, students will have previously read an article about the dangers of cell phones. They will then be asked whether or not there should be a minimum age for children to carry cell phones.

In specific letters addressed to their best friend, parents, teacher, administrator, and mayor, they will express their view and try to sway each of the recipients of the letters to share his/her point of view.

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this assignment.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades -9-10, p. 36-37
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. Receives guided support when beginning their writing because the teacher will provide them guiding questions to answer.	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With a partner of similar ability, have them elaborate on their initial ideas. They revise their ideas, generate new ones, and develop at	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With an advanced-leveled student, have them elaborate on their initial ideas. They will revise their ideas, generate new ones, and	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With an intermediate-leveled student, have them, elaborate on their initial ideas. They will revise their ideas, generate new ones, and	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With another proficient-trial mainstream student, have them elaborate on their initial ideas. They will revise their ideas, generate new ones, and

With a partner, elaborates on their initial ideas. Revises their ideas, generates new ones, and develops at least one specific pieces of information from the article to defend his/her position. Writes at least 3-5 simple sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After the teacher assesses the student's work, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it.	least two specific pieces of information from the article to defend his/her position. Writes their information in at least 5-7 simple and/or compound sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it.	develop at least four specific pieces of information from the article to defend his/her position. Intermediate students will write their information in at least 7-9 compound and/or complex sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, the intermediate student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.	develop at least four specific pieces of information from the article to defend his/her position. Advance students will write their information in at least 9-11 compound and/or complex sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, the student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.	develop at least five specific pieces of information from the article to defend his/her position. These students will write their information in at least 11-15 complex sentences for each recipient of a letter. The teacher will review with all students the manner in which to format written communication to peers and to adults. After one proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work. After making suggested revisions by a peer and teacher, the proficient-trial mainstream student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.
Sample instructional strategies and supports				
Provide guiding questions to assist with writing process. Provide and discuss words and phrases that can be used for informal and formal letter writing.	Provide guiding questions to assist with writing process. Provide and discuss words and phrases that can be used for informal and formal letter writing.	Lead discussion on differences between informal and formal language used in communication with different audiences.	Lead discussion on differences between informal and formal language used in communication with different audiences.	Provide criteria of a well-written informal and formal letters that students can use as self-evaluation during the writing process.

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Grade 9-10, Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text .

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.	Determine the meaning, (including the figurative and connotative meanings) of general, academic, and content specific words and phrases, figurative language (example, irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, and events, using context, complex visual aids, reference materials and consistent knowledge of morphology.

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Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

ELA
Reading: Literature, Craft and Structure SS #4

The purpose is to determine the meaning of words and phrases by working with idioms (orally or in writing).

The teacher introduces idioms by showing a YouTube video on idioms. Students working within a group or individually will pick idioms and use various methods to exhibit their understanding of the metaphorical meanings of idioms.

For more information, visit www.idiomsite.com.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 9-10. P.4-5
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Select one idiom from the video with teacher support. Create a picture of what each idiom looks like using Microsoft Paint and converts the images into a slide show. Orally use the idiom in a simple context sentence to show understanding of its meaning.	Select two idioms from the video. Create a picture of what each word looks like using Microsoft Paint and converts the images into a slide show. Complete cloze sentences by selecting the correct idiom from the list (provided by the teacher) and reads their sentences with a peer.	Selects4-6 idioms from the video. Create a picture of what each word looks like using Microsoft Paint and converts the images into a slide show. Write simple context sentences using each of the idioms. Share these sentences orally and in written form with their partner.	Select 5-7 idioms from the video. Determine the metaphorical meanings of the idioms by writing the definitions on the graphic organizer. Compose complex context sentences of 5-7 idioms they viewed in the video. With a peer, read each other's sentences and	Selects 7-9 idioms from the video. Determines the metaphorical meanings of the idioms by writing the definitions on a graphic organizer. Composes complex context sentences of 8-10 idioms they viewed in the video. With a peer, reads each other's sentences and

	Determine the metaphorical meaning of the idiom, and writes a context sentence to show understanding of its meaning with a peer.	The partner is asked to match the sentence to its image. Post the idioms they discover to the wall of idioms, so other students can refer to them at a later time.	selects 4-6 of the idioms used in their sentences to create a narrative they are to write together. Share their final product with peers through the use of digital storytelling.	selects 7-9 of the idioms used in their sentences to create a narrative they are to write together. Shares their final product with peers through the use of digital storytelling.
Sample instructional strategies and supports				
Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Have students work with a partner on creating a picture of the idiom.	Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Have students work with a partner on creating pictures of the idiom. Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Lead a discussion on the use of figurative language (example, irony, hyperbole), and show examples in different texts. Provide rubric that can be used to self evaluate their narratives during the writing process.

DRAFT

Grade 9-10, Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing .				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences)	Use simple phrases (e.g., noun, verb, adjectival, adverbial, and prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	Use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – English Language Arts
Lesson Vignette

DRAFT

ELA
Writing: Production and Distribution of Writing. SS #4

The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and with the aid of technology. Effective writers make conscious, independent and/or collaborative decisions about the type of writing they produce and its distribution. They also use technology to share information and to create individual and collaborative texts.

In this lesson, students are directed to write a personal narrative of an obstacle they have faced and endured. The teacher will pose a question that tests students' understanding of key vocabulary. In this lesson, students are asked, "What obstacle has you overcome that attributes to the person you are today?" They will begin by completing a 3x3 personal narrative writing frame. This is a simple visual that helps students see the structure of a grade appropriate essay and plan out its beginning, middle, and ending.

They will post their writing to a class Blog for peer review in response to a class assignment. They could be required to include links to other online sites on the same topic within the body of the Blog. More information about teaching this strategy can be found at http://cnx.org/content/m18050/latest/.

Additionally, students will enlist partners to read their writing back to them (or they can record their reading) and listen for awkward pauses, confusion, mispronunciation and logic-/word-choice issues. Students will make revisions based on the feedback.

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this assignment.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades -9-10, p. 36-37
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Demonstrate comprehension of the question "What challenging event has	Demonstrate comprehension of the question "What challenging event has	Based on the question "What challenging event has made you the person you are today,	Based on the question "What challenging event has made you the person you are today,	Based on the question "What challenging event has made you the person you are today,

made you the person you are today?” Brainstorm ideas in the format of simple sentences into the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on their initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback.	made you the person you are today?” Brainstorm ideas in the format of simple sentences into the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on their initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in a simple outline and to develop a topic sentence.	brainstorm ideas into the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in a simple outline and to develop a topic sentence. After getting feedback from the teacher, begin to write a draft to be posted on a blog, using a range of sentence structures and vocabulary.	brainstorm ideas into the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in an outline with topic sentence and supporting details After getting feedback from the teacher, begin to write a draft to be posted on a blog, using a wide range of sentence structures and vocabulary.	brainstorm ideas into the 3x3 personal narrative writing frames that are written in their learning logs. With a partner, elaborate on initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback. Organize ideas in an outline with topic sentence and supporting details After getting feedback from the teacher, write a draft to be posted on a blog, using a wide range of sentence structures and vocabulary.
Sample instructional strategies and supports				
Provide and discuss words and phrases that can be used to write a personal narrative. Lead the class discussion and records students’ ideas on a classroom poster of a 3x3 writing frame. Model how to give feedback to students written drafts.	Provide and discuss words and phrases that can be used to write a personal narrative. Lead the class discussion and records students’ ideas on a classroom poster of a 3x3 writing frame. Demonstrate how to use outline for formulating ideas. Model how to give feedback to students written drafts.	Provide examples of sentences that include different kinds of phrases and clauses. Demonstrate how to change simple sentences into compound and complex sentences.	Provide examples of sentences that include different kinds of phrases and clauses. Demonstrate how to change simple sentences into compound and complex sentences. Provide criteria of well-written personal narratives that students can use for self evaluation during writing process.	Provide criteria of well-written personal narratives that students can use for self evaluation during writing process.

DRAFT

Grades 11-12, Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.	Determine the meaning, (including the figurative and connotative meanings) of general, academic, and content specific words and phrases, figurative language (example, irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, and events, using context, complex visual aids, reference materials and consistent knowledge of morphology.

DRAFT

Sample Content-based Participation Goals—English Language Arts
Lesson Vignette

English Language Arts
Reading: Literature, Craft & Structure--SS #4

Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath :) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and their favorite comments with the class.

For ELLs, grade-level texts may not be appropriate. Choose appropriate reading-level text For Level 1 ELL, this could mean a picture book with high-interest content.

ELLs who read at a level higher than Level I access the text through simplified editions. These publishers offer simplified, abridged versions of many required high school texts:

- **Oxford University Press (Bookworms Library)**
- Steck-Vaughn Short Classics

Note: If available and if student is literate in his or her first language, student may read a translated version of the class text.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Provide the meaning of his or her name in own language. Print own name and illustrate the meaning. Present in front of class, using a sentence frame: "My name is_____. It means _____" Circulate illustration through class or small group and receive peer comments on stick notes.	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teacher-created list of words or phrases from assigned text, student will select one that is interesting. Through role-play, illustration, and/or use of a dictionary, gain understanding of the word. Illustrate the word or phrase. Presents in front of class, using a sentence frame: "My interesting word (phrase) is _____." Circulate illustration through class or small group and receive peer comments on stick notes.	Given a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example), choose a word or phrase from the text. Use English dictionary, bilingual dictionary to support comprehension of written text. Paired with a partner, silently read and comment on a few other students' selections; using partner comments as a model, writes his or her own sticky note observations. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	After guided reading of non-leveled text, students participate fully students choose a word or phrases the assigned text and write it on a stick note. Use English dictionary, bilingual dictionary to support comprehension of written text. With teacher or partner, read one example of another student's sticky note. Following teacher or peer model, use blank sticky notes to comment on other students' selections. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	Given class reading assignment, participate fully in vignette lesson. Use English dictionary, bilingual dictionary to support comprehension of written text. After one or two classmates have already modeled the sharing activity, share his or her quotation and a favorite comment until
Sample instructional strategies and supports				
Provide opportunity for students to practice with a partner before presenting to whole class.	Provide opportunity for students to practice with a partner before presenting to whole class.	In small group setting, read aloud sections of the poem or other text that students are reading. Provide opportunities for students to ask about words and phrases they don't understand.	Demonstrate examples of how context, knowledge of morphology and other clues can help determine the meaning of unfamiliar words.	Identify idiomatic expressions in students' assigned readings and lead discussion of their meanings.

DRAFT

Grades 11-12, Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate basic information about an event or topic, with support (including context and visual aids) about an event or topic, using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., first, next, because).	Recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result).	Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.	Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among Events and ideas.

DRAFT

Sample Content-based Participation Goals—English Language Arts
Lesson Vignette

English Language Arts
Writing: Texts types & purposes, SS #3

Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include This I Believe (NPR), Laws of Life and Digital Writing Workshop (Troy Hicks).

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12, p. 23
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Given a list of adjectives, engage in role-play, illustration, and/or translation create meaning for new vocabulary. Use list or an English dictionary, bilingual dictionary, or peer interaction to find	Given a model (pre-formatted "I Am. . ." poem, like http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf), use writing process (pre-writing, drafting, revising, editing, and publishing) to compose	Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to compose a personal credo of one paragraph. Include a clear topic sentence telling one important quality that he	Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200 words. Record an auditory copy of his or her credo (using Audacity or other school	Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to compose a personal credo of 300-500 words. Record an auditory copy of his or her credo (using Audacity or other school

several adjectives to describe self. Given a model, use writing process (pre-writing, drafting, revising, editing, and publishing) to creatively organize a list of adjectives that describe self. (Note: advanced students may find adjectives that match the letters of their names to make an acrostic.) With a partner or peer, practice reading his credo to improve fluency. Record an auditory copy of his or her credo (using Audacity or other school supported software). If desired, post an audio version of the whole or partial poem on school or public website.	ideas/behaviors that are valuable to his life. Record an auditory copy of his or her credo (using Audacity or other school supported software). If desired, post an audio version of the whole or partial poem on school or public website.	or she strives to embody. Include at least three supporting sentences illustrating examples or reasons why that quality is desirable. Conclude paragraph with an effective closing sentence. With a partner or peer, practice reading his poem to improve fluency. Record an auditory copy of his or her credo (using Audacity or other school supported software). If desired, post audio version of the credo on a school or public website; may submit credo to a Laws of Life contest or NPR program.	supported software). If desired, post audio version of the credo on a school or public website; may submit credo to a Laws of Life contest or NPR program.	supported software). If desired, post audio version of the credo on a school or public website; may submit credo to a Laws of Life contest or NPR program.
Sample instructional strategies and supports				
Show and discuss examples of podcasts on websites.	Show and discuss examples of podcasts on websites. Have students work in pairs to support each other in developing personal poems/credos.	Share examples of written texts that illustrate main idea and supporting details.	Provide opportunities for students to practice giving auditory version of credo; provide feedback to assist with making improvements.	Provide criteria of a well-written personal credo that students can use for self evaluation during writing process.

DRAFT

Grades 11-12, Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences).	Use simple phrases (e.g., noun, verb, adjectival, adverbial, prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	Use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals—English Language Arts
Lesson Vignette

English Language Arts
Language: Conventions of Standard English, SS #1 & 2

Students take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.

Note: may need some explicit instruction and/or models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-quizzes.com/adj_order.html

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Given a simple, present tense written sentence with up to 8 words, supply the missing word. Here is an example pattern: noun + action verb + preposition + adjective (article) + noun. Complete a few sentence frames with this sentence. For each repetition, write the missing word in the blank. Example: Students and	Given a written model simple, compound and complex sentences, change highlighted words to create new meaning. For example, "Mr. Wilson called on the girl in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.	Given a written model simple, compound and complex sentences, change highlighted phrases to create new meaning. For example, "Mr. Wilson called on the girl in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.	Given a written model simple, compound and complex sentences, change highlighted phrases or clauses sentence to create new meaning. For example, "Mr. Wilson called on the girl in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each other's	Students fully participate in model vignette. For example, "Mr. Wilson called on the girl." Add additional words, phrases, and clauses to create new or more specific meaning. Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.

teachers walk to the school. 1. ____ _____ and teachers walk to the school. 2. Student's _____ teachers walk to the school. 3. Students and teachers _____ to the school. Respond to "wh" questions with complete sentences, supplying different missing words each time; for example: "Who walks to the school?" "To where do the students and teachers walk?" Note: Activities can be done in a congo line/station format to engage kinesthetic learners. Teachers should limit correcting subject-verb agreement at this level. Simply model the correct agreement (use of suffix "s")	Record example parts of speech and their names (i.e., "nouns") in notebook, journal, or other note-taking method.	Record definitions of parts of sentences (i.e., independent clause, dependent clause, phrase) in notebook, journal, or other note-taking method	sentences. Record definition/examples of noun, verb, adjectival, adverbial and participial, prepositional, absolute phrases and of relative clause in in notebook, journal, or other note-taking method.	Record definition/examples of noun, verb, adjectival, adverbial and participial, prepositional, absolute phrases and of relative clause in in notebook, journal, or other note-taking method.
Sample instructional strategies and supports				
Model making changes with other sentences. Have students work in pairs.	Model making changes with other sentences. Have students work in pairs.	Provide and discuss examples of texts that contain compound and complex sentences.	Provide and discuss examples of texts that contain complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses.	Provide and discuss examples of texts that contain complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses.

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CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

MATHEMATICS

DRAFT

Grade K: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen with limited participation in short conversations about familiar topics, and respond to simple questions and some wh-questions.	Participate in short conversations about familiar topics, and respond to simple questions and wh-questions.	Participate in short conversations about familiar topics, follow some rules for discussion, and respond to simple questions and wh- questions.	Participate in conversations and discussions about a variety of topics, follow increasing number of rules for discussion, and ask and answer simple questions	Participate in conversations and discussions about a variety of topics, follow rules for discussion, and ask and answer questions.

Sample Content-based Participation Goals - Mathematics

Lesson Vignette

Students analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Then they model shapes in the world by building shapes from components.

Source: Ohio Kindergarten Math Model Curriculum, Geometry, Instructional Strategies, pg 19

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Kindergarten_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With a partner, participate in a shape hunt; with teacher support, locate a few 2D/3D shapes in the classroom. Respond to simple questions with yes/no or one-word responses. (e.g. Is this a circle? What shape is this?)	With a partner, participate in a shape hunt; with teacher support, locate a few 2D/3D shapes in the classroom. Respond to simple questions about their attributes. (e.g Which shapes have four sides?)	Participate in shape hunt; locate several 2D/3D shapes with a partner. In a group, sort shapes by attributes such as size, dimension, number of sides, and corners. Answer simple questions posed by partners. (e.g Is this a 2D shape or 3D shape?)	Participate in shape hunt; locate several 2D/3D shapes with a partner. In a group, sort shapes by attributes such as size, dimension, number of sides, and corners. Ask and answer simple questions with partners. (e.g. How many corners does a cube have?) Record answers in math journal.	Participate in shape hunt; locate several 2D/3D shapes with a partner. In a group, sort shapes by attributes such as size, dimension, number of sides, and corners. Ask and answer a variety of questions with partners while completeing task. Record in math journal and share out.

Sample instructional strategies and supports

Introduce and demonstrate key vocabulary terms such as "flat", "solid", "corners", and "angles". Provide native language support if available.	Introduce and demonstrate key vocabulary terms such as "flat", "solid", "corners", "sides" and "angles". Provide native language support if available.	Demonstrate how to use graphic organizer to record information about shapes of objects.	Demonstrate how to use graphic organizer to record information about shapes of objects.	Provide opportunities for students to discuss with partner the procedure for constructing shapes.

Grade K: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support from adults, recall information from experience or from a provided source.	With prompting and support from adults, recall information from experience or use information from a provided source to answer a question.	With prompting and support from adults, recall information from experience or use information from provided sources to answer a question.	With prompting and support from adults, recall information from experience or use information from provided sources to answer a question.	With prompting and support from adults, recall information from experience or use information from provided sources to answer a question.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

Students work in pairs to measure and compare their arm spans.

Source: Ohio Kindergarten Model Math Curriculum, Measurement and Data p. 13

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Kindergarten_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow student, then determine who has the shorter arm span.	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students, then determine who has the shortest arm span. Record findings in chart. Respond to simple questions. (e.g. Who has the longest arm span?)	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students, then determine who has the shortest arm span. Record findings in a chart. Respond to multiple questions about activity, referencing the chart	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students. Record findings in a chart. Respond to multiple questions about activity, referencing the chart.	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students. Record findings in a chart. Present the results to the class.

Sample instructional strategies and supports

Pre-teach selected vocabulary, such as "larger," "smaller," arm span"	Pre-teach selected vocabulary, such as "larger," "smaller," arm span". Model questions and answers related to targeted information.	Demonstrate how to use a chart to record information.	Demonstrate how to use a chart to record information.	Demonstrate how to use information in chart when giving an oral presentation.

Grade 1: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate by listening to short conversations about familiar topics, and respond to simple yes/no and some wh-questions.	Participate in short conversations about familiar topics, take turns, and respond to simple and wh-questions.	Participate in short discussions, conversations, and short written exchanges about familiar topics; follow rules for discussion; and ask and answer simple questions about the topic.	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; respond to the comments of others and make comments of his or her own; and ask and answer questions.	Participate in extended discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; build on the comments of others and contribute his or her own; and ask and answer questions.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students demonstrate an understanding of subtraction as an unknown addend problem by participating in the game, "How Many Left?"

Source: Mathematics Model Curriculum Grade 1, Domain Operations and Algebraic Thinking, Standard 4, pg 4-5; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_1_Math_Model_Curriculum_March2015.pdf.aspx

ORC#3978 From the National Council of Teachers of Mathematics, Illuminations: How Many Left?) http://illuminations.nctm.org/Lesson.aspx?id=679

Level 1	Level 2	Level 3	Level 4	Level 5
Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story.	Answer basic questions about a simple "take-away" story provided by teacher. Use words and phrases to retell the story to teacher, modeling with pasta shapes.	Answer a range of questions about a "take-away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others. Present to teacher and write out problem in numbers.	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others. Present story to new partner, who writes out problem in numbers.

Sample instructional strategies and supports

Have students write the numbers they hear when listening to oral reading of word problems.	Have students work with a partner to develop a retelling of the word problem.	After reading the math problem, have students discuss with a partner their understanding of the problem.	Provide students the opportunity to share their take-away problems in small groups.	Provide students opportunities to practice presenting their word problems and provide feedback for improvements.

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Grade 1: Standard 4

An ELL can .construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express a preference or opinion about a familiar topic.	Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story, and give a reason for the opinion.	Express opinions about a variety of texts and topics, and give a reason for the opinion.	Express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

In groups, students choose common objects (paperclip, eraser, candy bars) as unconventional units of measurement to determine length of classroom objects (desk, bookshelf, carpet, pencil). With teacher prompting, they write a journal entry to discuss how why they chose these units.

Source: Mathematics Model Curriculum Grade 1, Measurement and Data, Standard 2, pg 17; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_1_Math_Model_Curriculum_March2015.pdf.aspx

Science Net Links: Estimation and Measurement
http://sciencenetlinks.com/lessons/estimation-and-measurement/

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Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, use toothpicks to measure a small object (e.g. pencil) and large object (e.g. rug). Indicate with gestures or "yes" "no" responses if the toothpick was an appropriate choice for a unit of measure.	With teacher support, use toothpicks to measure a small object (e.g. pencil) and large object (e.g. rug). Using key words and simple phrases indicate for which object the toothpick was the better choice. Record in math journal and share with a partner.	In groups, use an unconventional unit (e.g. toothpicks) to measure objects in the classroom. Record results. Write a journal entry about which objects were suitable to be measured by toothpicks (shorter items, like pencils), and which ones were not suitable (longer objects-classroom rug). Give one reason. Come up with another unconventional unit to measure this larger object	In groups, use unconventional units provided by teacher to measure objects in the classroom. Record results and compare to other groups. Write a journal entry about how the group determined which units of measurement to use, giving reasons to support that choice.	In groups, use unconventional units provided by teacher to measure objects in the classroom. Record results and compare to other groups. Write a journal entry about how the group determined which units of measurement to use, giving reasons to support that choice. Discuss with teacher why it is important to have standard units of measurement.

Sample instructional strategies and supports

Have students work with a partner on the measuring task.	Have students work with a partner on the measuring task.	Demonstrate how to use graphic organizer to record information.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries. Model how to support opinions with reasons.

Grade 2: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics, experiences, or events	Deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives and informational texts about a variety of texts, topics, experiences or events.	Deliver oral presentations and compose written narratives and informational texts, with some details, about a variety of texts, topics, experiences, or events.

Sample Content-based Participation Goals = Mathematics

Lesson Vignette

To review the concept of subtraction, students listen to a telling of the story *Ten Sly Piranhas: A Counting Story in Reverse.* Students then retell the story and write a related subtraction problem for each page.

Source: Ohio Mathematics Model Curriculum, Instructional Resources and Tools, pg 5; National Council of Teachers of Mathematics: Finding Fact Families)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_2_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Act out part of the story using counters and hand gestures (e.g. counting on fingers). Count the number of piranhas on a given page. With support, write a subtraction problem using numbers.	Retell a part of the story using simple words and phrases. Draw a picture of that part of the story and write one sentence about it using numbers words.	Retell part of the story using simple sentences with some temporal words and linking words. Write subtraction sentences for the page using appropriate math vocabulary (minus, difference, equal).	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work with a partner or in a small group to write our own scenario.	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work independently to write our own scenario.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures that can be used for retelling.	Review with the class key vocabulary for mathematical problems.	Provide opportunities for students to practice doing retellings in small group settings.	Provide time for sharing draft scenarios with peers and getting their feedback before completing final draft.

Grade 2: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, and knowledge of morphology in his or her native language.	Ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology.	Determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes).	Determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as *-ed*, *-ing*, and some common prefixes).

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Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students listen to an oral reading of *How Long and How Wide?* by Brian Cleary. Then, they sort vocabulary words (rulers, yard stick, meter, inch, feet)

Source: Ohio Mathematics Model Curriculum , grade two, p. 12
Measurement Cluster
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_2_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a read aloud of How Long and How Wide?. Create a chart of new words, such as measure, inch, and foot. Provide picture support and sort words with a partner by tools used to measure and units of measure.	Listen to a read aloud of How Long and How Wide? Create a chart of new words, such as measure, inch, and foot. Sort words with a partner by tools used to measure and unit of measurement ways to measure. Illustrate sorts in math vocabulary journal.	Listen to read aloud. Sort words into teacher directed categories. Explain justifications to teacher. Illustrate in math vocabulary journal.	Listen to read aloud. Sort measurement vocabulary words into self created categories. Create a measurement dictionary.	Listen to a whole group reading of story. Sort vocabulary words independently into self generated groups. Create a measurement dictionary explaining concepts.

Sample instructional strategies and supports

Provide native language support if available. Provide list of key words for students to note when listening to information about measurement.	Provide picture support as needed. Demonstrate note-taking strategies while listening to oral information. Guide students on creating a chart to sort words into category.	Have students work with partners in creating chart with measurement categories.	Have students work with partners in creating measurement dictionary.	Provide sentence structures that can be used to explain measurement terms.

Grade 3: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
With prompting and support (at Grade 2), carry out short individual or shared research projects, gathering information from provided sources and labeling information.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/observations in orderly notes.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.	With prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.
Sample Content-based Participation Goals – Mathematics **Lesson Vignette** Students find and compare the perimeters of various classroom items (e.g. doors, cabinets, desktops, rugs, computer monitors, bulletin boards, and whiteboards) and communicate their findings through illustrations and charts in their math journals. Source: Ohio's Mathematics Model Curriculum 3 MD.8 Standards, page 25 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_3_Math_Model_Curriculum_March2015.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Measure classroom objects then draw and label the objects with dimensions and compute perimeters. Use simple descriptive adjectives (e.g., big, small, long short) to label the drawings.	Measure classroom objects, draw, and label and compute perimeters. Record observations on perimeters in math journal using 2-3 simple sentences and including at least one math specific vocabulary word (e.g., inches, perimeter, measure).	Measure classroom objects and compute perimeters. Display information in a logical order on a chart or in a math journal using comparative language (e.g., bigger than, larger, smaller than) in order to compare objects.	After measuring classroom objects and determining the perimeters, students will compare their answers with other groups, and communicate their findings in their math journals and explain any reasons for differences.	Independently measure classroom objects, determine the perimeters. Discuss their findings and write a paragraph about real world applications (e.g., cutting construction paper for a border for a bulletin board).
Sample teaching strategies and supports				
Have ELL work with a partner on measuring and labeling task.	Pre-teach math specific vocabulary for this task.	Have ELL work with two or three partners on creating a chart showing results of measurement.	Provide opportunities for students to practice giving oral summary reports of their findings.	Conduct large group brainstorming session on possible real world applications of tasks requiring measurements and calculation of perimeter.

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Grade 3: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, and knowledge of morphology in his or her native language.	Ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology.	Determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes).	Determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as *-ed*, *-ing*, and some common prefixes).

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Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students solve word problems using multiplication and division.
(E.g. Tom wants to get into shape. On Monday, Tuesday, and Wednesday he ran 4 miles each day. On Thursday and Friday he ran 5 miles each day. How many total miles did he run?)

Source: Ohio Mathematics Model Curriculum 3 OA.3 Standards, page 23
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_3_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recognize numerals independently and understand the problem when presented in pictures or when translated.	Understand simple key words like days of the week and "Tom" and ask questions to determine the meaning of unknown words. Use this information to solve the word problem.	Understand the idiom "get into shape" when teacher acts out the meaning, and can understand the rest of the story problem using context clues and decoding skills (e.g.: total, each). Solve the problem.	Use various strategies to determine word meanings including a dictionary and context clues. Then solve the problem.	Independently reads and solves the word problem using reference material if needed to understand the idiom.

Sample teaching strategies and supports

Have students write the numbers they hear when listening to oral reading of word problems.	Provide examples of question structures and model how to ask for clarification when encountering an unknown word.	Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Have ELL work with peer to create ongoing list of idioms and meanings.	Have students underline unknown words and expressions in word problems and indicate what the meaning might be given contextual and grammatical clues.

Grade 4: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a simple claim about a familiar topic, and give a reason to support the claim.	Construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim.	Construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students complete a multi-step math problem and then explain how they approached and solved the problem giving reasons for their approach. Here is a sample problem:

Your class is collecting bottled water for a service project. The goal is to collect 300 bottles of water. On the first day, Max brings in 3 packs with 6 bottles in each pack. Sarah wheels in 6 packs with 6 bottles in each pack... About how many bottles of water still need to be collected? Show your work.

Source: Ohio Mathematics Model Curriculum 4.OA.3, p.2
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_4_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or translation support (if available) to understand the word problem, student will use pictures or numerals to solve the problem in a math journal.	Use visuals, simple sentences, and numerals to explain how to approach the problem and state one reason to support their approach, with bilingual or translation support (if available). E.g., "Max brings 3 x 6 = 18 bottles. Sarah brings 6 x 6 = 36 bottles……"	In a math journal, describe the steps taken to solve the problem using equations, visuals and sentences then provide 1-2 reasons for their approach.	In a math journal, describe the steps taken to solve the problem and give 2 - 3 reasons to support their approach and make a concluding statement.	In a math journal, explain the approach taken and give logical reasons for each step and conclude with a strong statement. Student may write a paragraph, use visuals and/or equations.

Sample instructional strategies and supports

Read aloud the word problem. Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Provide sentence structures for explaining steps in solving problem (e.g., "First, multiply ….; then add …..).	Have ELL work with partner on writing steps to solve word problem.	Provide opportunities for practice in small groups.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 4: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and knowledge of morphology in his or her native language.	Determine the meaning of frequently occurring words and phrases and some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning of general academic and content-specific words and phrases and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

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Students listen to the teacher present a lesson on addition and subtraction of fractions using visual supports. Students then read the textbook explanation. Complete differentiated vocabulary activities to show understanding of content specific academic vocabulary from the lesson. Differentiated activities include matching words and symbols, and completing an online Quizlet* activity.

Source: Ohio Mathematics Model Curriculum 4.NF.3A
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_4_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using translation and/or bilingual support (if available), students will match words and numbers/symbols to show understanding of vocabulary such as "fraction, adds, subtracts, equals".	Using translation and/or bilingual support (if available), students will match 4-6 words with numbers/symbols to show understanding of "fractions, addition, subtraction, numerator, and denominator".	Complete a Quizlet* exercise using a dictionary, visual aids in the classroom, and their word knowledge. (e.g.-add/addition, equal/equals) with some assistance from the teacher.	Ask for clarification during the teacher's oral presentation. E.g. - "What does 'Fractions are a piece of cake.' mean?" Complete the Quizlet* using a dictionary and their developing skills in morphology.	Actively listen to the teacher's presentation and read the textbook explanation. Use dictionaries and word knowledge to determine the meaning of unknown words. Show understanding by independently completing a Quizlet* vocabulary activity.

***Quizlet:** Free online learning tools conceptualized by a 15 year-old student. For more information click on the following website link; http://quizlet.com/*

Sample instructional strategies and supports

Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Have ELL work with a partner the first several times when doing the Quizlet.	Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Provide examples of figurative language (metaphors, similes, adages, proverbs).

Grade 5: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a simple claim about a familiar topic, and give a reason to support the claim.	Construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim.	Construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Students complete a real world math problem and then explain in their math journals how they approached and solved the problem giving reasons for their method. Then explain to the class the reason for their approach.
Here is a sample problem:
You and your 2 friends want to equally split ½ pound of chocolate. How much would each person get? Show your work. Explain your reasoning.

Source: Ohio Mathematics Model Curriculum 5. N.O. Fractions, 7, p. 12
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_5_Math_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or translation support (if available), solve the problem using pictures or numerals. State the answer. Label pictures with words such as "person, chocolate". Use gestures/numerals to explain the problem and/or solution.	Use visuals, simple sentences, and numerals to explain how to approach the problem. Give one reason to support their approach, with bilingual or translation support (if available). Share their ideas with a partner.	Describe the steps taken to solve the problem in a math journal, using equations and sentences. Then provide 1-2 reasons for their approach using complete sentences. Share their ideas in a small group.	Describe the steps taken to solve the problem in a math journal. Give 2 - 3 reasons to support their approach and make a concluding statement. Share their ideas in a small group using visuals and complete sentences.	Describe the steps taken to solve the problem in a math journal. Give 3-4 reasons to support their approach and make a concluding statement. Share and defend their ideas in a small group by supporting claims with evidence from visuals.

Sample instructional strategies and supports

Read aloud the word problem. Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Provide sentence structures for explaining steps in solving problem (e.g., "First, divide the fraction by 3; then …..).	Have ELL work with partner on writing steps to solve word problem.	Provide opportunities for practice in small groups.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 5: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in his or her native language.	Determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and knowledge of morphology in his or her native language.	Determine the meaning of frequently occurring words and phrases and some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	Determine the meaning of general academic and content-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning of general academic and content-specific words and phrases and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.
Sample Content-based Participation Goals – Mathematics **Lesson Vignette** Students listen to the teacher present a lesson (with visual supports) on place value of decimals, and then read the math textbook explanation. Students then complete differentiated vocabulary activities -a matching activity and an online Quizlet activity. Source: Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_5_Math_Model_Curriculum_March2015.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"?	Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10".	Ask for clarification during the teacher's oral presentation. E.g., "What does ___ mean?" Complete the Quizlet using dictionaries and their developing skills in morphology.	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
Sample instructional strategies and supports				
Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Have ELL work with a partner the first several times when doing the Quiz let.	Demonstrate how to use context clues to try to figure out unknown words and phrases in a text.	Provide examples of figurative language (metaphors, similes, adages, proverbs).

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Grade 6: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	Adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	Adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Ohio Mathematics Content Statement 6.RP: Understand ratio concepts and use ratio reasoning to solve problems.
Source:
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

The focus is understanding the concept of ratio and using ratio language to solve real world problems. The following problem is presented on the smart board by the teacher. *A necklace has two red beads for every three yellow beads. How many beads are there if the necklace has six red beads?* Class is in groups of two or three to draw and discuss the problem. Groups have large size post it note for recording data. Students share their findings and strategies. Students share the relationships of numbers and how those might change using vocabulary: units, ratio, and quantity; students also discuss whether order matters when discussing ratio. Teacher poses question of how ratios relate to fractions and passes out a recipe that uses ingredients measured in fractions. For practice students complete questions regarding the ingredients in this recipe. As an assessment students make up their own questions/problems with solutions based on the recipe.
Created by S. Vera

Level 1	Level 2	Level 3	Level 4	Level 5
In a group of two or three listen to discussion of specific math vocabulary: ratio, unit, fraction, quantity, and recipe. Draw the beads as another student reads to him/her. Share the illustration as a partner responds orally to the class. Complete the recipe with support from teacher and the group. Demonstrate understanding that a	In a group of two or three listen to discussion of specific math vocabulary: ratio, unit, fraction, quantity, recipe and any other academic phrases. Draw the beads and express the pattern verbally to his/her partner. Share the illustration as part of the group. Complete the recipe with the support of the teacher and the	In a cooperative learning group of three, review the math vocabulary with peers. Draw the beads as directed and express in complete sentences the pattern and the ratio in a group presentation to the class. Independently complete the recipe questions demonstrate and verbalize the understanding that a fraction is another way of expressing a ratio. Write one question of his/her own based on the recipe.	In a cooperative learning group of three, orally review vocabulary with peers. Complete the bead activity and express orally and in complete written sentences the pattern and ratio in a group presentation to the class. Answer questions posed by the teacher and express strategies used. Verbalize the understanding that a fraction is another way of expressing a ratio. Write and solve a question of his/her own based on the	In a cooperative learning group of three, orally review vocabulary with peers. Complete the bead activity and express orally and in complete written sentences the pattern and ratio in a group presentation to the class. Answer questions posed by the teacher and express strategies used. Verbalize the understanding that a fraction is another way of expressing a ratio. Writes and solve a question of his/her own based on the recipe.

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fraction is a ratio using a visual aid.	group. Demonstrate the understanding that a fraction is another way to write a ratio with a visual aid or a number sentence.		recipe.	
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of math terms. Have students work with a partner in completing the recipe.	Provide list of key words for students to note when listening to the discussion of math terms. Have students work with a partner in completing the recipe.	Provide students the opportunity to share written questions in small groups.	Provide feedback on initial drafts of written work and allow students to make revisions based on feedback.	Provide criteria of a well-written math problem that students can use for self evaluation.

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Grade 6: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use an increasing number of intensive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

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Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume.
Source:
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

For a practical experience in calculating area and surface area each student is given a floor plan cut from magazines such as *Better Homes and Gardens* or *Building Ideas.* Using the floor plan each group is assigned a room to replace the floor coverings and to paint the ceiling and the walls. The first task is to calculate the floor, ceiling (8 foot ceilings) and wall area (subtracting the areas of the windows in their floor plans) for their room. The next task is to calculate the amount of materials needed using rounding and one gallon of paint covers about 350 square feet for one coat. The groups will work cooperatively on this project and share out their findings using technology, newspaper ads and magazines as reference sources.
http://www.possorio.com/resource/cuin6320/wq5_reflection.html

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines independently and identify various floor coverings, with support from group	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines, and using simple and compound sentences compare floor covering materials found	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. Independently demonstrate proficiency in calculating surface and express orally when asked how to calculate area. Cut pictures out of magazines and, using simple and compound sentences, compares floor covering materials found in magazines or on

members and teacher. When sharing out as a group, share calculations and demonstrates knowledge of the formula: a=l X w.	in magazines or on websites. When sharing out as a group, share calculations, demonstrating knowledge of the formula. State that "Area equals length times width or a=l X w and strategies to allow for windows.	magazines and using simple and compound sentences compare floor covering materials found in magazines or on websites. When sharing out as a group, share calculations, demonstrating knowledge of the formula. State that "Area equals length times width or a=l X w and strategies to allow for windows, ceilings doorways.	pictures out of magazines and, using simple and compound sentences, compares floor covering materials found in magazines or on websites. When sharing out as a group, share calculations demonstrating knowledge of the formula and describe the reasoning in using certain materials using modifiers and complex sentences both in written and oral expression. State that "Area equals length times width or a=l X w and strategies to allow for windows, ceilings doorways.	websites. When sharing out as a group, share calculations demonstrating knowledge of the formula and describe the reasoning in using certain materials using modifiers and complex sentences both in written and oral expression. State that "Area equals length times width or a=l X w and strategies to allow for windows, ceilings doorways.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note during the discussion of floor plans.	Provide list of key words for students to note during the discussion of floor plans. Model sentence structures and vocabulary that can be used to compare different kinds of floor plans.	Model sentence structures and vocabulary that can be used to compare different kinds of floor plans.	Provide students the opportunity to share information in small groups.	Provide students the opportunity to share information in small groups.

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Grade 7: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	Determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

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Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Ohio Mathematics Content Standards Statement 7.G
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective: Students will solve real world problems involving measuring the surface area of models that have *different shapes along with vocabulary: surface area, cylinder, rectangular prism, triangular prism, net, and centimeter rulers, measure and calculate*. Teacher will ask students what they know about surface area along with how surface area is used in the real world (painting houses, wall papering, and laying tile). Students will be working in pairs and be given various shaped boxes (rectangular prisms and triangular prisms), scissors, rulers and calculators. Each pair of students will start with one box, cutting the box along the edges so that the box is laid out flat. Within each group they will discuss the shapes of each of the faces that make up the net. Then teacher will have ask students how they will find the total surface area of the model, eliciting the response that you must find the area of all the faces and then add to find the total surface area. Pairs will use centimeter rulers to measure each face, calculate the area of each face, recording the area on each face of the model. Finally students will calculate the surface area of their model. When finished students will complete 3”x5” index cards that say “Using words, numbers and/or pictures, explain to your partner how you would find the surface area of this triangular prism.” Teacher will circulate around the room to ensure that students demonstrate understanding of the task and collect the cards at the end of the class as an assessment.

Source: http://alex.state.al.us/lesson_view.php?id=26389

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real	Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real

surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card "Surface area= _____x____+___" using pictures, number, etc.	surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Complete the following framed sentence on the task card, "You can find the surface area of the rectangular prism by _____"completing task with the formula for area of a rectangle and the multi-step problem solution.	surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Write the numeric expressions on the task card in his/her own words using academic vocabulary in simple sentence form.	world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.	world situations demonstrating knowledge of content specific vocabulary and processes. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, shows how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of math activity. Have students work with a partner in completing the calculation of areas.	Provide list of key words for students to note when listening to the discussion of math activity. Have students work with a partner in completing the calculation of areas and explanation.	Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation. Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation. Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words; have students practice with different academic texts. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

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Grade 7: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., next, because, and, also).	Recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).	Recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on).	Recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

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Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Mathematics Content Statement 7.G
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective and content vocabulary on the smart board: Students will demonstrate understanding for the formula for the area of a circle and use this and estimation to solve problems. Teacher leads class discussion on posted vocabulary: circumference, radius of a circle, area of a circle, compass, and estimate. Teacher distributes centimeter graph paper, calculators, and compasses to groups of two students. Teacher directs students to draw circles on the centimeter squared paper with radii of 4 centimeters, 3 centimeters and 6 centimeters as she models this on the smart board. Teacher then asks students how they would find the area of these circles. Students respond by approximating the number of squares that are inside the circle. Students then respond with their estimates for the area of the circles using the centimeter graph paper. Teacher asks if students recall the formula for the area of a circle and students respond with □=□, *r-2*... Teacher directs students to find actual area of these circles using 3.14 for π and compare their estimates with the actual area of the circles. Teacher checks for understanding by going around the room. Students will choose two of the vocabulary words and complete a KWL Chart.

Introduction to Communication Grades 6-8, The Math Standards Series, Susan O'Connell, Suzanne G. Groskey, Heinemann

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the	Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the	Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and	Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and	Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this

area of a circle (or may need support from the partner or the teacher). Calculates circle area with the calculator. Completes a framed sentence: "The area of a circle is _____."	area of a circle (or may need support from the partner or the teacher). Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary.	responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary and writing the steps of calculating the area of a circle in logical order.	responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary and writing the steps of calculating the area of a circle in logical order.	question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing content vocabulary and writing the steps of finding the area of a circle in logical order. Explain orally the steps in finding the area of circle.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to information about finding the area of a circle.	Provide list of key words for students to note when listening to information about finding the area of a circle. Explain and model the use of a KWL chart.	Explain and model the use of a KWL chart. Model how to use transitional words to connect sentences in describing steps in a mathematical process.	Model how to use transitional words to connect sentences in describing steps in a mathematical process.	Provide opportunities for students to practice explaining steps in mathematical processes.

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Grade 8: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	Adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	Adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

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Ohio Mathematics Standards Content Statement 8.G: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Students will be discovering the Pythagorean Theorem using manipulatives. They will use the theorem to identify right triangles and find the missing side lengths of right triangles. Students will recognize when the use of the Pythagorean Theorem is appropriate, i.e. can only be used with right triangles. Students will be able to find the distance between two points on the coordinate plane. Students will be drawing right triangles on grid paper labeling: legs, hypotenuse, sides a, b, c, and the right angle. Students will recall the Pythagorean Theorem with a partner (, a-2. +, b-2. =, c-2.)and discuss its mathematical meaning with a partner.

http://www.shodor.org/interactivate/lessons/PythagoreanTheorem/

Level 1	Level 2	Level 3	Level 4	Level 5
Use some mathematical vocabulary: triangle, angle, side, length, right angle, hypotenuse with support of a partner and visual aids. Label right angles, sides, angles, and the hypotenuse with a partner. Complete framed sentences such as A _____ _____ has one 90 degree angle.	Use mathematical vocabulary (triangle, right triangle, angle, side, length, and hypotenuse and Pythagorean Theorem) in simple sentence. With a partner, apply , a-2. +, b-2. =, c-2.in order to find the length of a side.	Explain to a partner how to use the Pythagorean Theorem to find the length of a side of a right triangle. Independently solve problems using this theorem. Justify his/her process using mathematical vocabulary and correct notations within this task.	Demonstrate understanding of the mathematical vocabulary and the concept of the Pythagorean Theorem and how to solve for missing measurements in triangular problems using clear oral and written explanations. Demonstrate an understanding that the Pythagorean Theorem is only used with right triangles. With a partner write and present their own problems using this theorem when requested.	Demonstrate understanding of the mathematical vocabulary and the concept of the Pythagorean Theorem and how to solve for missing measurements in triangular problems using clear oral, written, concise responses. Demonstrate an understanding that this theorem is only used with right triangles. Write and present their own problems using this theorem when requested.

Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to information relating to math lesson.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to information relating to math lesson. Discuss the difference between informal language and formal mathematic language forms and vocabulary.	Discuss the difference between informal language and formal mathematic language forms and vocabulary. Model describing geometric figures with appropriate vocabulary.	Discuss the difference between informal language and formal mathematic language forms and vocabulary. Model describing geometric figures with appropriate vocabulary.	Provide criteria of a well-written mathematical problem that student can use for self evaluation during the writing process.

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Grade 8: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	Determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	Determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	Determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

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Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Ohio Mathematics Standards Content Statement 8.G
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective: Students will understand the relationships of the surface area and the volume of a cylinder and will able to identify and apply the formula in construction problems. Teacher will post/ review terms using visual aids) and formulas: *area of a circle (□=□, r-2.), base, circle, cylinder, circumference (C=πd), diameter, Pi (π= 3.141593or 3.14), radius, volume (V=Bh)* …Volume equals area of the base times the height of the cylinder). Then teacher will use a plywood circle prop to show the relationship of the diameter (10 in.) and the circumference (10π=31.415in.). Using calculators and posted formula have students working in pairs determine the area of the circle, reminding them to square the radius before multiplying by π. Teacher will check for understanding by walking around the classroom. Then the teacher will draw a cylinder with the base, radius and height labeled while explaining the process of finding volume of a cylinder, followed by a demonstration. Using a 2" diameter 12" inch long PVC pipe with an end cap and approximately one quart of white sand teacher asks students to predict the volume, and then pours the sand into the pipe slowly stopping to ask students how much more sand it will hold until the PVC pipe is full. Students will be ready to apply knowledge to practice working in teams to solve:

1. Find the area of a circle with a radius of 15 ".
2. What is the volume of a cylinder used for storing kerosene that has a diameter of 3' and is 4' long? Round to the nearest cubic foot
3. Name an occupation that would be using the volume of a cylinder on a regular basis.

http://www.sharemylesson.com/article.aspx?storyCode=50005647

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their

language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a framed sentence to respond to #3. A _____ uses the volume of a cylinder.	language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a teacher-made multiple choice question to respond to #3.	language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a simple sentence using general academic and content specific words and phrases.	language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a compound or complex sentence using general academic and content specific words and phrases.	language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a complex sentence using general academic and content specific words and phrases.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of math activity.	Provide list of key words for students to note when listening to the discussion of math activity.	Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation. Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.	Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words; have students practice with different academic texts. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

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Grade 9-10, Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral presentations and simple oral and written texts.	Use a developing set of strategies to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text.	Use an increasing range of strategies to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.

Sample Content-based Participation Goals – Mathematics (Algebra)
Lesson Vignette

Algebra
Seeing Structure in Expressions A-SSE:
Interpret the structure of expressions

At the onset of this lesson, each pair of students and/or individual student will be provided the following two questions to answer as a warm-up activity on Quiz let and on the Smart Board:

1. Convert the following statement into a mathematical expression:

Difference of five times
a number n and ten.

2. Convert the following mathematical expression into a statement:

$$\frac{x}{6x-5}$$

Additionally, the following academic vocabulary will be made available on Quiz let: factors, coefficients, convert mathematical expression, difference, and statement. Students then will review these vocabulary words on Quiz let to match them to their correct examples.

Source: http://www.shmoop.com/common-core-standards/handouts/a-sse_worksheet_1.pdf

Once they have adequate time to review the questions, students will be asked to recognize and define the following terms: factors, coefficients, convert mathematical expression, difference, and statement.

After viewing a video about savings accounts, students will complete a multi-step real-life problem about calculating compound interest on a savings account.

Sources:
http://www.bankrate.com/finance/video/banking/what-is-savings-account.aspx

Ohio Mathematics Standards
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx
pg. 57

Level 1	Level 2	Level 3	Level 4	Level 5
Solve the two warm up problems with a partner. Write the definitions of	Solve the two warm up problems with a partner. Write the definitions of	Solve the two warm up problems with a partner. Write the definitions of	Solve the two warm up problems. Write the definitions of	Solve the two warm up problems. Write the definitions of

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the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Answer one question about the information provided on the video about savings accounts. Work with a partner to answer the multi-step problem about the structure of savings accounts.	the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Take notes while listening to the video on savings accounts. Answer two questions about the information provided on the video about savings accounts. Work with a partner to answer the multi-step problem about the structure of savings accounts.	the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Take notes while listening to the video on savings accounts. Use a graphic organizer to record key ideas from the video. Answer the multi-step problem about the structure of savings accounts.	the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Take notes while listening to the video on savings accounts. Use a graphic organizer to record key ideas from the video. Write a paragraph summarizing some of the key ideas of the video. Answer the multi-step problem about the structure of savings accounts.	the math terms in the history log to serve as a reference tool in their future work with mathematical expressions. Write a summary of the key ideas of the video. Answer the multi-step problem about the structure of savings accounts. Orally explain the process for calculating the compound interest of a savings account.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Note: the online tool Quiz let is available for students to access. They can hear the problems being recited, as they follow along. Provide list of key words for students to note when listening to information about savings accounts. Use a whiteboard or a Smart Board to guide students on understanding the process for calculating compound interest.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Note: the online tool Quiz let is available for students to access. They can hear the problems being recited, as they follow along. Provide list of key words for students to note when listening to information about savings accounts.	Provide list of key words for students to note when listening to information about savings accounts. Use a whiteboard or a Smart Board to guide students on understanding the process for calculating compound interest. Model how to use a graphic organizer to take notes when listening to or reading information.	Model how to use a graphic organizer to take notes when listening to or reading information.	Provide opportunities for students to practice giving oral explanations of how to calculate compound interest.

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Grade 9-10, Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement.	Construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.	Construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counterclaim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

Sample Content-based Participation Goals – Mathematics
Lesson Vignette

Number and Quantity: The Real Number System
N-RN: Extend the properties of exponents to rational exponents.

Goal #1: Students can apply properties of exponents to simplify algebraic expressions with fractional exponents.

Students will know properties of exponents, operations on fractions, and order of operations.

Students will understand that properties of exponents are the same for integer and rational exponents. More specifically they will:

- Explain how integer exponent properties apply to rational exponent properties.
- Use adding, subtracting, and multiplying fractions
- Simplify Algebraic Expressions and Rational Exponents

Students will need to know the following academic vocabulary to be successful in learning this goal: rational, index, radical, and radicand, simplify expressions, integer, and
exponents.

Goal #2: Students will use properties of rational exponents to solve real-life problems, such as finding the surface area of rocks in the following problem:

Geologists study characteristics of various rocks. One way of comparing different rocks is to compare their sizes. For example, a rock's surface area S (in square centimeters) can be approximated by the model $S = km^{2/3}$ where m is the mass (in grams of the rock) and k is a constant. The values of k for several rock formations are given in the table.

Rock Type	Metamorphic Rock	Sedimentary Rock	Igneous Rock
k	11.5	64.3	54.1

Approximate the surface area of a sedimentary rock that has a mass of 5 kilograms, the surface area of metamorphic rock that has a mass 10 kilograms and the surface area of an igneous rock that has a mass of 2 kilograms.

From this information, determine which of the rocks is greatest in size and smallest in size.

Source: Ohio Mathematics Standards, p. 53
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With a peer, simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. With a partner, create 1-2 simple sentence responses the explanation of the mathematical calculations. With another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation to their constructive responses. Uses properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Record themselves on Audacity explaining which rocks are greatest in size and smallest in size. Their responses should include at least 1-2 simple sentences. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas.	With a peer, simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Create 3-4 simple sentence responses that explain the mathematical calculations and verbally communicate them to their partner. With another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation to their constructive responses. they had verbally explained their mathematical calculations correctly. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Record themselves on Audacity explaining which rocks are greatest in size and smallest in size.	Verbally share three or more ideas they know about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Creates 3-4 compound sentence responses that explain the mathematical calculations and verbally communicate them to their partner. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas and record answers on the KWL charts. Records themselves on Audacity explaining which rocks are greatest in size and smallest in size. Their responses should include at least 3-4 complex sentences.	Verbally shares four to seven ideas about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Verbally applies these terms when describing their algebraic expression to another student. Their responses should be stated orally in at least 5-7 complex sentences. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Following this activity, writes a short 4-5 sentence paragraph of what they already know about the different rock formations. They will then share their paragraphs with a peer. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Writes their conclusions in complex sentences. Orally explain which of the rocks are greatest in size and smallest in size. Their responses should include at least 4-6 complex sentences.	Verbally share six to seven ideas about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression individually by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Verbally applies these terms when describing their algebraic expression to another student. Their responses should be stated orally in at least 8-10 complex sentences. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Following this activity, writes a short 6-10 sentence paragraph of what they already know about the different rock formations. They will then share their paragraphs with a peer. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Writes their conclusions in complex sentences. Orally explain which of the rocks are greatest in size and smallest in size. Their responses should include at least 7-10 complex sentences. .

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Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms. Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms Provide feedback on initial drafts of written explanations and allow students to make revisions for final draft.

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Grades 11-12, Standard 2

An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh-questions.	Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.	Participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues: build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.	Participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues: build on the ideas of others and express his or her own clearly and persuasively, referring to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.

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Sample Content-based Participation Goals—Math

Math (Functions): Interpreting Functions F-IF, F-BF

Source: Ohio Mathematics Standards, Model Curriculum, Functions
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Functions_Model_Curriculum_March2015.pdf.aspx

Students participate in "The Function Game" to create an in-put, out-put table and to identify a function. Teacher (or class leader) has a function in his or her head. The function is kept secret from the rest of the class (ex: $y = x^2$).

Leader posts input-output chart on the board and calls on class member to supply input values.

When student gives input, leader responds by saying output value and writing the value on the board. (Leader uses graphing calculator or spreadsheet to program each function to cut down on mistakes and avoid giving hints.)

Continue until a student indicates that he knows the function; at that point, the leader gives the input, and the student provides an output value. Input-output continues until majority of class understand the function Teacher calls on as many students as possible to ensure that all understand the function.

Source: http://betterlesson.com/lesson/452395/the-function-game

Level 1	Level 2	Level 3	Level 4	Level 5
Given a partially completed input-output chart for the function, supply input values to be solved by the class. Listening to classmates, record missing input-output values during class discussion and Record function when revealed. Given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Given the function and one value, answer question "What is the input (output) for this function?" Repeat oral expression of equation; copy written function.	Given a blank input-output chart for the function, supply input and output values to be solved by the class; record function when revealed. May voluntarily participate in class game. Listening to classmates, record input-output values during class discussion. Then, given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Given the function and one value, answer question "What is the input (output) for this function?" State simple functions with correct algebraic terms and vocabulary (1-2 variables and 1-2 functions); repeat complex functions.	Listening to classmates, record input-output values during class discussion. Participate in class game after seeing several classmates give input and/or output model. With some support, state more complex functions with correct algebraic terms and vocabulary (2 or more variables and 2 or more functions). Given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Then, using phrases and simple sentences explain thinking; use some pre-taught vocabulary and algebraic terms.	Participate in class game after seeing 1-2 classmates give input model. Independently or with some prompting, state complex functions with correct algebraic terms and vocabulary (2 or more variables and 2 or more functions). With support and/or prompting, state the thought process which he used to discover the function using multiple simple sentences, several pre-taught vocabulary and algebraic terms.	Participate fully in the game (even as leader), giving both input and output values. State the equation for the function, using all of the correct algebraic terms, vocabulary (ex: "equals", "squared", "divided by") Using complex sentences, explain the thought process which he used to discover the function, "First I multiplied by 3, but that answer was wrong, so. . ."
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Have students work with partner to record missing input-output values during class discussion.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Have students work with partner to record missing input-output values during class discussion.	Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is …").	Provide time for sharing information and asking questions with a partner or in a small group setting.

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Grades 11-12, Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement.	Construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.	Construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counterclaim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

Sample Content-based Participation Goals—Math
Lesson Vignette

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Math (Geometry): Similarity, Right Triangles, and Trigonometry G-SRT

Source: Ohio Mathematics Standards, Model Curriculum, Geometry
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Geometry_Model_Curriculum_March2015.pdf.aspx

Students will be able to use similar right triangles to prove the Pythagorean Theorem, and then work on identifying common student errors when using the theorem.

Given a diagram of a large right triangle that includes two internal, right triangles (created by drawing an altitude to the hypotenuse), and the class will prove the Pythagorean Theorem. The class will work in small groups to prove that $a^2 + b^2 = c^2$.

After groups have met, volunteers from each group will explain how their group proved the theorem to the whole class.

Students will then review an example student paper where the student has made mistakes in finding one side of the right triangle. Students will identify the mistake, explain how the mistake was made, and tell the correct answer.

Source: http://betterlesson.com/lesson/448030/prove-it-part-2

Level 1	Level 2	Level 3	Level 4	Level 5
Given labeled diagram and of the triangle(s) to be discussed, copy labels onto a blank copy of the diagram using pre-taught vocabulary. Join a teacher-selected group; observe as group works to prove theorem.	Given a blank copy of the diagram and word bank, listen to teacher lecture/classroom discussion and labels the triangle(s) using pre-taught vocabulary. Join a teacher-selected group; observe as group	Given a blank copy of the diagram, listen to teacher/classroom discussion and labels the triangle(s) using pre-taught vocabulary. Join a teacher-selected group; observe and/or use simple sentences and	Participate in the lesson, With a partner, share spokesperson duties for a small group. With model sentences and/or clauses using "because," defend at least one individual answer from the	Participate fully in the lesson, even as the spokesperson of a small group. Speak in complete sentences and/or clauses using "because," using pre-taught vocabulary.

Work with a partner to partially complete worksheet. Given word bank with "correct" and "incorrect", identify correct and incorrect calculations on a worksheet. Tell correct answer for at least one problem.	and/or use single words and phrases to prove theorem Work with a partner to partially complete worksheet. Given word bank with "correct" and "incorrect", identify correct and incorrect calculations on a worksheet. Tell correct answer for several questions. Explain mistakes in a simple sentence by following model (i.e., "A^2 equals _____." or "The altitude equals _____."	phrases to prove theorem. Given word bank with "correct" and "incorrect", independently identify correct and incorrect calculations on a worksheet. Tell correct answer for several questions. Using paragraph frames, student can produce claims and complex supporting statements, like "The problem is (not) correct *becaus*e A^2 equals _____."	worksheet. Speak in phrases and clauses, using pre-taught vocabulary.	
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Provide sample sentence structures to express opinions (I believe that _____ is correct_)	Model the stating of a claim with supporting reasons.	Provide opportunities for students to share completed paragraph frames with partners.	Provide opportunities for students to practice giving their presentations. Give feedback that can be used to make improvements for final presentation.	Provide criteria of a well-presented claim with supporting reasons that students can use to evaluate each other's presentations.

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Grades 11-12, Standard 6

An ELL can analyze and critique the arguments of others orally and in writing..

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	Analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	Analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.

Sample Content-based Participation Goals—Math
Lesson Vignette

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Math (Statistics): Making inferences and justifying conclusions S-IC

Source: Ohio Mathematics Standards, Model Curriculum, Statistics
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Statistics-and-Probability_Model-Curriculum_March2015.pdf.aspx

Students participate in a reenactment of a real world statistical study in the 1850's AND learn about flaws and fallacies in statistical thinking.

After role play, the students gather in groups of three. Each person in the group is handed a different scenario to present to the other two. The students are instructed that for the next 25 minutes, they will be members of a student council on academics. Their job is to assess the validity of the statistical data being presented. (All of the scenarios have issues!) Students may discuss each scenario for 8 minutes.

At the end of the group discussion time, whole class analyzes the scenarios (projected at the front of the classroom) As the whole class brings up reasons to invalidate the data for each problem, teacher lists points on the board (PARTIAL list of flaws and fallacies in statistical thinking is created) The students will use this list in their homework, so they should take careful notes.

Source: http://cc.betterlesson.com/lesson/448252/role-play-plus-flaws-and-fallacies-in-statistical-thinking

Level 1	Level 2	Level 3	Level 4	Level 5
With an English dominant partner, assume role of a cholera victim in the enactment. Join teacher-selected group of four students. Given one simplified statistical scenario (including margin notes,	With an English dominant partner, assume a mostly silent role--cholera victim, contaminated well, clean well--in the reenactment. Repeat model responses. Join teacher-selected small group of four students.	Assume a silent or responsive role in the reenactment. If speaking, use a sentence frame to express relevant information (ex., "I drink water from the _____ well.) Given simplified scenarios (margin notes,	Assume a silent or responsive role in the reenactment. Following at least one peer, speak to express relevant information. Join a group of three students. After at least one other	Assume any role in the reenactment. Join a group of three students and participate in discussion, including presenting his scenario to group-mates, and identifying the predicate flaw.

illustrations, and definitions of highlighted words) complete cloze sentence to highlight the faulty predicate in the one scenario. Copy some of the flaws from the board.	Given simplified statistical scenarios (including margin notes, illustrations, definitions of highlighted words), complete a cloze sentence to highlight the faulty predicate in each of the scenarios. Copy some of the flaws from the board.	illustrations, definitions of highlighted words), join a group of three students. After at least one other student models the presentation, present his scenario. Complete cloze sentences to highlight the faulty predicate in each of the scenarios; later-- using cloze sentences for a prompt--participate in whole class discussion of flaws. Copy most of the flaws from the board.	student models the presentation, present his scenario and identify the flaw/fallacy. Participate in whole class discussion of flaws. Student may need some modeling or prompting when he or she gives response. Copy most of the flaws from the board.	Participate in whole class discussion of flaws. Copy flaws from the board.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Review and provide feedback on students' first drafts of complete cloze sentences; allow students to make corrections.	Lead class discussion on how to identify and analyze evidence provided to support a claim. Model sharing information and asking questions during a group discussion.	Lead class discussion on how to identify and analyze evidence provided to support a claim.

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CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

SCIENCE

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Grade K: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information or feelings about familiar topics or experiences.	Communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment.	Communicate information or feelings about familiar topics, experiences, or events.	Tell or dictate simple messages about a variety of topics or experiences.	Make simple oral presentations and compose short written texts about a variety of topics, experiences, or events.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students make or use different weather tools throughout the weather unit (rain gauge, thermometer, anemometers). They demonstrate their understanding that temperature, wind and precipitation are different ways to measure weather.

Source: Ohio New Learning Standards - Science
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
http:///h Match pictures or actual tools with corresponding picture cards. For example, match a picture card of the wind to an anemometer, and precipitation to a rain gauge. Record picture cards in science journal.	Verbally identify tools to measure weather in a whole group discussion. Illustrate tools and weather in science journal.	Identify corresponding tools used to measure various weather patterns. Complete science journal, using the prompt" I use a _____ to measure _____." Illustrate and share with a partner.	Select one weather tool and write 1-2 sentences describing the tool and its purpose. Record in science journal. Share with a partner.	Select two weather tools and write 1-2 sentences describing the tools and their purpose. Record in science journal. Present information to large group.

Sample instructional strategies and supports

Use picture cards to teach weather related vocabulary	Use picture cards to teach names of tools to measure weather. Allow students to discuss weather tools with a partner.	Model both oral and written sentences to describe purpose of a weather tool.	Model both oral and written sentences to describe purpose of a weather tool.	Provide criteria of effective presentations. Allow students to practice presentations in small-groups and evaluate presentations using criteria

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Grade K: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	With prompting and support, identify a reason an author or speaker gives to support a point.	With prompting and support, identify appropriate reasons an author or speaker gives to support main points.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students design an environment that will support a classroom pet. They provide for all of its needs including but not limited to food, water, air, shelter, cleanliness and safety.

Source: Ohio's New Learning Standards – Science, Kindergarten,p.15

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
NA	NA	NA	Listen to a teacher presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can get exercise).	Listen to a teacher presentation about creating a proper environment for a class pet. Identify muliple reasons why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can exercise. It will need to be kept in an enclosed space so that it doesn't get loose.)

Sample instructional strategies and supports

			Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.	Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.

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Grade 1: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Understand and use a small number of frequently occurring nouns and verbs, and very simple sentences; and respond to simple questions, with support (including context and visual aids).	Recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., *and, but, or*), and produce simple sentences, with support (including visual aids and sentences).	Use some singular and plural nouns, verbs in the present and past tenses, frequently occurring prepositions and conjunctions, and produce and expand simple sentences in response to prompts, with support (including modeled sentences).	Use an increasing number of singular and plural nouns with matching verbs, verb tenses (e.g., present, past), and frequently occurring prepositions and conjunctions, and produce and expand simple and some compound sentences in response to prompts.	Use singular and plural nouns with matching verbs, verb tenses (e.g., present, past, future) and frequently occurring prepositions and conjunctions, and produce and expand simple and compound sentences in response to prompts.
Sample Content-based Participation Goals – Science **Lesson Vignette** Students listen to a read aloud of *I Fall Down* (Vicki Cobb) and make inferences on how objects move (e.g. higher to lower, in a straight line) Source: Ohio Science Standards, Grade 1, p.35 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx Ohio Resource Center, Science Bookshelf, Physical Science http://www.ohiorc.org/bookshelf/				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
While reading the book, use hand gestures to indicate the meaning of some of the movement words *(up, down, pull)*. Participate in a game of Simon Says.	Participate in activities taken from the story, and then discuss what happened using frequently occurring words and phrases. Write a few simple sentences correctly using a few words from the story *(up, down.)*	Participate in some activities in the story and explain what happened; fill in a cloze passage that correctly uses many of the words in the story (*up, down, pull, weight, heavier.)*	While listening to the story, engage in conversations about observations made. Write a about a part in the story correctly using targeted vocabulary (up, down, pull.)	While listening to the story, engage in conversations about observations made. Write a story that correctly uses many of the words in the story (*up, down, pull, weight,* and *heavier*).
Sample instructional strategies and supports				
Demonstrate the game of Simon Says. Have students take turns being the leader.	Provide examples of sentences describing past events.	Provide examples of descriptive writing that illustrate use of prepositional phrases and conjunctions.	Have students work with a partner in writing the story.	Provide criteria of a well-written story that students can use for self evaluation during the writing process.

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Grade 2: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support, carry out short individual or shared research projects, gathering information from provided sources and labeling information.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/ observations in orderly notes.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.	With prompting and support, carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students deliver an oral presentation and compose a written report on an extinct organism, comparing it to an organism that is alive today (e.g. the relationship between elephants and mammoths).

Source: Ohio Science Standards, Grade two, Life Science
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support and second language support, find pictures on the Internet of an elephant and mammoth. Label these pictures on paper or in PowerPoint. Identify a few basic characteristics of the animals (e.g. eyes, ears, and trunk).	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides).	In pairs, find 2-3 similarities between elephants and mammoths using a few sources (books, websites, photographs, videos). Record findings in a simple PowerPoint template provided by the teacher and type a few simple sentences about the animals (2-3 slides).	In pairs, explore and compare the relationship between elephants and mammoths using a variety of sources (books, websites, photographs, videos). Following the teacher's written guidelines, create a 3-5 slide PowerPoint presentation on two animals' environments and their similarities.	In pairs, explore and compare the relationship between elephants and mammoths using a variety of sources (books, websites, photographs, videos). Following the teacher's written guidelines, create a 3-5 slide PowerPoint presentation on the two animals' environments and their similarities.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Demonstrate the use of a chart or other graphic organizer to show similarities and differences.	Provide sentence structures for describing animals and have student practice using structures to share information.	Provide list of academic terms that would be appropriate for describing animal characteristics.	Provide time for sharing drafts of PowerPoint presentations with peers and getting their feedback before completing final presentation.

Grade 2: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing .

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Show increasing awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	Compare examples of the formal and informal use of English, and (at Grade 3) use an increasing number of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3) use a wider range of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students compare the different appearances of clouds (shapes, sizes, shades of white/gray). They document their observations over a period of time to find if there is a relationship between the characteristics of the clouds and the weather (storms, precipitation types and/or amounts).

Source: Ohio Science Standards, Grade two
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Observe cloud patterns over a given time and document in science journal using pictures. Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using pictures, basic words, and sentences. Label the types of clouds in the type of journal using vocabulary list provided by teacher. Complete sentence frames about clouds. Share with partner.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a short report on weather patterns and clouds using an increasing range academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a report on weather patterns and clouds using a wider range academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a detailed report on weather patterns and clouds using a wide range of academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.

Sample instructional strategies and supports

Have students share informal language they hear/use with friends and with the teacher. Provide and discuss words and phrases that can be used to describe clouds.	Provide and discuss both scientific and informal words and phrases that can be used to describe clouds.	Demonstrate the use of a graphic organizer to report information.	Lead a whole-group brainstorming session on ways to describe a cloud formation to a friend compared to the way to describe a cloud formation in a science report.	Provide criteria of a well-written report using formal vocabulary, and show students how to use criteria as self-evaluation tool when writing a report.

Grade 3: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Communicate simple information about familiar texts, topics, experiences, or events.	Deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written narratives and informational texts about a variety of texts, topics, experiences, or events.	Deliver oral presentations and compose written narratives and informational texts, with some details, about a variety of texts, topics, experiences, or events.
Sample Content-based Participation Goals – Science **Lesson Vignette** Students write a report explaining how a behavioral or physical characteristic is an advantage of a specific animal or plant for surviving in its environment. Source: Ohio's New Learning Standards - Science, page 76 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx				
Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write words or a simple sentence about a specific animal's characteristics, e.g., "A tiger has stripes. A tiger has sharp teeth". Share their sentences with a partner.	Draw a picture and write 2-3 simple sentences about animal survival characteristics based on a model provided by the teacher. E.g. - "The tiger has stripes to hide in the long grass." Share their sentences with a partner.	Write and edit a short paragraph on a specific animal's characteristics using appropriate scientific vocabulary like habitat, predator, and prey. Then share that paragraph with a partner or small group.	Write a mostly grammatically-correct and coherent 2 -3 paragraph animal report using appropriate scientific vocabulary that shows how the adaptations help the animal to survive in its environment. Then share that paragraph with a partner or small group.	Independently write a multi-paragraph animal report showing good use of scientific vocabulary, mostly correct grammar, and using the correct features of informational writing. Then share the report with a partner or small group.
Sample teaching strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures that can be used to show relationship of animal characteristic to survival.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Have ELL work with a partner on writing the report.	Provide feedback on initial drafts of report and allow students to make revisions based on final drafts.

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Grade 3: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Show increasing awareness of differences between informal, 'playground speech' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	Compare examples of the formal and informal use of English, and (at Grade 3) use an increasing number of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3) use a wider range of general academic and content-specific words in conversations and discussions.	Adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

Sample Content-based Participation Goals – Science

Lesson Vignette

Students design a plan to reduce or recycle waste in the school. Students will orally present the plan to the principal and to younger students.

Source: Ohio's New Learning Standards - Science, page 76
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Show understanding of words such as "recycle, reuse, waste" by illustrating the words. Use learned phrases to introduce the plan to the principal. (E.g., "This is our plan to recycle in our school.")	Write then deliver formal practiced sentences to explain a step in the plan to the principal. (E.g., "Place a recycle container in each classroom.") Then explain the same step to a Kindergarten classroom. (E.g., "Put used paper in this bin.")	Choose formal English and content-specific words (e.g., waste, recycle, compost) in writing, then orally, to explain the steps to the principal with a moderate degree of accuracy. Then explain to Kindergarten students how to use the recycle bin using less formal English.	Take an active part in preparing the presentation for the principal and be part of delivering the presentation. Then adapt the presentation to suit younger students, making conscious word choices for the audience.	Actively participate in writing the plan for the principal and orally presenting the plan. Then actively participate in writing a plan for Kindergartners and orally presenting it, using appropriate sentence structure and academic vocabulary.

Sample teaching strategies and supports

Provide list of key words for students to note when listening to information about recycling.	Guide students on creating a chart to sort words into categories appropriate for presenting information to different audience (principal vs. kindergarten student).	Have ELL work with a partner to create written notes to use for presenting information to principal and to kindergarten students.	Provide opportunities for students to practice giving presentations in small group settings.	Provide feedback on initial drafts of proposal and allow students to make revisions for final draft.

Grade 4: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recall information from experience and/or gather information from a few provided sources, and label some key information.	Recall information from experience and/or gather information from provided sources, and record some information.	Recall information from experience and/or gather information from print and digital sources to answer a question; and identify key information in orderly notes.	Recall information from experience and/or gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.	Recall information from experience and/or gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.
Sample Content-based Participation Goals – Science **Lesson Vignette** Students conduct independent research into fossils taking orderly notes using charts, tables, etc., using print and digital sources e.g. http://www.ucmp.berkeley.edu/education/explorations/tours/geotime/gtpage5.html Source: Oho New Learning Standards – Science – 4th grade, p.106 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx				
Level 1	Level 2	Level 3	Level 4	Level 5
Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	Gather 2-3 facts about fossils from simple texts and websites and record the information with words and pictures in a science notebook, with translation and/or bilingual help (if available).	Gather 4-6 facts about fossils from text and digital sources and present the information in a chart or in a science notebook with some help from the teacher.	Gather multiple facts about fossils from text and digital sources, then record the research and sources in graphic form either in print or on a computer.	Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts adding a list of sources in graphic form either in print or on computer.
Sample instructional strategies and supports				
Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary	Have ELL work with a partner on this task.	Have ELL work with two or three partners on creating a chart with information about fossils.	Provide feedback on initial drafts and allow students to make revisions.	Provide criteria of a well-written summary of research findings that students can use as self-evaluation.

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Grade 4: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to different social and academic contents, with emerging control, and use some words learned through conversations, reading, and being read to.	Adapt language choices according to purpose, task, and audience, with developing control, and use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	Adapt language choices and style (includes register) according to purpose, task, and audience, with increasing ease, and use a wider range of general academic and content-specific words and phrases in speech and writing.	Adapt language choices and style according to purpose, task, and audience, and use a wide variety of general academic and content-specific words and phrases in speech and writing.

Sample Content-based Participation Goals – Science
Lesson Vignette

After investigating what happens to the total amount of mass/weight during many types of changes (e.g., ice melting, salt dissolving, paper tearing, candle burning, Alka-Seltzer® in water), small groups discuss their findings using appropriate informal language, then present an oral report discussing their findings using formal academic language.

Source: Ohio New Learning Standards - Science PS Matter and Forms of Energy, p. 106 and ELA SL 4.4 and 4.6
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Participate in the science experiment. Then use a learned and practiced phrase to introduce the topic during an oral report. E.g., "We put salt in water."	Participate in the science experiment and in the small group discussion in a limited way. Contribute ideas towards the oral report. Then use 2-3 memorized sentences containing some academic language about the experiment during an oral report. E.g., "We mixed the salt and water. The salt dissolved in the water."	Participate in the experiment and in the small group discussion using informal language. Then contribute 3-4 sentences containing content- specific words like "weight, dissolve, solution" using formal sentence structure with some assistance from the teacher. Take part in presenting the oral report, using formal language.	Participate in the experiment and the small group discussion using informal language. Then take an active part in the group preparation of the oral report, choosing specific language and formal sentence structure to describe the experiment referring to the scientific method with minimal assistance from the teacher. Take part in presenting the oral report using formal language.	Participate fully in the experiment and the small group discussion using informal language. Contribute to the oral report on the experiment using grade appropriate academic vocabulary and formal register adding specific details. Then take an active part in delivering the oral report, speaking clearly.

Sample instructional strategies and supports

Provide sentence structures that students can use to describe findings.	In large group setting, have students share their findings and write them down in computer. Then give written copies to students.	Provide list of academic terms that would be appropriate for reporting results of scientific experiments.	Have students self-evaluate their participation in the small group discussion.	Provide criteria of a well-written report of science experiment that students can use as self-evaluation.

Grade 4: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs; and understand and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions; and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), and prepositional phrases; produce and expand simple and compound sentences, with support (including modeled sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases; and produce and expand simple, compound, and a few complex sentences.	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), prepositional phrases, subordinating conjunctions, and the progressive and perfect verb tenses; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Science
Lesson Vignette

As part of a unit on landforms, students will create a slideshow (e.g., Power Point or Keynote) consisting of visuals, text, and narration about an assigned landform. Students will use the slide show to explain features, formation and examples of the landform to the class.

Source: Ohio's New Learning Standards - Science ES Earth's Surface, p. 106 and ELA SL 4.5
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Pair the level one student with a native speaker or a more proficient ELL. Level one student will collaborate to create one or two slides with a title, pictures and words. Level one student will use simple practiced sentences (for example, *This is an island.*) to help present the slide show to the class.	Pair the level two students with a native speaker or more proficient ELL. Level two students will collaborate to create several slides about the landform using pictures with simple written and narrated sentences. For example, *A lake is water surrounded by land. The largest lake in the U.S. is Lake Superior*. The student will help present the slide show to the class.	Individually or with a partner, create multiple slides about a landform using pictures with simple written and narrated sentences including relative pronouns and adverbs, prepositional phrases and compound sentences. For example, *A plateau is an area of high level ground. The Tibetan plateau is the largest plateau in the world.* Some assistance from the teacher may be needed. Then present the slide show to the class.	Individually or with a partner, create a slideshow with at least 10 written and narrated sentences, using relative pronouns and adverbs, subordinating conjunctions, and/or prepositional phrases using some compound and complex sentences. For example, *Land that is surrounded on three sides is a peninsula.* Then present the slide show to the class.	Independently prepare a slide show about a landform. Use grade appropriate spoken and written language in the narrated slideshow showing use of perfect verb tense in compound and complex sentences. For example, *Mt. Etna has erupted many times.* Then present the slide show to the class.

Sample instructional strategies and supports

Pre-teach key vocabulary and provide descriptive sentence structures. Provide bilingual dictionary or online translation tool if available and appropriate.	Provide examples of descriptive sentences pertaining to different landforms.	Provide examples of descriptive writing that illustrate the use of relative pronouns, adverbs and prepositional phrases.	Provide opportunities for peer review and feedback on draft reports.	Provide feedback on drafts of report, and provide opportunity to make revisions for final draft.

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Grade 5: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Recall information from experience and/or gather information from a few provided sources, and label some key information.	Recall information from experience and/or gather information from provided sources, and record some information.	Recall information from experience and/or gather information from print and digital sources to answer a question; and identify key information in orderly notes.	Recall information from experience and/or gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.	Recall information from experience and/or gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.
Sample Content-based Participation Goals – Science **Lesson Vignette** Students conduct independent research into ecosystems explaining ways that humans can improve the health of ecosystems (e.g. recycling waste, establishing rain gardens, planting native species) using print and digital sources and taking orderly notes using charts, tables, etc. Source: Ohio New Learning Standards - Science, p. 132 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Label picture of an ecosystem (e.g. forest, desert, ocean) using a picture dictionary. With bilingual or translation support (if available), show understanding of one way to help the environment (e.g., recycling) by drawing a picture.	Gather 3 - 4 facts about the chosen ecosystem from simple texts and websites; then record the information with words and pictures in a science notebook, using charts, with translation and/or bilingual help (if available). Draw or write one way to protect this ecosystem.	Gather at least 4-6 facts about the ecosystem from text and digital sources. Present the information in a chart or in a science notebook with some help from the teacher to determine key information. Give at least one idea about how to protect this ecosystem.	Gather multiple facts about the ecosystem from text and digital sources. Record the research and sources in graphic form either in print or on a computer to answer the question: "How can humans improve this ecosystem?" Provide 1 - 2 ideas on ways to improve the ecosystem.	Gather multiple facts about the ecosystem from text and digital sources. Summarize the research neatly in charts adding a list of sources in graphic form either in print or on a computer. Provide 2 - 3 ideas on ways to improve the ecosystem.
Sample instructional strategies and supports				
Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Have ELL work with a partner on this task.	Have ELL work with two or three partners on creating a chart with information about ways to improve the ecosystem.	Provide feedback on initial drafts and allow students to make revisions.	Provide criteria of a well-written summary of research findings that students can use as self-evaluation.

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Grade 5: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to different social and academic contents, with emerging control, and use some words learned through conversations, reading, and being read to.	Adapt language choices according to purpose, task, and audience, with developing control, and use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	Adapt language choices and style (includes register) according to purpose, task, and audience, with increasing ease, and use a wider range of general academic and content-specific words and phrases in speech and writing.	Adapt language choices and style according to purpose, task, and audience, and use a wide variety of general academic and content-specific words and phrases in speech and writing.

Sample Content-based Participation Goals – Science
Lesson Vignette

Solar energy collection is most effective in areas that receive direct sunlight for long periods of time. In small groups students will research specific locations on Earth and how much direct sunlight they receive. Working in small groups, students evaluate the data and make a recommendation as to where to locate a solar energy facility. Share and defend the recommendation with the class.

Source: Ohio New Learning Standards – Science, Solar Energy - and Ohio English Language Arts Model Curriculum SL 5.4 and 5.6)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual or translation support (if available) to understand the topic, show understanding of some key words such as "sun, solar, energy" by creating a bilingual word list. Use a learned and practiced phrase to introduce the topic during an oral report. E.g., "It is sunny in California."	Use informal language in group discussion of the project, then some memorized phrases to say 2-3 sentences containing some academic language about the topic during an oral report. E.g.: "Phoenix receives 3,872 hours of direct sunlight each year."	Use informal language in group discussion of the project. Then contribute 4 - 6 sentences to the recommendation report, containing content-specific words like "solar energy, generate, facility, location" using formal sentence structure with some assistance from the teacher and peers.	Use informal language in group discussion of the topic. Choose specific vocabulary and formal sentence structure to present the recommendation with minimal assistance from the teacher.	Use informal language during the group discussion. State and defend the group's recommendation using grade appropriate academic vocabulary and formal register adding specific details and speaking clearly.

Sample instructional strategies and supports

Provide sentence structures that students can use to describe key concepts	In large group setting, have students share key concepts and write them down in computer. Then give written copies to students.	Provide list of academic terms that would be appropriate for reporting key concepts in informational text.	Have students self-evaluate their participation in the small group discussion.	Provide criteria of a well-written and orally-presented report that students can use as self-evaluation.

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Grade 6: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.	Participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	Participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

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Sample Content-based Participation Goals- Science
Lesson Vignette

Science Content Statement: Matter and Motion: Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion (page 190).

Conservation of mass is a concept related to matter in grade six physical science. Using a scale, the students in groups of two and three will weigh an empty one-cup measuring cup recording their measurements on a measurement worksheet. Then they will fill the cup with ¼ cup salt, weigh it, and record the measurement. Next they will set the salt aside carefully in the bowl. On the worksheet they will find the weight of just the salt. Next they will add ¾ cup of water to the empty cup and weigh it. Do not empty the water out of the cup. Again they will calculate and record the weight of the water. Then students will add the weight of the water, salt and the empty cup on their worksheet. Now students will add the salt to the water that is in the cup, carefully stir it, and watch it dissolve. Then students will predict the weight with their partners and share out their response. Finally students will weigh the solution that they made, concluding that the weight was the same. Students will prove Conservation of Mass or that mass of substances that you combine in a physical or chemical reaction will be the same as the mass of the substance you end up with. Students will be able to verbalize this principle in their own words.

Sources: Ohio Science Standards, Grade Six,
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Science Unit Studies for Homeschoolers and Teachers, Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5
In a small group of three students listen to introduction of measurement vocabulary: equals,	In a small group of three student listens to introduction of measurement vocabulary: equals,	In a small group of three students listen to introduction of measurement vocabulary: equals,	In a small group of three students listen to introduction of measurement vocabulary: equals,	In a small group of three students listen to introduction of measurement vocabulary: equals,

measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Answer "wh" questions pertaining to the materials needed in this lesson. Assist in measuring the materials and, with support of teacher and group, records results. Completes this framed sentence: _____equals weight.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Answer "wh" questions pertaining to the materials needed in this lesson. Assist in measuring the materials and, with support of teacher and group, records results. Finish this sentence: Mass of what goes in _____, (is less than, is greater than, or is equal to) the mass of what comes out.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Ask and answer relevant questions pertaining to the materials used in the lesson. Predict the outcome and exchange ideas within the group. Record the outcome in his/her own words of 2-3 sentences.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Ask and answer relevant questions pertaining to the materials used in the lesson. Describe the process and the mixture of the salt water using words such as dissolve and solution. Predict the outcome and exchanges ideas within the group. Record the outcome in his/her own words.	measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Ask and answer relevant questions pertaining to the materials used in the lesson. Describe the process and the mixture of the salt water using words such as dissolve and solution. Predict the outcome and exchange ideas within the group. Record the outcome in his/her own words.
Sample instructional strategies and supports				
If available, use illustrations or concrete objects when introducing Provide bilingual dictionary or online translation tool if available to assist with comprehension.	Provide examples of question structures and model how to ask for clarification when encountering an unknown word in an oral presentation or text.	Provide sentence structures for indicating prediction of experiment outcomes. Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g., "Another example is …")	Provide feedback on initial drafts of report and allow students to make revisions for final draft.

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Grade 6: Standard 3

An ELL can speak and write about grade appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics and experiences.	Deliver short oral presentations and compose written narrative or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics and experiences, developed with some details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with some specific details.	Deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics and experiences, developed with relevant details, ideas or information.

Sample Content-based Participation Goals – Science
Lesson Vignette

Science Content Statement: Rocks, minerals and soils have common and practical uses.

Students research different uses of minerals, soil and rock within the community and within Ohio. They represent findings graphically and discuss/present to the class.

Source: Ohio Science Standards, Grade six
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Focus on comprehension vocabulary, useful words, and specific academic words. Work in a small group of three or in pairs and completes framed sentences (Example: "This rock is _____") and graphic prompts (pictures, visual aids, or actual rocks), Provide simple explanation, based on group work, about the minerals, soil, minerals and rocks within Ohio as part of a group presentation.	Using pictures and/or visual aids including maps or graphs of the minerals, soil and rocks in Ohio, give a five-sentence explanation to compare and contrast two different minerals, soils, and rocks (i.e. physical, chemical characteristics and uses). For example, provide a narrative between sandy and clay soil using a visual for support.	Write and present a five- sentence paragraph about the different types of minerals, rocks and soils found within the community. Produce a graph as a supportive graphic organizer.	Write a narrative of several paragraphs about the uses for different soils in Ohio. Includes a visual of the Ohio soils and their uses. Present the report and the visual to the class. If possible, use blended learning and presents this report using technology.	Write a two-page report with developed details on the results of their experiment and present to the class with a video that they create.

Sample instructional strategies and supports

Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available.	Have students work with partners.	Demonstrate how to produce a graph to support written information.	Provide students the opportunity practice sharing reports in small groups.	Provide criteria of a well-written report that students can use for self evaluation.

Grade 6: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about familiar topics.	Construct a claim about familiar topics and give a reason to support the claim.	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Science
Lesson Vignette

Science Content Statement: Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion (page 190).

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Concepts related to states of matter; changes in materials are investigated including solid-liquid phase changes. Teacher posts/ discusses learning objective and tells students that the temperature at which a substance changes from a solid to a liquid is called its melting point. Teacher may need to explain the multiple meanings of state and point. Ask students whether this is a chemical or physical change (it is a physical property because even though it is changing state of matter going from a solid state to a liquid state, it is not changing its molecular structure). Elicit opinions and discussion. Once the melting point is reached, the substance will stay at the temperature until all of it has turned into liquid. Teacher asks students what the freezing point is or the temperature that a liquid turns into a solid state. Discuss whether freezing is a chemical or physical change eliciting opinions and discussion. Freezing is also a physical change and in Celsius is zero degrees. Then in groups of three, give students a glass half filled with water adding enough crushed ice to fill the glass about 1 ½ inches from the top. Place a Celsius thermometer in the glass and immediately record (every 12 minutes) the temperature on a graph that has the vertical axis labeled degrees Celsius and the horizontal axis labeled Time in minutes. The melting point is the point where the temperature stays the same until all the ice has melted. Have groups share out findings of the melting point using the graph and a written response. Providing all the thermometers are accurate the melting point would be 0 degrees.

Sources: Ohio Science Standards, Grade Six
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Science Unit Studies for Homeschoolers and Teachers, Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or	Demonstrate understanding of the relationship of freezing and melting points along with the vocabulary: Celsius, freezing, state, melting point, temperature, physical change, chemical change, and solid, liquid. Give an opinion whether melting is a chemical or

physical change using a framed sentence: Melting is a _____change. Work in a group of three and plots the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally in a simple sentence, "The melting point is 0 degrees" or in a written framed sentence, "The _____ point is 0 degrees.	physical change, with reasoning. "I think melting is a physical or chemical change because…." Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally in a simple sentence, "The melting point is 0 degrees" or in a written framed sentence, "The _____ point is 0 degrees.	physical change giving, reasoning. "I think melting is a physical or chemical change because…. "Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally and in a three to five sentence paragraph the process in logical order, results of the experiment, and at least two- three reasons to support.	physical change, giving reasoning. "I think melting is a physical or chemical change because…." Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally and in a three- five sentence paragraph the process, graphing results in logical order, and the results of the experiment. Provide a conclusion statement about the melting point with at least three sufficient reasons of support.	physical change, giving reasoning. "I think melting is a physical or chemical change because…. Work in a group of three and plot the change in temperature on his/her graph. Calculate within the group the melting point, and respond orally and in a three- five sentence paragraph the process, graphing results in logical order, and the results of the experiment. Provide a conclusion statement about the melting point with at least three to four reasons of support.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide sample sentence structures to express opinions ("I believe that…"; "my opinion is that ….")	Model both oral and written statements expressing opinions with reasons.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide feedback on students' written work to assist with improvements for final report.

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Grade 7: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.	Analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.	Analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.

Sample Content-based Participation Goals – Science
Lesson Vignette

Ohio Science Content Standards Statement: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and biotic factors (page 221).
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

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Teacher posts the learning objective on the smart board: Students will discuss changes in our ecosystem, *succession* in pond water, and define the science term *succession in our ecosystem.* Teacher scaffolds understanding with the visuals demonstrating changes in the ecosystem. Vocabulary is posted and discussed to check for understanding: *ecosystem, succession, man-made changes and natural changes.* First teacher will check for prior knowledge by distributing or posting pictures of old barns that are in bad repair, land that has been abandoned, old homes damaged by flood or fire, forests that have been cut down or burned, generating discussion about these pictures. "If this land where our school is located were left for a hundred years, what do you think would happen?" "What kinds of natural changes in our ecosystem have you noticed?" Teacher opens up discussion and listens to opinions. Teacher will prepare students for the pond water experiment. Students will be in groups of four with a tall jar with lid, dried pond vegetation, distilled water, pH paper, microscopes, microscope slides, coverslips and droppers. (Teacher will need to prepare the plant materials a week ahead of time so that the dried plant material will reveal small microorganisms, algae, amoeba and other organisms appear.) In groups of four students will place dried plants into the clean jar and fill it with the distilled water, testing the acidity with the pH paper. Record the acidity on Day 1 in your Science Journal, continuing to check and record in your journal acidity every day for the next five days. After recording this on Day 1 place the jar in a light window with constant temperature. Continue checking daily, adding water if there is any evaporation. Observe color, cloudiness, odor and layers that may be settling. On the first day that you observe a change use your pH paper and record the results. With the dropper take a sample of the water, placing it under the coverslip and observe this under your microscope. Repeat this, taking the sample from the middle of the water. Repeat this over the five days. In your journals respond to these questions:

1. How many different kinds of organisms did you see?
2. Did you observe any changes in the kinds of organisms over the 5 day period?
3. Where did the organisms come from?
4. How can you explain the changes that you saw?
5. Would you expect all pond water samples to be the same? Why or why not?

https://www.teachingchannel.org/videos/middle-school-biology-lesson

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.	Listen to the introduction to the lesson, focusing on content vocabulary.

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and teacher made sentence frames. Actively engage in the hands-on activity with his/her group. Use framed sentences in order to complete the journal questions; for example, "I saw ____ kinds of organisms."	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to the changes that he/she observed and why the changes occurred.	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and gives reasons, man-made or natural, for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to the changes that he/she observed and why the changes occurred.	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and cites evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to and analyzes the changes. Cite specific observations from the experiment that he/she observed and why the changes occurred.	Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and cite evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to and analyzes the changes that he/she observed and why the changes occurred. He/She will also be able to cite specific observations from the experiment that he/she observed and why the changes occurred.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when listening to the lesson introduction.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when listening to the lesson introduction. Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples.	Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples. Provide rubric students can use to analyze arguments and supporting reasons.	Discuss the difference between claims without supporting evidence and claims with supporting evidence. Have students give examples of each. Provide rubric students can use to analyze arguments and supporting reasons.	Lead discussion on the soundness of evidence gained from the experiment and observations to support certain claims about changes in the environment.

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Grade 7: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	Adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	Adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

Sample Content-based Participation Goals – Science
Lesson Vignette

DRAFT

Ohio Science Content Statement: The properties of matter are determined by the arrangement of atoms (page 225).
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Tell students that scientists have found all different kinds of atoms in the world and have written them down in what we call the Periodic Table of Elements and the elements are the names for the different types of atoms. Discuss the elements found on the Periodic Chart. Everything in the world is made of atoms, even themselves. Post large chart of the Periodic Table. Tell students that all materials have characteristics or properties and that there are two main types of properties of matter: physical and chemical.
Physical properties are those that that can be seen without actually changing the molecules of the substance, model examples (color, texture, taste, states of matter, smell, shape) and elicit discussion. *Chemical properties* of matter are those that actually change the chemical make-up of the matter; the molecules actually change themselves. Divide class into groups of three each with a microscope and each group with items such as sugar, milk, pepper, corn starch, cocoa, sand paper, baking soda, wood, tin foil, paperclip, and so on. Have students write down as many physical properties of these items as possible along with the state of matter that each item is. Have each group share out their findings.

Science Unit Studies for Homeschoolers and Teachers, http://funtasticunitstudies.com/science-unit-studies-book/
Susan Kilbride, iUniverse, Inc.

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table.	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table.	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table.	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively	Listen to discussion of vocabulary: properties, Periodic Table of Elements, physical properties, chemical properties, solid, liquid, and gas. Listen as other students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively

Participate in the small group work by listening to group members list as many physical properties as possible for each item that they have. Describe one item when given a framed sentence. "The paperclip is a _____."	Participate in the small group work by listening to group members list as many physical properties as possible for each item that they have. Orally describe several items using color, texture, state of matter, etc.	Participate in the small group's work listening to group members list as many physical properties as possible for each item. Describe items orally and in short written texts. Take part in the oral presentation.	participate in listing as many physical properties as possible for each item. Describe items orally and in written texts. Take part in the group's oral presentation.	participate in the small group's work listing as many physical properties as possible for each item. Describe items precisely both in oral and written text. Use precise language when expressing physical properties in the group's presentation.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of periodic table.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the discussion of periodic table. Discuss the difference between informal language and formal language for science. Model describing elements with appropriate vocabulary.	Discuss the difference between informal language and formal language for science. Model describing elements with appropriate vocabulary.	Discuss the difference between informal language and formal language for science. Model describing elements with appropriate vocabulary.	Provide criteria of a well-written description of scientific properties that student can use for self-evaluation.

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Grade 7: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use an increasing number of intensive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Science
Lesson Vignette

DRAFT

Ohio Science Standards Content Statement: Matter is transferred continuously between organism to another organism and between organisms and their physical environments (page 218).
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

This lesson focuses on understanding and comparing *photosynthesis* and *respiration.* Ask students what plants need in the process of photosynthesis: carbon dioxide, water and sunlight. Post vocabulary with oral explanations: chlorophyll, chloroplasts, photosynthesis, and cellular respiration. Refer to four bean plants that students have planted (a week or so ago) in identical pots with the same amount of soil; two pots in a place with little or no sun and the other two in sunny spots, all with the same amount of water. Students in groups of three will observe/record (in sentence form) differences in growth and color and conclude that plants need sunlight for photosynthesis. Teacher will write the photosynthesis formula on the smart board:
6CO2+6H2O+light energy= C6H1206+6O2 eliciting from the class what each part of the equation represents (carbon dioxide, water, sugar molecule and oxygen). Teacher then describes (with a visual) how the roots take in six molecules of water and using chlorophyll in the leaves takes in light energy to produce one sugar molecule and six oxygen molecules. Teacher will post the following formula on the smart board:
C6H12O6+6O2= 6O2+6H2O+energy and elicit from students their observations (same molecules as photosynthesis; molecules are just on the opposite side of the equation). Teacher will then label this chemical equation *cellular respiration.* Ask students what they see that plants give off along with oxygen. Using photosynthesis, plants take in energy from the sun to make the sugar molecules using respiration that releases the energy it needs. One way to think of it is that photosynthesis is when plants make sugar and respiration is when plants "eat" the sugar. Teacher further explains cellular respiration. Students in groups of three will distinguish between the *photosynthesis* and *cellular respiration* by creating a chart.

Science Unit Studies for Homeschoolers and Teachers, http://funtasticunitstudies.com/science-unit-studies-book/
Susan Kilbride, iUniverse, Inc.

Grade 8: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided sources and label collected information.	Gather information from provided sources and record some data and information.	Gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.	Gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	Gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

Sample Content-based Participation Goals – Science
Lesson Vignette

DRAFT

Ohio Science Standards Content Statement: Forces have magnitude and direction. (Page 270.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Teacher posts learning objective: Students will describe friction as a force that affects motion, know the difference between static friction and kinetic friction and explain why friction occurs. Teacher posts/ discusses vocabulary: *friction, kinetic friction, static friction, and control, variable.* In groups of three, students will perform experiments using a spring scale to drag ceramic coffee cups *half- filled with pennies or similar objects* (three trials for each) across the floor. Students in each group will cover the bottom of their coffee cup with various materials: poster board, glossy paper, glass, carpet, linoleum, metal, plastic, Styrofoam, sandpaper glued to heavy paper. Students will tape these materials to the bottom of their cup. The spring scale allows each group to measure the frictional force that exists between the moving cup and the floor surface. By changing the bottom surface of the cup students will find out what kinds of surfaces generate more or less friction. Prior to the experiments, teacher will point out to students that they must make sure that the tape does not affect the surface being tested and demonstrate how the spring scale will be used (horizontally) to measure the amount of force that it takes to drag the coffee cup across the floor. Teacher will articulate that the force indicated by the scale is equal to the amount of friction that is being generated by the different materials on the bottom of their cup, because it is the force that must be overcome in order to move the cup. Students in each group will record their data on a data sheet. As an assessment, students will complete the following:

1. Why did you slide the cup three times for each bottom surface of the cup? (consistent results)
2. In this experiment about friction, what is the control? (plain cup)
3. In this experiment about friction, what is the variable? (bottom surface of the cup)
4. Complete a K-W-L Chart about Friction.

https://www.teachengineering.org/

Level 1	Level 2	Level 3	Level 4	Level 5
Listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Actively listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Actively listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.	Actively listen as teacher introduces the learning objective and demonstrates the meaning of the vocabulary with regalia.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Assist in completing the group's data sheet. Using text and sources in the classroom complete one item under each column in the K-W-L chart.	Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute some of the data on the group's data sheet. Using text and sources in the classroom complete two ideas under each column in the K-W-L chart.	Engages with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources.	Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom completes at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction.	Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom student will be able to complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction. Extends learning by further exploring this topic on the internet.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the lesson introduction. Demonstrate how to use the KWL chart.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to the lesson introduction. Demonstrate how to use the KWL chart.	Provide model sentence structures that can be used to describe scientific observations.	Provide model sentence structures that can be used to describe scientific observations.	Lead discussion on the soundness of evidence gained from the experiment and observations to support certain claims friction.

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Grade 8: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., next, because, and, also).	Recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).	Recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on).	Recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

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Sample Content-based Participation Goals – Science
Lesson Vignette

Ohio Science Content Standards Statement: Forces between objects act when the objects are in direct contact or when they are not touching. (Page 265.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Teacher will post learning objective: Students will understand that magnetic fields exist around magnetic objects attracting and repelling items that exert a magnetic field that can vary in strength. Teacher will post/discuss vocabulary (visual aids): *attract, repel, magnetic force fields, horseshoe magnet, bar magnet, iron filings.* Teacher will begin by asking students to discuss their experiences with magnets. Ask students to describe what magnets are and how they work; this discussion will assist the teacher in assessing students' prior knowledge of magnets and magnetism that will be helpful in guiding students to more scientific explanations. Pass out two bar magnets, one horseshoe magnet, iron filings, pieces of white paper, a plastic cup, safety goggles, and 3 sealable plastic bags to groups of three students. Each student will complete questions in his/her Science Journal. Teacher will post the following:

1. Place one bar magnet on your table and try to push it across the table with another magnet without touching it. Next try to pull one bar magnet across the table without touching it. How many combinations worked? Draw the ones that worked.
2. Put each magnet in a plastic bag; placing one magnet flat on the table. Then place the white paper on top of it. Sprinkle the filings on the paper above and around the magnet. Draw what you see in your journals. Carefully pour the filings into the plastic cup and set them aside.
3. Put the two bar magnets on the table with the ends about 2 cm apart. Place the white paper on top of the two magnets. Put on your goggles and sprinkle iron filings on the paper above and around the two magnets. Sketch what you see in your journals. The ends of the magnet are labeled N and S; look and write in your journals which two ends were facing each other. Repeat and record with the horseshoe magnet.
4. Compare the patterns of filings you saw with two of the same ends (S and S or N and N) near each other and the pattern with the two opposite ends (N and S) near each other.
5. Were the patterns and shapes formed by the iron filings the same no matter how many times you did the experiment?
6. What do you think caused the pattern?

Have students share their ideas and drawings, and explain that the pattern they saw was the outline of the magnetic field that is around every magnet. Around every magnet there is this invisible magnetic field that attracts items such as iron filings. These filings line up

with the field.

After students have completed and discussed their findings, refer students to Electromagnetism: History http://inventors.about.com/od/estartinventions/a/Electromagnets.htm

This will help them refine ideas about magnetism and assist them in expressing their ideas in a more scientific way.

Source: http://sciencenetlinks.com/lessons/exploring-magnetic-fields/

Level 1	Level 2	Level 3	Level 4	Level 5
Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Listen to responses others share about their prior knowledge of using magnets. Actively engage in the experiments with the group of three. Draws responses in his/her Science Journal. Complete a (teacher-made) framed sentence using the vocabulary magnet, repel and attract. Magnets _____ and attract.	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Student may be able to share about prior knowledge of using magnets recalling a brief sequence of events involving magnets. Engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next* and *because.*	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Shares about prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next, because, in order to, as a result.*	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Shares about prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next, because, in order to, as a result.* Shares an opinion regarding the cause by complete task #6.	Name the materials (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Share about prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as *then, next, because, in order to, as a result.* Student will be able to share an opinion regarding the cause by complete task #6. Explore the website in order to glean more information about magnetism.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to information about magnets.	Provide list of key words for students to note when listening to information about magnets. . Model how to use transitional words to connect sentences in describing events.	Model how to use transitional words to connect sentences in describing events. Provide opportunities for students to practice explaining the magnet-related activities with a partner.	Model how to use transitional words to connect sentences in describing events. Provide opportunities for students to practice explaining the magnet-related activities with a partner.	Provide criteria of a well-written description of events that students can use for self evaluation during the writing process.

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Grade 8: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).	Use relative pronouns (e.g., *who, whom, which, that*), relative adverbs (e.g., *where, when, why*), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	Use an increasing number of intensive pronouns (e.g., *myself, ourselves*) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Science
Lesson Vignette

DRAFT

Ohio Science Standards Content Statement: The characteristics of an organism are a result of inherited traits received from parent(s). (Page 262.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Teacher will post the learning objectives (with visual of various organisms): There are two modes of reproduction; sexual and asexual. There are advantages to both sexual and asexual. Teacher will post/discuss relevant vocabulary*: asexual, sexual, reproduce, organism, extinct, generation, advantage, disadvantage, heredity, offspring,* and *genetic variation.* Students will work in pairs to read about and compare five aspects of an organism that reproduces sexually with one that reproduces asexually. The reading will focus on the blue-headed wrasse, duck leech, grizzly bear, leafy sea dragon, red kangaroo, sand scorpion, amoeba, salmonella, whiptail lizard, brittle star, meadow garlic and spiny water fleas. After this reading, students in pairs will complete a comparison table with the headings: Sexual, Asexual, Both Sexual and Asexual. Then in pairs students will take a gallery walk around the room and read others' comparison tables. As a class students will generate a list of general characteristics of each organism for each mode of reproduction, recording and discussing the advantages and disadvantages of both on a T chart. As an assessment students will write a three to five sentence paragraph describing/ comparing/contrasting sexual and asexual reproduction.

Source: http://learn.genetics.utah.edu/

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again	Listen to the learning objective and introduction to vocabulary as teacher uses visuals of various organisms. Work with a partner who will read the information or the student will have the reading on tape. After the reading, complete the comparison table with his/her partner again

using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Respond to a simple question such as, "What are two types of reproduction? (sexual and asexual).	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write two to three simple and compound sentences (using available visual resources and modeled sentences) describing, comparing and contrasting sexual and asexual reproduction.	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write to three to four simple, compound and complex sentences (using available visual resources and modeled sentences) describing, comparing and contrasting sexual and asexual reproduction.	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write five compound and complex sentences (expanding simple sentences) with clauses describing, comparing and contrasting sexual and asexual reproduction using an increasing number of academic vocabularies.	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her partner. Write five compound and complex sentences (expanding simple sentences) with clauses describing, comparing and contrasting sexual and asexual reproduction using an increasing number of academic vocabulary and modifiers.
Sample instructional strategies and supports				
Pre-teach selected vocabulary ; provide bilingual dictionary or online translation tool if available. Demonstrate the use of a comparison table to record information.	Pre-teach selected vocabulary ; provide bilingual dictionary or online translation tool if available. Demonstrate the use of a comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases), Demonstrate the difference between simple and compound sentences.	Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound sentences.	Show examples of written descriptive texts and point out various grammatical forms (relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex sentences.	Provide criteria of a well-written description of scientific information that students can use for self evaluation during the writing process.

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Grade 9-10, Standard 2

An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh-questions.	Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.	Participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues: build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.	Participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues: build on the ideas of others and express his or her own clearly and persuasively, referring to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.

DRAFT

Sample Content-based Participation Goals – Physical Science
Lesson Vignette

Physical Science: Reaction of Matter

Students visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Then, they determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and present findings in multiple formats.

Source: Ohio Science Standards
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Complete a graphic organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (Answer--Yes, the outside of the baseball is hard.) 2. Is the baseball filled on	Complete a graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's response in a chart. After participating in the experiment, "Wh" questions will include questions, like: "Which	Complete a graphic organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when they bounce.	Complete a graphic organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this new ball performs similarly or differently as the others.	Completes a graphic organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an appropriate ball for the game. Describes the game in a short written report.

the inside? Is the soccer ball empty on the inside? After participating in the experiment with classmates, answer simple data questions, such as: Does the basketball bounce the highest?	ball bounces the highest?" Partners change roles throughout task.		Record predictions of the new ball in the short written report and present it to their peers.	Defends characteristics of the ball (size, internal structure, external structure, and so on) in an oral presentation to the class using key vocabulary.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide sentence structures that can be used to respond to simple questions. .	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide sentence structures that can be used to ask and respond to simple questions.	Provide key vocabulary in a word bank that can be used when discussing or writing about characteristics of the different balls. Demonstrate how to use Think, Pair Share to exchange information.	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is …").	Provide criteria of well-written reports and well-presented oral reports that students can use to self evaluate their presentations.

DRAFT

Grade 9-10, Standard 9

An ELL can create clear and coherent grade-appropriate speech and text .

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate basic information about an event or topic, with support (including context and visual aids) about an event or topic, using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., first, next, because).	Recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result).	Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.	Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.

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Sample Content-based Participation Goals – Science (Biology)
Lesson Vignette

Biology: Evolution

In this natural selection simulation lab, students will control the mutations and environment of a population of rabbits in cooperative learning groups. The cooperative learning groups will consist of students with varying English language levels. Each student will have their own duty assigned to them. Examples include recorders, reporters, timekeepers, facilitators, and resource managers. They will create four hypotheses and design an experiment to test each one.

Concluding the simulation, students will answer the following questions:

- Based upon your evidence from the simulation what conclusion are you able to make about each of the three different types of phenotypes in rabbits?
- What happens to animals that cannot compete as well with other animals in the wild?
- Sometimes animals that are introduced into an area that they never lived in before outcompete and endanger resident species, why do you think this happens?
- If only one species is considered the "fittest", why do we still have so many variations among species? Why do some birds have very long pointy beaks, while other birds have short flat beaks?
- How do you think diseases can affect natural selection?
- How does this simulation mimic natural selection? In what ways does this simulation fail to represent the process of natural selection?

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this simulation...

Sources:
PHET Interactive Simulations, University of Colorado Boulder
http://phet.colorado.edu/en/contributions/view/3396 (Contributor: Melissa Savage)

Ohio Science Standards
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. With a partner, act as reporter in a cooperative learning group, and takes notes from the conversation evolving from the guiding questions. Complete the following sentence frames based on the hypotheses generated by the group: I hypothesize that (select a rabbit phenotype) rabbits will be (more/ less) likely to survive under (type of selective factor) within the (select type of environment) environment, because (explain how their trait will help them to survive or not).	Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. With a partner, act as reporter in a cooperative learning group, and takes notes from the conversation evolving from the guiding questions. Complete the following sentence frames based on the hypotheses generated by the group: I hypothesize that (select a rabbit phenotype) rabbits will be (more/ less) likely to survive under (type of selective factor) within the (select type of environment) environment, because (explain how their trait will help them to survive or not). During the course of the simulation lab, record responses to the questions in individual learning logs using paraphrases and/or simple sentences. .	Act as the resource manager of the cooperative group during the simulation lab. Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. Take an active part in the group discussion and development of hypotheses. During the course of the simulation lab, ask and answer question regarding the resources needed to carry out the simulations. record responses to the questions in individual learning logs complex sentences or communicating verbally in simple and/or compound sentences. Respond in both written form and orally to four of the six questions asked at the end of the simulation.	Act as the facilitator of the cooperative group during the simulation lab. Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. Take an active part in the group discussion and development of hypotheses. During the course of the simulation lab, ask and answer questions to facilitate carrying out the simulations by the group. Respond in both written form and orally to the six questions asked at the end of the simulation using a variety of sentence structures and appropriate vocabulary. Verbally record the lab report in digital storytelling and will use screen shots of the simulation lab to assist them in sharing their results to others.	Share the role of reporter with Level 1 and Level 2 students so that they can utilize appropriate academic vocabulary. Once students begin to create their hypotheses, do not provide the proficient-trial mainstreamed student the sentence frame the other students were using. Take an active part in the group discussion and development of hypotheses. Respond in both written form and orally to the six questions asked at the end of the simulation using a variety of sentence structures and appropriate vocabulary. Verbally record the lab report in digital storytelling and will use screen shots of the simulation lab to assist them in sharing their results to others. Provide examples of informal language used during group discussions and formal language used for lab reports.
Sample instructional strategies and supports				
Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate the role of recorder in cooperative group activities.	Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate the role of recorder in cooperative group activities.	Model sharing information and asking questions during a group discussion Provide sample sentence structures that would be appropriate for reporting results of scientific experiments.	Provide sample sentence structures that would be appropriate for reporting results of scientific experiments Lead discussion on differences between informal language used in group discussions and formal language used for lab reports.	Provide rubrics that students can use for both self evaluation and peer evaluation of reports of lab results.

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Grades 11-12, Standard 1

An ELL can.construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral presentations and simple oral and written texts.	Use a developing set of strategies to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text.	Use an increasing range of strategies to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.

Sample Content-based Participation Goals—Science
Lesson Vignette

DRAFT

Science (Chemistry)

Source: Ohio Science Standards, Chemistry, p. 297
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Watch Khan Academy video: "Introduction to the Atom" or any other video that introduces the evolution of atomic models/theory.

Source: Ohio Science Standards, Chemistry, p. 297
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Watch Khan Academy video: "Introduction to the Atom" or any other video that introduces the evolution of atomic models/theory.

Here are some possible video links:

- https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introduction-to-the-atom (copy and paste link into Internet server)
- http://education-portal.com/academy/lesson/early-atomic-theory-dalton-thompson-rutherford-and-millikan.html#lesson
- https://www.youtube.com/watch?v=IO9WS_HNmyg&list=PLfWuBca_SOr_fViaErgwQP18HRZ82AJe7

It is best to choose a video with reliable closed-captioning and a transcript which you can copy and print.

Level 1	Level 2	Level 3	Level 4	Level 5
Match bold vocabulary (i.e., proton, neutron, electron) or phrases with pre-taught simple definitions and/or illustrations; draw picture of atom.	Given completed graphic organizer for a single idea from video (diagram, Cornell notes template) participate in jigsaw activity. Listen to others' presentations; highlight main idea on graphic	Given partially completed graphic organizer (diagram, Cornell notes template) participate in jigsaw activity to take notes on one central idea from the video: 1.) How did scientists	Given blank graphic organizer (diagram, Cornell notes template) participate in jigsaw activity to take notes on one central idea from the video: 1.) How did scientists formulate the idea of an	Participate in jigsaw activity to take notes on one central idea from the video: 1.) How did scientists formulate the idea of an atom? 2.) What are the names and characteristics of the parts of an atom?

	organizer. Using completed organizer complete paragraph frame about one central idea from video.	formulate the idea of an atom? 2.) What are the names and characteristics of the parts of an atom? 3.) How are elements grouped to create the Periodic Table? Given partially completed graphic organizers, listen to others' presentations. Using completed organizer compose single paragraph response about one central idea of the video.	atom? 2.) What are the names and characteristics of the parts of an atom? 3.) How are elements grouped to create the Periodic Table? Present group notes to class with a partner; Given blank graphic organizer, listen to others' presentations while completing organizer. Using completed organizer, compose paragraph responses--including pre-taught vocabulary and ideas from the video/transcript-- about all three central ideas.	3.) How are elements grouped to create the Periodic Table? Present group notes to class; listen to others' presentations. Compose paragraph responses--including pre-taught vocabulary and ideas from the video/transcript-- about all three central ideas.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available.	Demonstrate use of graphic organizer to record information. Have students work with partner in completing paragraph frame.	Model how to take notes during a presentation. Provide opportunities for students to ask questions about something they didn't understand during a presentation.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Provide feedback on initial drafts of paragraph responses and allow students to make revisions based on feedback.

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Grades 11-12, Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate information about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.

Sample Content-based Participation Goals—Science
Lesson Vignette

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Science (Environmental Science)
Earth Systems: Interconnected Spheres of Earth

Choose a specific location in the world. Research and analyze the patterns of climate change throughout the geologic record, historic data (human records) and present-day data for the location. Be able to explain the interpretation and analysis of the data. Create a graphical representation of the pattern and discuss with the class

Source: Ohio Science Standards, Environmental Science, p. 306
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Working with the teacher or with a partner, choose a known location and find several pictures of location. Lists 5-7 adjectives to describe the location. Locate a graphic representation of one aspect of climate in the student's location (ex: temperature, precipitation) With partner or	In teacher guided small group, use teacher-selected sources to research climate change in a pre-determined location. Following a teacher model, enter figures, color-coding and labels for a line or bar graph. Using teacher-prepared sentence frames, prepare a 5-7 sentence presentation about research, supported by	Independently or with a partner, use mostly teacher-selected sources to research climate in a location. (Students may select from a list of pre-determined locations.) If able, use Excel or other graphing software, present a graph of the data; otherwise, following a model, create a line or bar graph by hand to represent data. Use teacher model for labeling.	In a small group, use multiple sources to research climate change in a student-selected location; teacher may provide list of sources. Using Excel or other graphing software, present a graph of the data. As part of group, prepare and deliver 3-5 minute oral presentation, supported by visual aids (ex., Power Point, Prezi.	Independently or with a partner, find multiple sources to research climate change in a student-selected location. Using Excel or other graphing software, present a graph of the data. Prepare and deliver 3-5 minute oral presentation, supported by visual aids (ex., Power Point, Prezi. Using complete

following teacher model, transfer data to a simple line or bar graph (by hand or with software) to show one change in climate for twelve months in that location.	visual aids (ex., PowerPoint, Prezi.) Using simple sentences and/or phrases, answer classmates' prepared questions about presentation. Using a sentence model, ask at least one question about another presentation in the class.	Following a teacher model and/or graphic organizer for prewriting, prepare a 5-7 sentence presentation about research, supported by visual aids (ex., PowerPoint, Prezi.) Using simple sentences and/or phrases, answer classmates' prepared questions about presentation. Using a sentence model, ask at least one question about another presentation in the class.	Using simple sentences and/or phrases, answer classmates' questions about presentation. Using complete sentences, ask at least one questions about another presentation in the class.	sentences and citing resources, answer classmates' questions about presentation. Using complete sentences, ask at least two questions about classmates' presentation.
Sample instructional strategies and supports				
If available, allow students to us bilingual dictionary or online translation tool to assist with meaning of unknown words. Demonstrate how to transfer data to a simple line or bar graph (by hand or with software).	Model the oral sharing of information. Provide time for students to practice oral presentations with partner. Model asking questions during and after oral presentations.	Model the oral sharing of information. Provide time for students to practice oral presentations with partner. Model asking questions during and after oral presentations.	Provide opportunities for students to practice oral presentations. Give feedback and allow students to make improvements in final presentations.	Provide criteria for well-written informational text that students can use for self evaluation during writing process.

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CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

SOCIAL STUDIES

DRAFT

Grade K: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express a feeling or opinion about a familiar topic.	Express an opinion or preference about a familiar topic.	Express an opinion or preference about a familiar topic or story.	Express an opinion or preference about a variety of topics or stories, with limited support.	Express an opinion or preference about a variety of topics or stories.

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

The teacher reads the story, No Room For A Sneeze. Then the teacher uses the story as a discussion on scarcity and wants.

A key idea is that people have many wants and make decisions to satisfy those wants. These decisions impact others.

Source: Ohio Social Studies Kindergarten Model Curriculum
Strand: Economics.
Topic: Scarcity p. 11
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum_April2014.pdf.aspx

EconEdLink – No Room for a Sneeze
http://www.econedlink.org/lessons/index.php?lid=560&type=educator

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, sort picture cards into categories of needs and wants. Learn basic vocabulary words.	With teacher support, sort picture cards into categories needs and wants. With modeling, communicate about the pictures in basics sentences (e.g. I want toys. I need food.)	With modeling or sentences frames, write sentences about basic needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner.	In journal, write simple sentences about needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner.	In journal, write grade appropriate sentences about needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner Express differences between needs and wants.

Sample instructional strategies and supports

Pre-teach vocabulary related to needs and wants. Model how to list needs and wants on a chart.	Provide opportunities for students to share their ideas with a partner.	Write down on chart or Smart board the ideas generated in the discussion.	Demonstrate appropriate language to express opinions about the ideas of other persons	Demonstrate appropriate language to give reasons for one's opinions.

DRAFT

Grade K: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	Show awareness of differences between informal, 'playground speech,' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

After listening to a read aloud about careers, students help to organize the classroom to represent the larger community with various career-based learning centers (e.g., reading center: communications; toy animals: animal care; kitchen: agriculture or hospitality; dress-up: textiles or retail; toy cars: automotive). Students role play, recognizing their responsibilities within each center as those of the respective career fields.

Source: Ohio Social Studies Model Curriculum
Strand: Government
Topic: Civic Participation and Skills p. 9

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
NA	NA	NA	Interact in career based learning centers, students will engage in various community roles. Take turns role playing. Ask and answer questions using both formal and informal language.	Interact in career based learning centers, students will engage in various community roles. Take turns role playing. Ask and answer questions using both formal and informal language. Discuss the difference between the types. Create questions to ask role players.

Sample instructional strategies and supports

			Demonstrate examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/ contrasting.	Elicit from the class examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/contrasting.

Grade 1: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support from adults, participate in shared research projects, gathering information from provided sources and labeling information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing some key information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.	With prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students conduct a workplace visit to their school cafeteria where they explore the location where lunch is consumed. With support, they research related careers that are involved in the many aspects of consumption (e.g., agriculture: farmers, logistics: shipping and receiving companies, transportation: truck drivers and delivery drivers, business and marketing: retail sales).

Source: Social Studies Model Curriculum, Grade 1, Content Statement 12, Instructional Strategies, pg12)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using picture cards, identify some of the related jobs (farmer, truck driver), and match pictures with related objects (farmer-tractor; truck driver-delivery cart).	Comprehend and rehearse one or two basic questions to ask a related worker during their interview (e.g. What do you grow? How much is the milk?). With support, use words and phrases to record answers.	Using questions provided by the teacher, conduct a short interview (in person, phone, or Skype) with a related worker. Choose a couple of interesting points on a poster and share with class.	Following teacher guidelines, conduct interviews (in person, phone, or Skype) with a related worker. Summarize main points on poster board or PPT template and share with class.	Following teacher guidelines, conduct interviews (in person, phone, or Skype) with a related worker. Summarize main points on poster board or PPT template and share with class.

Sample instructional strategies and supports

Use picture cards to teach related vocabulary.	Model how to ask questions. Demonstrate how to use graphic organizer to record key information.	Discuss with class the kinds of questions to ask in an interview. Provide opportunities for students to role play and practice interview with a partner.	Discuss with class the kinds of questions to ask in an interview. Provide opportunities for students to role play and practice interview with a partner.	Demonstrate how to take notes during an interview.

DRAFT

Grade 1: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
[Standard introduced at Level 2.]	With prompting and support, identify a reason an author or a speaker gives to support a point.	Identify one or two reasons an author or a speaker gives to support the main point.	Identify reasons an author or a speaker gives to support the main point.	Identify reasons an author or a speaker gives to support the main point.
Sample Content-based Participation Goals – Social Studies **Lesson Vignette** Students listen to a police officer give a presentation about following rules and laws and being a good citizen. Then, they identify reasons for these laws and consequences for breaking them. Source: Social Studies Model Curriculum, Grade 1, Content Statement 8, Instructional Strategies, pg 8) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
	Using a sentence frame and word list, tell about one law/rule mentioned in the presentation, stating why it's important. Phrases/simple sentences. Discuss with partner.	Using simple sentences, write a journal entry about one law/rule mentioned in the presentation, stating the reason for its importance and consequences for breaking it. Discuss with small group.	Using more elaborated sentences, write about two laws/rules mentioned in the presentation, stating the reason for their importance and consequences for breaking them. Discuss with small group or class.	Write a journal entry about two laws/rules mentioned in the presentation, stating the reason for their importance and consequences for breaking them (descriptive sentences). Discuss with small group or class.
Sample instructional strategies and supports				
	Review vocabulary related to rules, laws, appropriate behavior in a community. Model how to ask questions for clarification.	Demonstrate how to take notes during an oral presentation. Model how to ask questions for clarification.	Demonstrate how to take notes during an oral presentation. Give feedback on students' initial drafts and make suggestions for improvements.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.

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Grade 2: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and question.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to and occasionally participate in short conversations about familiar topics, and respond to simple yes/no and some wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics; take turns; and respond to simple and wh-questions.	Participate in short discussions and written exchanges about familiar topics and texts; follow the rules for discussion; respond to the comments of others and contribute his or her own; and ask questions to gain information or clarify understanding.	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow the rules for discussion; build on the ideas of others and contribute his or her own; and ask and answer questions about the topic or text.	Participate in extended discussions, conversations, and written exchanges about a variety of texts and topics; follow the rules for discussion; build on the ideas of others, and express his or her own; and ask and answer questions about the topic or text.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Using pen pals and Skype, students communicate with other students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there.

Source: Ohio Social Studies. Model Curriculum Content Statement 6, pg 6)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Paired with an English speaking peer model, participate in a Skype conversation with an international pen pal, responding to basic questions, e.g., "What is your name?"	Paired with a partner, contribute to an email exchange with an international pen pal, including 2-3 basic sentences and questions about who they are and where they live, e.g., "I live in Ohio. What languages do you speak?" At a later date, with a partner engage in a Skype conversation with pen pal, coming up with 1-2 simple questions to ask ahead of time.	Participate independently in an email exchange with international pen pal, including simple sentences and questions about the physical characteristics of their region, "e.g., Ohio has four seasons. Do you live near an ocean?" At a later date, engage in a Skype conversation with pen pal, coming up with 3-5 questions to ask ahead of time and recording the answers.	Participate independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further elaborating on the topic.	Participate independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further elaborating on the topic.

Sample instructional strategies and supports

Provide sample sentence structures for asking questions and sharing information. Provide time for students to practice asking questions and sharing information with a partner.	Provide sentence structures that can be used for asking questions and sharing information. Model a conversation on Skype.	Guide students in using the Internet and other resources to find out information about the country where the international pen pals live.	Guide students in using the Internet and other resources to find out information about the country where the international pen pals live.	Conduct large group brainstorming session on information about Ohio that students can share with their international pen pals.

Grade 2: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story.	Express an opinion about a familiar topic or story, giving one or more reasons for the opinion.	Express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.	Express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students write an opinion piece on justifying a school, home, and or community rule. They demonstrate an understanding of the different rules and acceptable behavior in different settings.

Source: Ohio Social Studies Model Curriculum, Standard 12, pg 12
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior.	View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior Use key words and phrases to talk about good behavior at school.	Write a few sentences about a school rule, giving one reason for its importance. (e.g It is important to be quiet while the teacher is talking so that everyone can learn.). Discuss with a partner.	Write about a school rule. giving two or more reasons for its importance. Engage in a class debate about which rules are the most important and why.	Write about a school rule, giving multiple reasons for its importance. Engage in a class debate about which rules are the most important and why. Rank rules according to their importance.

Sample instructional strategies and supports

Have a class discussion about rules people must follow in different settings. Highlight key words related to rules.	Have students work with a partner to write sentences and make illustrations.	Model both oral and written statements expressing opinions with reasons.	Model using transition phrases to add ideas to statements in a group discussion. (e.g. "Another example is …")	Provide criteria of a well-written opinion piece that student can use for self evaluation.

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Grade 2: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support, identify a point an author or a speaker makes, using a few frequently occurring words and phrases.	With prompting and support, identify a reason an author or a speaker gives to support the main point.	Tell how one or two reasons support the main point an author or a speaker makes.	Tell how one or two reasons support the specific points an author or a speaker makes.	Describe how reasons support the specific points an author or a speaker makes.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students investigate a urrent-event issue and describe the positive and negative effects of these activities. (e.g. Time for Kids article, "Waiting for Change", Feb 2013)
http://www.timeforkids.com/news/article-waiting-change/98991

Source: Ohio Social Studies Model Curriculum, Content Statement 7, pg 7
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 With support, identify key vocabulary words from the story (e.g. penny coin, money). Draw a picture illustrating one key idea or detail from the article.	Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 On a sheet of paper, cite one reason to stop using pennies. Share with a partner or in a small group.	Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 On a sheet of paper, cite one reason to stop using pennies and one reason to continue. Share with a partner or in a small group.	With teacher support (whole group or guided reading) read an article about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 Using chart, identify some of the points the author makes as pro-penny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.	With teacher support (whole group or guided reading) read an article about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 Using chart, classify each point the author makes as pro-penny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Provide sentence structures and have student practice using structures to give reasons.	Demonstrate and model how to take notes during an oral presentation.	Provide a model of a chart that can be used to record key information as one reads an article.	Have a large group discussion about the importance of providing reasons to support an idea or point of view.

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Grade 3: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to and occasionally participate in short conversations about familiar topics, and respond to simple yes/no and some wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics; take turns; and respond to simple and wh-questions.	Participate in short discussions and written exchanges about familiar topics and texts; follow the rules for discussion; respond to the comments of others and contribute his or her own; and ask questions to gain information or clarify understanding.	Participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow the rules for discussion; build on the ideas of others and contribute his or her own; and ask and answer questions about the topic or text.	Participate in extended discussions, conversations, and written exchanges about a variety of texts and topics; follow the rules for discussion; build on the ideas of others, and express his or her own; and ask and answer questions about the topic or text.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

With teacher guidance, students discuss and draft a classroom contract to establish rules and responsibilities within the classroom. Help students make connections between the rules in the classroom and the need for laws in the local community.

Source: Ohio's Social Studies Model Curriculum Content Statement 11, page 15
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Take part in a small group discussion of classroom rules with translation support (e.g., Google Translate) or visuals, and demonstrate understanding of common classroom instructions, e.g., "raise hand", "take turns", "be quiet".	Take part in the small group discussion and write one simple sentence using a computer/iPad to show appropriate classroom behavior following a model. E.g., "Walk in the classroom", "Listen to the teacher." Answer questions about appropriate behavior.	Actively participate in the small group discussion by sharing at least 3 ideas and asking questions to clarify understanding. Write 2-3 sentences on a computer stating classroom rules following the discussion. Contribute an idea to discussion of laws in the local community.	Actively listen to others in the small group, ask questions about their ideas and show comprehension by building upon those answers. Write 3-4 generally correct sentences on a computer. Take an active part in a discussion of laws in the local community and why laws are necessary.	Fully participate in the small group discussion by asking and answering questions and contribute towards writing the classroom contract on a computer. Then contribute ideas to the discussion about laws in the community and why laws are necessary.

Sample teaching strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Have ELL work with a partner to orally generate classroom behavior rules.	Model asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (E.g., "Another example is …")	Have ELL work with a partner on writing a classroom contract.

Grade 3: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support (at Grade 2), identify a point an author or a speaker makes, using a few frequently occurring words and phrases.	With prompting and support (at Grade 2), identify a reason an author or a speaker gives to support the main point.	Tell how one or two reasons support the main point an author or a speaker makes.	Tell how one or two reasons support the specific points an author or a speaker makes.	Describe how reasons support the specific points an author or a speaker makes.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students will receive a theoretical allowance of $20.00 a month. Each student will decide how to spend this amount. Students will analyze and critique their classmates' choices.

Source: Ohio's Social Studies Standards. Economics Content Statement of the MCS, 19 page 23
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a classmate talk about how he or she would spend the allowance and identify and illustrate 2-3 key words (e.g., candy, game, and toy).	Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to spend the $20 and why.	Listen to classmates talk about how they would spend their allowance and fill out a chart of at least one thing that each child wants to do with the $20.00 and why.	After listening to classmates explain how they would spend the $20 allowance, the student will participate in a discussion and express his opinion of the students' choices.	Cite reasons to agree or disagree with classmates' decisions to spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but…; I disagree, because….).

Sample teaching strategies and supports

Pre-teach content-related vocabulary.	Demonstrate note-taking strategies while listening to oral information.	Provide a model of a chart that can be used to record key information.	Give opportunities for ELLs to practice communication skills in small group discussions.	Demonstrate how to use written notes when giving an oral presentation.

Grade 3: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions with support (including context and visual aids).	Recognize and use some frequently occurring collective nouns (e.g., *group*), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	Use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences, with support (including modeled sentences).	Use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.	Use collective and commonly occurring abstract nouns (e.g., *childhood*), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students write a cultural heritage report to explain their family's cultural background in order to demonstrate how diverse our communities are.

Source: Ohio Social Studies Model Curriculum. Geography Content Statement of the MC 8 page 11
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Use visuals, write words and learned sentences about their cultural background with bilingual or translation support (if available). E.g. "I come from India." "We eat curry."	Write 3-4 simple sentences based on a model with attempts at using verbs, adjectives and conjunctions and provide illustrations to add to the meaning.	Write a paragraph on how and when their family came to the U.S. using some correct past tense verbs, adjectives, adverbs and conjunctions including some compound sentences, with a model.	Write a mostly coherent 1-2 paragraph report starting to include complex sentences (E.g., "When I came to the U.S., I was surprised to see snow!") with increasing control over grammar with little teacher support.	Independently write a coherent 2-3 paragraph report, following teacher guidelines) with grade appropriate use of grammar and conventions exhibiting compound and complex sentences.

Sample teaching strategies and supports

Pre-teach key vocabulary and provide descriptive sentence structures. Provide bilingual dictionary or online translation tool if available and appropriate.	Provide examples of descriptive sentences pertaining to different cultures.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for peer review and feedback on draft reports.	Provide feedback on drafts of report, and provide opportunity to make revisions for final draft.

Grade 4: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his or her own, and asking and answering questions about the topic or text.	Participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	Participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

After studying Ohio's role in the Underground Railway, students work in small groups and are assigned roles: slave, slave owner, abolitionist, conductor and free black man. Then they discuss their viewpoints on slavery.

Source: Ohio Social Studies Model Curriculum History 4.7, page 13
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-4-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
After viewing multimedia presentations about slavery, student answers simple questions using visual and bilingual support (if available).	With extensive preparation, student takes part in the role play, listening to others, contributing a few simple sentences, and answering a few simple questions.	Student takes a role in the discussion with some preparation and support, responds to others, and adds some original comments, asking questions to clarify answers.	Student takes an active role in the discussion, building on the ideas of others, and adding evidence to support their arguments (E.g., "I should be free, because….." or "I need slaves, because….") with minimal support.	Student takes part in the role play in a grade appropriate way, building on the ideas of others, and expressing his or her opinion, and then summarizes the discussion for the class or teacher.

Sample instructional strategies and supports

Pre-teach selected vocabulary ; provide bilingual dictionary or online translation tool if available	Provide sentence structures and have student practice using structures to share information	Model sharing information and asking questions during a group discussion	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is …")	Provide opportunities for students to practice role play in small group settings.

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Grade 4: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or speaker makes.	Identify a reason an author or speaker gives to support a main point, and agree or disagree.	Tell how one or two reasons support the specific points an author or speaker makes or fails to make.	Describe how reasons support the specific points an author or speaker makes or fails to make.	Explain how an author or speaker uses reasons and evidence to support or fail to support particular points, (and at grade 5) identifying which reasons and evidence support which points).

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

The class reads an article that proposes that all American citizens should be required to vote. The students identify the writer's point, analyze the arguments and give reasons for their opinions using a teacher-prepared chart. After completing the chart, students share their ideas.

Source: Oho Social Studies Model Curriculum. 4.16 Government, p. 26
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-4-Social-Studies-Model-Curriculum_April2014.pdf.aspx)

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Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or translation support, identify and illustrate some key words from the article e.g. "vote, election, citizen".	With bilingual and/or translation support to understand the article, identify the key point and state an opinion in writing. E.g., "I think everyone should vote." Then share this opinion in a table group.	With some help to understand the article, student will complete the chart, explain 1-2 points the author makes, and state whether they agree and why. E.g., "The writer thinks all Americans should vote. It is a responsibility. I do not agree. I think you can choose to vote." Then share their writing in a table group.	Use the chart to state some of the points the author made, then give evidence to agree with or refute at least one of the claims with some help. Then share this opinion with a table group.	Briefly summarize the author's argument in the chart. Express opinions about the validity of the author's arguments and state whether the evidence supports the argument or not. Then discuss these ideas in a table group.

Sample instructional strategies and supports

Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Provide sentence structures for showing agreement or disagreement (e.g., I agree that ….; I don't believe …..).	In large group setting, elicit students' statements and create a chart showing the number who agree and disagree with the author.	Give opportunities for ELLs to practice communication skills in small group discussions.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 5: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh-questions.	Participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his or her own, and asking and answering questions about the topic or text.	Participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	Participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

After studying early Indian Civilizations (Maya, Inca, and Aztec) students work in small groups to create 2-4 minute reports explaining social structure, religion, government, agriculture, etc. of their assigned civilization. Then present the infomercial to the class and respond to comments and questions.

Source: Ohio Social Studies Model Curriculum History 5.2, page 3)

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Take part in preparing the report by finding pictures of food eaten by an early Indian Civilization with bilingual, teacher or peer assistance. After viewing the infomercials about other Indian Civilizations, students answer simple questions with visual and bilingual support (if available). E.g., "What did they eat?"	Contribute a few simple sentences to the report with assistance. After the class views the infomercials, student will answer a few simple questions about the other civilizations. E.g., "Where did they live?"	Take an active role in creating the report with some preparation and support. Then ask and answer questions about the infomercials, adding some original comments, and asking questions to clarify answers. E.g., "Why did the Aztecs grow corn?"	Take an active role in creating the report, building on the ideas of others, and adding evidence to support their explanations with minimal support. Then ask and answer questions about the infomercials.	Take an active role in creating the report, building on the ideas of others, and adding evidence to support their explanations. Respond to other infomercials, and make appropriate observations of multiple commonalities and differences.

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Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures and have student practice using structures to share information and to ask questions.	Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g., "Another example is …")	Provide opportunities for students to practice communication skills in small group settings before participating in large-group activity.

DRAFT

Grade 5: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or speaker makes.	Identify a reason an author or speaker gives to support a main point, and agree or disagree.	Tell how one or two reasons support the specific points an author or speaker makes or fails to make.	Describe how reasons support the specific points an author or speaker makes or fails to make.	Explain how an author or speaker uses reasons and evidence to support or fail to support particular points, (and at grade 5) identifying which reasons and evidence support which points).

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

The class reads an article about immigration reform which advocates that anyone who wants to come to the USA should be allowed to enter the country and live here. The students identify the writer's point, analyze the arguments and give reasons for their opinions.

Sources: Ohio Social. Studies Model Curriculum. 5.9 Human Systems, p. 16 and Ohio English Language Arts Model Curriculum RI 5.2 p.10
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum_April2014.pdf.aspx

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_5_ELA_Model_Curriculum_March2015.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
Student reads a simplified version of the article. With bilingual and/or translation support (if available), student will identify the main point that the author is making.	Student reads a simplified version of the article. With bilingual support, translation support (if available) or scaffolding to understand the article, identify the key point and state an opinion. E.g., "I (don't) think all people can come to America."	With scaffolding (bilingual dictionary, simplified explanations) to understand the article, students write 1-2 points the author makes. State whether they agree or disagree and why, both in a short written response and orally in discussion.	Students read the article with a dictionary, if needed. State the reasons the author gave for his arguments then give evidence to agree with or refute his claims, with some help. Prepare a short written response then discuss in a group.	Independently read the article. Determine the author's opinions. Express their opinions about the validity of the author's arguments and state whether the evidence supports the argument or not. Prepare a short written response then discuss in a group.

Sample instructional strategies and supports

Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Provide sentence structures for showing agreement or disagreement (e.g., I agree that ….; I don't believe …..).	In large group setting, elicit students' statements and create a chart showing the number who agree and disagree with the author.	Give opportunities for ELLs to practice communication skills in small group discussions.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 6: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.	Use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	Use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.	Use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	Use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

DRAFT

Social Studies Standard 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

The goal is to create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Prepare sample timeline for students with list of historic events from 2000 B.C.E. to 2010 C.E. Make sure students understand B.C.E. and C.E. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were.

Sources:
Ohio's New Learning Standards: Social Studies, Grade 6)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Ohio's New Learning Standards: English Language Arts, Grade 6 Curriculum Model, page 1)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_6_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Listen to teacher's short explanation of a historical event and determine if the event took place in B.C.E. or C.E. With a partner, use teacher prepared websites and/or texts to find picture, graphic, or illustration to represent the event. Correctly	Listen to teacher's short explanation of a historical event and determine if the event took place in B.C.E. or C.E. With a partner, use teacher prepared websites and/or texts to find more information about the event. Write at least 1 compound	Listen to teacher's short explanation of a historical event. With a partner, use teacher prepared websites and/or texts to find information about another event in a different century. Correctly place	Listen to teacher's short explanation of a historical event. With a partner, use teacher prepared websites and/or texts to find information about two other events in different centuries. Correctly place events on the class timeline	Listen to teacher's short explanation of a historical event. With a partner, use teacher prepared websites and/or texts to find information about three other events in different centuries. Correctly place events on the class timeline

place event on the class timeline and tell one sentence about the event using the framed sentence: The event, _____, occurred in ____ B.C.E. /C.E. Or, The _____ was built in B.C.E. /C.E.	sentence or 2-3 simple sentences about the event, including 2 details in own words.	event on the class timeline and orally summarize the importance of the event with at least 3 details in own words.	and orally summarize the importance of the events with at least 3 details in own words. Take notes from other student presentations.	and orally summarize the importance of the events with at least 3 details in own words. Take notes from other student presentations.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate how to use Internet to search for historical events.	Demonstrate how to use Internet to search for historical events. Provide sentence structures that can be used to describe historical event.	In whole group setting, discuss strategies for identifying main idea and supporting details in a text. Provide examples of information about historical events and have students practice identifying main idea and supporting details.	Demonstrate how to take notes during an oral presentation, using a graphic organizer to identify main idea and supporting details.	Demonstrate how to use written notes when giving an oral presentation, and how to use language forms and vocabulary to help listeners identify main idea and supporting details.

DRAFT

Grade 6: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided sources and label collected information.	Gather information from provided sources and record some data and information.	Gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.	Gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	Gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

DRAFT

Social Studies Standard *3.*Globes and other geographic tools can be used to gather process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

Students will use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place (India, Egypt, China and Mesopotamia) and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.

Source: Ohio's New Learning Standards: Social Studies, Grade 6 Curriculum Model, page 5
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2 graphics with a caption for each graphic. The captions will include 1-2 simple phrases or sentences of description.	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2-3 graphics with a caption for each graphic. Each caption will contain 2-3 simple sentences of description.	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2-3 graphics with a caption for each graphic. Each caption will contain a variety of	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a caption for each graphic. Each caption will contain a variety of	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a caption for each graphic. Each caption will contain a variety of sentence

If available, use technology to complete this final step.	If available, use technology to complete this final step.	sentence structures to summarize and paraphrase the data about the country and draw simple conclusions about the country and its people. Sources for information should be cited. If available, use technology to complete this final step.	sentence structures quote and paraphrase the data about the country and draw conclusions about the country and its people. Sources for information should be cited, using standard format for citation. If available, use technology to complete this final step.	structures quote and paraphrase the data about the country and draw conclusions about the country and its people. Sources for information should be cited, using standard format for citation. If available, use technology to complete this final step.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information source Provide examples of travel brochures	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information source Provide examples of travel brochures	Demonstrate how to cite sources of information Provide examples of travel brochures	Demonstrate how to cite sources of information Provide examples of travel brochures	Provide feedback on students' written work to assist with improvements for final report

DRAFT

Grade 6: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., next, because, and, also).	Recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).	Recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on).	Recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

DRAFT

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard *8*.
Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

Students design and complete a graphic organizer that compares the core beliefs of the world's five major religions: Buddhism, Christianity, Hinduism, Islam and Judaism.

Source: Ohio's New Learning Standards: Social Studies Grade 6 Curriculum Model, page 13
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using a chart, work in small groups to compare and contrast each of the five major religions. Listen and record basic words and phrases discussed in his/her group. Complete at least one piece of information in each circle. With teacher support, write or tell one sentence about each religion. The ____ (Buddhists, Christians,	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, participate, and record basic words and phrases discussed in his/her group. Complete at least two pieces of information in each circle. With partner or teacher support, write or tell one sentence about each religion that	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, actively participate, and record information discussed in his/her group. Complete at least 2-3 pieces of information in each circle. With limited support, compares and contrast 2-3 of the five religions (written or	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, actively participate, and record information discussed in his/her group. Complete multiple pieces of information in each circle. With increasing independence, compare, contrast, and discuss at least three of the	Using a chart, work in small groups to compare and contrast each of the five major religions. Listen, actively participate, and record information discussed in his/her group. Complete multiple pieces of information in each circle. Independently, compare, contrast and discuss the religions (written or oral), using a

etc.) believe __.	compares/contrasts it to another religion, using the framed sentence: Buddhists believe ____, but Hindus believe ___. Or, Both Christians and Muslims believe ___.	oral), in his/her own words and using some transitional words/phrases (for example, however, also, etc.). Writing or speech will show a basic beginning, middle, and end development of ideas.	religions (written or oral), using a variety of transitional words/phrases (for example, however, on the other hand, also, etc.). Writing or speech will include an introduction, detailed examples and facts, and a conclusion or concluding statement.	variety of transitional words/phrases (for example, however, on the other hand, also, etc.). Writing or speech will include an effective introduction, detailed examples and facts with proper citations, and an effective conclusion.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note during the discussion of religions. Demonstrate the use of a Venn diagram to show differences and similarities.	Provide list of key words for students to note during the discussion of religions. Demonstrate the use of a Venn diagram to show differences and similarities Demonstrate use of conjunctions to connect phrases; have students practice using them.	Demonstrate use of conjunctions to connect phrases; have students practice using them. Demonstrate use of transitional words and phrases; have students practice using them. Provide students the opportunity to share descriptions in small groups.	Demonstrate use of transitional words and phrases; have students practice using them. Provide students the opportunity to share descriptions in small groups.	Provide criteria of a well-written report that students can use for self evaluation.

DRAFT

Grade 7: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.	Participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	Participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

DRAFT

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 2

Teachers and/or students create a representation (e.g., preview box, artifact box, poster, collage) to introduce Greek or Roman civilizations and to show their impact on today's society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flyer, comedy and tragedy masks, etc. Have students create a commercial for a product used during Roman or Greek times. The commercial must be accurate to the time period.

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 3
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher support, choose ONE item from Greek or Roman civilization. With a partner or teacher support, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will consist of 2-3 sentences (written	With teacher support, choose ONE item from Greek or Roman civilization. With a partner or teacher support, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will consist of 3-5 sentences	With teacher support, choose ONE item from Greek or Roman civilization. With a partner or teacher support, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will respond to questions	Choose ONE item from Greek or Roman civilization. With a partner, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will respond to questions about the "product," including evidence about	Choose ONE item from Greek or Roman civilization. With a partner, use a visual (picture, photo, etc.) or object to create a short advertisement for the product. The advertisement will respond to questions about the "product," including specific

or spoken) and respond to questions about the "product." Framed sentences may be used, for example, This object is a/n ___. In Roman (Greek) times it was used for/to ____. Today, we use it for/to ___.	(written or spoken) and respond to questions about the "product." Respond in his/her own words, using simple and compound sentences.	about the "product." Using a variety of basic sentence structures, respond in his/her own words, either written or orally.	how the Greek/Roman civilizations impacted the product in today's society. Create a final commercial or advertisement in video format, using a variety of sentence structures.	evidence about how the Greek/Roman civilizations impacted the product in today's society. Create a final commercial or advertisement video format, using a variety of sentence structures.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to and viewing information about Greek or Roman society. Provide sample sentence structures to share information.	Provide sample sentence structures to share information. Provide opportunities to practice answering questions about shared information.	Model asking questions during a presentation.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing commercial or advertisement.

DRAFT

Grade 7: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided sources and label collected information.	Gather information from provided sources and record some data and information.	Gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.	Gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	Gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

DRAFT

Social Studies Standard 11.
Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 15
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens in each jigsaw group.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in order to gain an understanding of the effects of the Columbian Exchange.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of texts to complete organizer. Use organizer to share learning with the jigsaw groups.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts to complete organizer, using paraphrases and quotations from the original source. Information will be cited using the standard form	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and reads a variety of texts to complete organizer. Information will include brief summaries, paraphrases, or quotations of the original source. Information will be cited using the

	Use organizer to share learning with the jigsaw groups.		for citation. Use organizer to share learning with the jigsaw groups.	standard form for citation. Use organizer to share learning with the jigsaw groups.
Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Pair students with partner to complete labeling and categorization task.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Demonstrate use of cause and effect chart. Pair students with partner to complete cause and effect chart.	Demonstrate use of cause and effect chart. Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback Model sharing information and asking questions during a group discussion	Model sharing information and asking questions during a group discussion. Provide feedback on initial drafts of organizer containing information, and allow students to make revisions based on feedback	Provide criteria of a well-written research piece that student can use for self evaluation

DRAFT

Grade 8: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions.	Participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.	Participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	Participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

DRAFT

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 2
Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Students will explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role-play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

Source: Ohio Social Studies Standards Grade 8 Model Curricula p. 3)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher/partner support, complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial	With partner or small group, complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Give a five-sentence explanation to show why ONE colonial European power colonized North	In a small group/limited support, complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized North	Complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America.	Complete a chart identifying economic and religious reasons for ONE colonial European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers

European power colonized North America. Listen for either religious or economic reasons for colonization during other students' presentations, and mark checklist (country with column to check religious or economic).	America. Listen for either religious or economic reasons for colonization during other students' presentations, and mark checklist (country with column to check religious or economic). Check whether religious or economic justifications are given.	America. Orally present summary of editorial. Listen for either religious or economic reasons for colonization during other students' presentations, and mark checklist (country with column to check religious or economic). Check whether religious or economic justifications are given and take notes on at least one justification per country.	Orally present summary of editorial during role play. Listen for either religious or economic reasons for colonization during presentations, and marks checklist (country with column to check religious or economic). Check whether religious or economic justifications are given and take notes on at least two justifications per country.	colonized North America. Orally present summary of editorial during role play. Listen for either religious or economic reasons for colonization during presentations, and marks checklist (country with column to check religious or economic). Check whether religious or economic justifications are given and take notes on the justifications for each country.
Sample instructional strategies and supports				
Provide list of key words for students to note when listening to and viewing information about the colonization of North America. Demonstrate use of chart to record information. Provide sample sentence structures to share information.	Provide sample sentence structures to share information. Provide feedback on students' written paragraphs so they can make improvements.	Model asking questions during a presentation. Model taking notes during a presentation.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for students to practice sharing information through role play.

DRAFT

Grade 8: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about familiar topics.	Construct a claim about familiar topics and give a reason to support the claim.	Construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 5

Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.

Source; Ohio Social Studies Standards, Grade 8 Model Curricula p. 7
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With a partner or teacher support, create a poster that expresses at least 1 claim of the colonists that led to the Declaration of Independence and American Revolution.	With a partner or teacher support, create a pamphlet that expresses one claim, supported with at least two reasons, of the colonists that led to the Declaration of Independence and American Revolution.	With limited teacher support, create a pamphlet or newspaper article that expresses 1-2 claims, supported by 2-3 reasons for each claim, of the colonists that led to the Declaration of Independence and American Revolution. The pamphlet or article will draw conclusions of the colonists' point of view.	Create a pamphlet or newspaper article that expresses 2-3 claims, supported by 2-3 reasons or facts for each claim, of the colonists that led to the Declaration of Independence and American Revolution. The pamphlet or article contains well-organized paragraphs for each claim and will draw conclusions of the colonists' point of view.	Create a pamphlet, newspaper article, or web page that expresses 3 claims, supported by 2-3 reasons or facts for each claim, of the colonists that led to the Declaration of Independence and American Revolution. The pamphlet, article, or web page will contain well-organized paragraphs that provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement of the colonists' point of view.

Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Model both oral and written statements expressing opinions with reasons.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide feedback on initial drafts of pamphlet or article, and allow students to make revisions based on feedback.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.

DRAFT

Grade 8: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.	Analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.	Analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies Standard 7

Divide students into southern and northern states. Then in a small group or with a partner, students research issues involved with each state and identify each state's position as Federalist or Anti-Federalist. The following website may be used to jump start student research: http://teachingamericanhistory.org/lessonplans/act1/
Then prepare for a debate on the adoption of the U.S. Constitution from your group/partner assigned state.

Source: Ohio Social Studies Standards Grade 8 Model Curricula, page 11
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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Level 1	Level 2	Level 3	Level 4	Level 5
With a partner, read a teacher-selected (and highlighted) source that identifies the positions of a Federalist and an Anti-Federalist on the adoption of the U.S. Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-Federalists.	In a small group, use teacher-selected sources to complete an outline of either the Federalists or Anti-Federalists positions, on the adoption of the U.S. Constitution. Each position will include at least 3 pieces of information.	In a small group, choose 2-3 sources from a selection of teacher-provided sources. Create an outline that includes at least 2-3 pieces of information to support both the Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate citations.	In a small group, research the positions of both the Federalists and the Anti-Federalists on the adoption of the U.S. Constitution. Create an outline that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for citation.	In a small group, research (using credible sources) the positions of both the Federalists and the Anti-Federalists on the adoption of the U.S. Constitution. Creates an outline that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard format for citation.

Sample instructional strategies and supports				
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when reading about issues relating to adoption of U.S. Constitution.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Provide list of key words for students to note when reading about issues relating to adoption of U.S. Constitution Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples.	Explain the difference between claims without supporting reasons and claims with supporting reasons. Give examples. Provide rubric students can use to analyze arguments and supporting reasons.	Discuss the difference between claims without supporting reasons and claims with supporting reasons. Have students give examples of each. Provide rubric students can use to analyze arguments and supporting reasons.	Provide criteria of well developed analysis of claims and supporting reasons that students can use as self evaluation during the writing process.

DRAFT

Grade 9-10, Standard 3

An ELL can. speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate information about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.

Sample Content-based Participation Goals – Social Studies
Lesson Vignette

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Social Studies (World Geography)
Environment and Society CS #7

Students watch a video that provides examples of how cultural characteristics and technological resources influence human interaction with the environment.

Possible video link:

http://www.pbs.org/wnet/nature/holycow/hinduism.html

Students will then be provided information sources of two cultures, so that they can be afforded the opportunity to identify essential attributes of both of them. They use this information to assist them in determining whether or not their cultural characteristics and their technological resources are different from those of other people. They will share their responses through written and expressive form.

Essential Questions:
How are human societies shaped by and how do they help to shape their environments?

Source: Ohio Social Studies Standards – Model Curriculum, http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_World-Geography_Model-Curriculum_April2014.pdf.aspx p.8 - p.

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources	With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources	List prior knowledge about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources influence human	List prior knowledge about treatment of cows in U.S. and India and record in learning logs. Read provided articles of regarding treatment of cattle in India and the U.S. and write notes about important facts. Using a structured format write an essay about	List prior knowledge about treatment of cows in U.S. and India and record in learning logs. Read provided articles of regarding treatment of cattle in India and the U.S. and write notes about important facts. Write an essay about differences in treatment of

influence human interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart.	influence human interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write sentences in a comparative writing framework about each of the attributes of both of the cultures and shares them aloud.	interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write a paragraph comparing and contrasting treatment of cattle in India and in U.S. Present orally information from the written paragraph.	differences in treatment of cattle in India and the U.S. Record reading of essay on Audacity so peers can listen.	cattle in India and the U.S. Prepare and give an oral presentation on the differences in treatment of cattle in India and the U.S. Composes a comparative essay.
Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart.	Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart. Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for peer feedback on initial drafts of written reports. Provide opportunities for students to practice giving oral presentations.	Provide feedback on initial drafts of written reports and allow students to make revisions for final draft. Provide criteria for giving an oral presentation. Allow students to practice and give feedback before making final presentation.

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Grade 9-10, Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided print and digital sources, and label collected information, experiences, or events.	Gather information from provided print and digital sources, and summarize data and information.	Carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.	Carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.	Carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.

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Sample Content-based Participation Goals – Social Studies
Lesson Vignette

Social Studies (Modern World History)
Historical Thinking & Skills CS #2

Students create a National History Day project about Ohio, examining primary and secondary sources to analyze historical events to
Source: https://www.ohiohistory.org/learn/education-and-outreach/ohio-history-day (copy and paste link into Internet server)

Students select to complete a project in one of the following History Day categories:

- Paper,
- Exhibit,
- Performance,
- Documentary (PowerPoint or Video presentations), or
- Website

When selecting a category it is important to consider the following:

- Which category best fits your interests and skills?
- Will you have access to the equipment or materials you need to present your entry?
- Does your research fit one category better than another?

Students will need to know the following academic vocabulary to be successful in completing their research and projects: research, topic, thesis, research sources, secondary source, primary source, presentation, notes, quotes, annotated bibliography, plagiarism, paraphrase, and note cards.

It is important to provide students examples of primary sources and secondary sources.

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this project.

Sources: Ohio History Connection
https://www.ohiohistory.org/OHC/media/OHC-Media/Documents/Intro-Guide.pdf (copy and paste link into Internet server)

Ohio Social Studies Standards, Model Curriculum, Modern World History, p.2
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_Modern-World-History_Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Select a research topic which topic/category of research best fits their interests and skills with the assistance of the teacher or peer. Select from a limited amount of related resources the teacher has set aside, and begin to gather information about the research topic. Begin to write information in the first two columns of a Five W's Chart (Who, What, Where, When, Why). These responses could be written as paraphrases and/or as pictorial representations.	Determine which topic/category of research best fits their interests and skills with the assistance of a peer. They will use the Think-Pair-Share strategy. With a partner, brainstorm ideas while using the teacher created 'Guiding Questions Worksheet' that refers to the historical events of Ohio that were already taught and studied in class. Select from a limited amount of related resources the teacher has set aside, so they narrow their focus of their research. Begin to write information on note cards categorized into headings under Who, What, Where, When, Why).	Determine which topic/category of research best fits their interests and skills with the assistance of a peer. They will use the Think-Pair-Share strategy. With a partner, brainstorm ideas while using the teacher created 'Guiding Questions Worksheet' that refers to the historical events of Ohio that were already taught and studied in class. Locate at least 5 on-line and print sources... Begin constructing their thesis statement. Write information on note cards answering Who, What, Where, When and Why. Write bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. Use information to construct a PowerPoint presentation or as an exhibit.	Refers to learning logs to determine which topic/category best fits their interests and skills for this project. Research from multiple print and digital sources (at least 6-8). Construct a thesis statement. Write information on their note cards. Students will have at least 15 note cards with at least 2-3 paraphrased complex sentences written on them. Write bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. They will include an annotated bibliography with their final project. Construct a 5-paragraph essay, with 8-10 complex sentences in each paragraph. Prepare a video presentation that will be shared with future students who will learn this topic in history class. The video presentation will consist of multiple graphics. Their visuals may consist of a PowerPoint presentation and/or primary artifacts.	Refers to learning log to determine which topic/category best fits their interests and skills for this project. Begins to research from multiple print and digital sources. Selects at least 8-10 sources selected, so they can begin constructing their thesis statement. Write information on note cards. Students will have at least 20 note cards with at least 3-4 paraphrased complex sentences written on them. Students will have at least 10 note cards with 1 quote written on them. Write their bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. They will include an annotated bibliography with their final project. Construct a 5-7 paragraph essay, with 10-12 complex sentences in each paragraph. Prepare a video presentation that will be shared with future students who will learn this topic in history class. The video presentation will consist of multiple graphics. Their visuals may consist of a PowerPoint presentation and/or primary artifacts.
Sample instructional strategies and supports				
Assist students determine meaning of key vocabulary they encounter ; provide	Do a pre-assessment to determine students' knowledge of key vocabulary.	Discuss strategies for determining reliability of sources of information.	Discuss strategies for determining reliability of sources of information.	Discuss strategies for determining reliability of sources of information.

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bilingual dictionary or online translation tool if available. Have students work with partners to gather information from different resources. Model how to record information in a 5-W chart.	Assist students determine meaning of unknown vocabulary they encounter ; provide bilingual dictionary or online translation tool if available. Have students work with partners to gather and record information from different resources.	Demonstrate how to cite sources of information and prepare bibliography. Provide guidelines on preparing PowerPoint presentations.	Demonstrate how to cite sources of information and prepare bibliography. Provide guidelines on preparing PowerPoint presentations.	Demonstrate how to cite sources of information and prepare bibliography. Provide guidelines on preparing PowerPoint presentations. Provide criteria of a well-written research summary that student can use for self- evaluation.

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Grade 9-10, Standard 6

An ELL can analyze and critique the arguments of others orally and in writing .

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	Analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	Analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.

Sample Content-based Participation Goals Social Studies
Lesson Vignette

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Social Studies (American History)
Historical Thinking & Skills CS #4

This lesson consists of two parts. In order for students to successfully complete the second part of the lesson, students must create their own project, explained below:

Students will gather primary and secondary resources on a specific event to analyze an historical event to determine what might have happened if the participants had chosen alternative courses of action (e.g., What if Truman had not ordered atomic bombs dropped on Japan?). Students will use this information to reach a conclusion of what is the best course of action to solve an issue or problem by completing a project.

This project will be in completed as one of the types of projects:

- Paper,
- Exhibit,
- Performance,
- PowerPoint or Video presentations, or
- Website

Students will need to know the following academic vocabulary to be successful in completing their analysis: research, topic, thesis, research sources, secondary source, primary source, presentation, notes, quotes, annotated bibliography, plagiarism, paraphrase, and note cards.

It is important to provide students examples of primary sources and secondary sources.

Once students complete their projects, they will be charged to review a peer's project and determine the stance he/she has taken. A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this project.

Sources: Ohio History Connection
https://www.ohiohistory.org/learn/education-and-outreach (copy link and paste into Internet server)

Ohio Social Studies Standards, Model Curriculum, American History
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_American-History_Model_Curriculum_April2014.pdf.aspx p.1

Level 1	Level 2	Level 3	Level 4	Level 5
Review a PowerPoint presentation created by another level 1 or level 2 students. With the aid of a 5 W's Chart, identify the point his/her classmate is making in the thesis statement and project. Answer WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as paraphrases and/or as pictorial representations. Once the student has the 5 W's Chart completed, he/she verbally summarizes their findings to the author of the PowerPoint presentation.	Review a PowerPoint presentation that was created by another Level 2 student. With the aid of a 5 W's Chart, identify the point his/her classmate is making in their thesis statement and project. Answers WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as paraphrases and/or as simple sentences. Once the student has the 5 W's Chart completed, he/she verbally summarizes their findings to the author of the PowerPoint presentation.	Review a PowerPoint presentation or an exhibit that was created by another Level 3 student. With the aid of a 5 W's Chart, identify the point the classmate is making and the reasons to support the claim. Answers WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as simple and/or compound sentences.	Review a final draft of a 5-paragraph essay that was created by another Level 4 student. Determine whether the evidence is sufficient to support the claim in the essay, and cite textual evidence to support the analysis.	Reviews a final draft of a 5-7 paragraph essay that was created by another proficient-trial mainstreamed student to review. determine whether the evidence is sufficient to support the claim in the essay, and cite textual evidence to support the analysis
Sample instructional strategies and supports				
Provide list of key words for students to note when viewing the PowerPoint presentation. Assist students determine meaning of key vocabulary they encounter; provide bilingual dictionary or online translation tool if available. Provide rubric specifically created for the Level 1 student to rate the rates the student's analysis.	Provide list of key words for students to note when viewing the PowerPoint presentation. Assist students determine meaning of key vocabulary they encounter; provide bilingual dictionary or online translation tool if available. Provide rubric specifically created for the Level 2 student to rate the rates the student's analysis.	Provide list of key words for students to note when viewing the PowerPoint presentation. Provide rubric specifically to rate the rates the student's analysis.	Guide the students in developing a rubric to use when reading persuasive texts to determine whether the evidence is sufficient to support the claim in the essay. Demonstrate how to cite textual evidence to support the analysis of a persuasive text.	Guide the students in developing a rubric to use when reading persuasive texts to determine whether the evidence is sufficient to support the claim in the essay. Demonstrate how to cite textual evidence to support the analysis of a persuasive text.

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Grades 11-12, Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided print and digital sources, and label collected information, experiences, or events.	Gather information from provided print and digital sources, and summarize data and information.	Carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.	Carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.	Carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.

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Sample Content-based Participation Goals--Social Studies
Lesson Vignette

Social Studies (Economics & Financial Literacy):
Economic Decision Making and Skills CS#2

Have students simulate stock market investments by researching market patterns, company earning statements, stock market reports and economic indicators to develop an investment strategy. From the beginning of the course until the end of the course, students can work individually or in small teams to invest a simulated sum of money into a portfolio of stocks and then track their progress over time. Learning from this simulation should to be linked to personal finance decisions.

Stock Market Game
www.stockmarketgame.org
Classroom teams compete to develop an investment strategy, invest simulated money and compete for an award for largest portfolio growth during the contest period.

Source: Ohio Social Studies Standards, Model Curriculum, Economics and Financial Literacy
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_Economics-and-Financial-Literacy_Model-Curriculum_April2014.pdf.aspx p.3

Level 1	Level 2	Level 3	Level 4	Level 5
Select a familiar company or product (Coke, Microsoft). With teacher support, read a stock report and calculate the number of stocks he can buy with a pretend sum of money.	Select a familiar company or product (Coke, Microsoft).With teacher support and/or model calculator, read a stock report and calculate the	Find two different stock market reports about one company or product with which he or she is familiar. Using a top-hat or Venn diagram, compare research sources.	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock

Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. Use a paragraph frame to support presentation, ex: "I began with _____ dollars. I bought _____. I ended with _____ dollars. So, I (gained, lost) _____ dollars."	number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like). If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of their stock using graphs. At the end of the course, present graph and results to the class. Using paragraph frames or other graphic organize; prepare a 2-3 paragraph report telling about the initial investment, effect of buying and/ or selling during the class, and their results. Support presentation with visual representation of the data that they accumulated through the year.	Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports; identify the more reliable source. Present comparison and organizer to the class. Using the preferred source, select two companies or products with which he is familiar (Coke, Microsoft) and make a simulated purchase with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs. Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. Using paragraph frames or other graphic organizer, prepare a 3-5 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and how to invest for a future goal (e.g.. college, car). Support presentation with visual representation of the year's data and citations for at least two stock reports.	earning statements, stock market reports and economic indicators. Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources. After viewing classmates' presentations, create a portfolio of at least three different stocks with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs. Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. With optional, pre-writing organizer, prepare a 5-7 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and describing a future investment goal e.g... college, car). Presentation must be supported with visual representation of the year's data and citations for at least two stock reports.	market reports and economic indicators. Choose stocks of different types (i.e. banking, retail, technology, or other). Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources. After viewing classmates' presentation, create a portfolio of at least three different stocks with their pretend sum of money. If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using line graphs. Track value of their stocks through the duration of the class, adding data to the line graph at regular intervals (daily, weekly, or the like). At the end of the course, present graph and results to the class. Prepare a 5-7 paragraph report analyzing a future investment goal (e.g... college, car), planning stock to buy, and estimating the amount of time it would take to achieve the goal. Presentation must be supported with visual representation of the year's data and citations for at least three stock reports.

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Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Demonstrate how to create and use a line graph to track value of the stocks through the duration of the class. Have students work with partner to monitor stocks and use line graph to track value.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Demonstrate how to create and use a line graph to track value of the stocks through the duration of the class. Have students work with partner to monitor stocks and use line graph to track value.	Provide opportunities for students to share completed paragraph frames with partners.	Provide opportunities for students to practice giving their presentations. Give feedback that can be used to make improvements for final presentation.	Provide criteria of a well-written research summary that students can use to evaluate each other's presentations.

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Grades 11-12, Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning of some words learned through conversations, reading, and being read to.	Adapt language choices to task and audience with emerging control and use some frequently occurring general, academic, and content specific words in conversation and discussion.	Adapt language choices and style according to purpose, task, and audience, with developing ease, use an increasing number of general academic and content-specific words and expressions in speech and written text, and show developing control of style and tone in oral or written text.	Adapt language choices and style according to purpose, task and audience; use a wider range of complex general, academic, and content specific words and phrases and maintain a formal style in speech and writing as appropriate.	Adapt language choices and style according to purpose, task, and audience with ease, use a wide variety of complex general academic and content-specific words and phrases, and employ both formal and more informal styles effectively, as appropriate.

Sample Content-based Participation Goals--Social Studies
Lesson Vignette

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Social Studies (Government)
Civic Participation & Skills CS #4

Source: Ohio Social Studies Standards, Model Curriculum, High School American Government, p.5'
http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Social-Studies

Divide students into three to four groups to engage in a discussion of how to resolve a contentious issue, issues ranging from very local (within the school (ex: should students be allowed to carry their cell phones) to national (ex: should the United States intervene in a civil war in another country).

All students label individual index cards with the words Persuasion, Compromise, Consensus Building and Negotiation. Have the groups take turns observing as one group discusses their issue for several minutes. As the dynamics of the discussion proceed, have the observers hold up one of the four index cards containing the word or words representing what process they see taking place in the first group's discussion at that time.

Level 1	Level 2	Level 3	Level 4	Level 5
Using role-play, illustration, and/or translation create meaning for these new vocabulary concepts: persuasion, compromise, consensus, and negotiation. Record with memory aid (ex.: personal dictionary entry, vocabulary quadrants) and practice	Read a list of at least 10 phrases and sentences (ex: "Let's work together", "All people should. . .", and "What do you think?" "Meet me half-way", etc.). With a teacher, sort the words into group: ● words for persuasion	Read a list of at least 10 phrases and sentences (ex: "Let's work together", "All people should. . .", and "What do you think?" "Meet me half-way", etc.). With a teacher, sort the words into group: ● words for persuasion	Work independently to create individual note cards. Listen with other students as one group discusses a local problem. With a partner as a model, hold up cards and the discussion proceeds. Join a group that is	Participate fully in activity. Works independently to create individual note cards. Discuss and/or observe local and national issues. Hold up index cards independent of group mates. Speaks to resolve issue

Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed.	● words for compromise ● words for consensus building ● words for negotiation Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed.	● words for compromise ● words for consensus building ● words for negotiation Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed. Join a group that is discussing a local, familiar issue. Given a list of words and phrases pertinent to the issue, participate in group discussion. With prompting and or modeling, speak in simple sentences and phrases.	discussing a one of the non-local issues. Given a list of words and phrases pertinent to the issue, participate in group discussion. Speaks with 2-3 simple, compound or complex sentences.	using several sentences: simple, compound, and complex.
Sample instructional strategies and supports				
Model how to ask questions during oral presentations when a word or phrase is not understood.	Model how to ask questions during oral presentations when a word or phrase is not understood.	Provide opportunities for students to practice model sentences and phrases that can be used in a discussion about a certain issue.	Provide opportunities for students to practice model sentences and phrases that can be used in a discussion about a certain issue.	Discuss differences in language used in informal and formal discussions. Elicit from students language use that would be inappropriate for formal discussions about a topic.

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