Instructional Guidelines and Resources

For English Language Learners

Based on Ohio's

English Language Proficiency Standards (2015)

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INTRODUCTION

In Ohio, more than 48,000 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 limitations in the ability to understand, speak, read or write English impact their effective participation in their school education programs. 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 learning a new language and transitioning to a new cultural environment.

What are the specific English communication skills ELLs need 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

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 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

This instructional guide was developed based on the assumption that all school professionals have the responsibility to support the English Language development of their ELLs. Therefore, this document is meant to serve as a resource for individuals working at the district or school level who include-

- 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
- Intervention specialist 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. Parents, guardians and other caregivers, staff of social service agencies that support immigrant and refugee families, college and university teaching personnel, and teacher candidates training to work in bilingual education and/or settings that require knowledge and skills in 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, Chinese, Japanese, Pennsylvania Dutch (a dialect of German used by the Amish), 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)

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.

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: <u>http://www.k12.wa.us/MigrantBilingual/pubdocs/ELP/WAProficiencyLevelDescriptors.pdf</u>

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.

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 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.

	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 	

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

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?					
 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 contentarea 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) 	 5 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 	

Sentence Leve	-	on is packed within a sei	-	-
I	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

Vocabu	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).

At the beginning of the school year, it's important that 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 more effectively collaborate, plan, and implement appropriate instruction for the ELLs in their classrooms.

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 on our website at <u>http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards</u>

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 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					
-	g from oral presenta ng, reading and view	-	d informational text	through grade		
	By the end of each E	nglish language prof	iciency 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.		

Although the performance targets indicate a set of language competencies for each ELP level, they should be considered as general guides. 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. <u>Correspondences with the Common Core State Standards (CCSS) for Mathematics</u> <u>and Next Generation Science Standards (NGSS) Practices</u> - 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. <u>Correspondences with the CCSS for ELA & Literacy Standards</u> 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).

The term practices refers to behaviors students should increasingly display 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

	By the end of each English language proficiency level, an ELL can						
ELP.4-5.1.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	use a very limited set of	use an emerging set of	use a developing set of	use an increasing range of	use a wide range of		
	strategies to:	strategies to:	strategies to:	strategies to:	strategies to:		
construct meaning							
rom oral	 identify a few key words 	 identify the main topic 	determine the main idea	 determine the main idea 	determine two or more		
presentations and	and phrases	 retell a few key details 	or theme, and	or theme, and	main ideas or themes		
iterary and			retell a few key details	explain how some key	explain how key details		
nformational text			 retell familiar stories 	details support the main	support the main ideas		
hrough grade-				idea or theme	or themes		
appropriate listening,				 summarize part of a text 	 summarize a text 		
reading, and	from read-alouds, simple	from read-alouds, simple	from read-alouds, simple	from read-alouds, written	from read-alouds, writter		
/iewing	written texts, and oral	written texts, and oral	written texts, and oral	texts, and oral	texts, and oral		
	presentations.	presentations.	presentations.	presentations.	presentations.		
	owledge from research by integ of others and articulate his or l	her own ideas when working co	llaboratively.	them.			
Literature	when eng	aging in tasks aligned with	Informational Text	Standards:			
RL.2. Determine a them how characters in a poem reflects up	e of a story, drama, or poem fro a story or drama respond to ch on a topic; summarize the text. rast two or more characters, se	allenges or how the speaker in	RI.2. Determine two or n supported by key deRI.3. Explain the relation	nore main ideas of a text and exp atails; summarize the text. ships or interactions between tw ncepts in a historical, scientific, c	o or more individuals,		
	specific details in the text (e.g.		specific information		i teennedi text bused on		
	l and multimedia elements con			n from multiple print or digital s	ources, demonstrating		
beauty of a text (e. myth, poem).	.g., graphic novel, multimedia p	resentation of fiction, folktale,	the ability to locate efficiently.	an answer to a question quickly	or to solve a problem		
RL.1., RI.1. Quote accura	ately from a text when explainir	ng what the text says explicitly a	nd when drawing inferences	from the text.			
SL.2. Summarize a writte	en text read aloud or information	on presented in diverse media	and formats, including visually	y, quantitatively, and orally.			

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.

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)

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: <u>http://siop.pearson.com/about-siop/</u>

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 each student's 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.

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

the story aloud.

partner.

An ELL can construct meaning from oral presentations and literary and informational text through gradeappropriate 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 aid	With prompting and support (including context and visual aid f use a developing set o strategies to identify main topics in read- alouds and oral	 With prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics, answer questions about key 	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-ba	ased Participation Goal	s – English Language Arts	
		Lesson Vignette		
Source: Ohio English La Topic: Key Idea and De http://education.ohio.go	anguage Arts Model Curr tails p. 1-2. v/getattachment/Topics/O	ciculum StrandReading: Lit		
Level 1	Level 2	Level 3	Level 4	Level 5
tipped marker on each f by referring to cues on t	inger of the glove. After r he glove. For more ideas	eading a story, students put o on using retelling gloves, rej	ng, identify key ideas (characters, setting, to problem, and solution). Identify all characters, setting, problem, and solution with support as needed. <i>Tory. Different elements of a sto</i> <i>on the glove and discuss the different to the following website link</i>	ferent elements of the story
<u>http://www.smekensedu</u>		ing-glove-for-summarizing-s e instructional strategies		
Provide native language support if available. Refer to pictures of animals when reading	 Demonstrate the use of retelling glove. Have students practice retelling story with a 	of a Provide a sample graphic organizer that students can use to provide information	Provide a sample graphic organizer that students can use to provide information	Have students practice asking and answering questions about the stor in pairs.

about the story.

about the story.

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 Goa	als - Mathematics	
		Lesson Vignette		
equal length). Then they Source: Ohio Kindergarte http://education.ohio.gov/	, differences, parts (e.g., num model shapes in the world by en Math Model Curriculum, (/getattachment/Topics/Ohio- /indergarten Math Model C	y building shapes from comp Geometry, Instructional Strat s-New-Learning-	ponents. tegies, pg 19	
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 in	structional strategies an	d supports	
Introduce and demonstrate key vocabulary terms such as "flat", "solid",	Introduce and demonstrate key vocabulary terms such as "flat", "solid", "corners", "sides" and	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.

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Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Communicate simple	Communicate	Tell or dictate simple	Make simple oral
information or feelings	information or feelings	information or feelings	messages about a variety	presentations and
about familiar topics or	about familiar topics,	about familiar topics,	of topics or experiences.	compose short written
experiences.	experiences, events, or	experiences, or events.		texts about a variety of
	objects in the			topics, experiences, or
	environment.	nt haad Dautiain ation (Coola Solomoo	events.
	Sample Conte	nt-based Participation	Goals - Science	
		Lesson Vignette		
Students make or use di	ifferent weather tools thro	bughout the weather unit	(rain gauge, thermometer,	anemometers).
They demonstrate their	understanding that tempe	rature, wind and precipit	ation are different ways to	measure weather.
-	- 1		•	
	ming Standards - Science			
			s/Science/ScienceStandar	
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 tool and write 1-2 sentences describing the tools and their purpose. Record ir science journal. Present information to large group.
cards in science journal.				
	Sample in	structional strategies an	nd supports	
Use picture cards to	Use picture cards to	Model both oral and	Model both oral and	Provide criteria of
Use picture cards to teach weather related	Use picture cards to teach names of tools to	Model both oral and written sentences to	Model both oral and written sentences to	effective presentations.
Use picture cards to teach weather related	Use picture cards to teach names of tools to measure weather. Allow	Model both oral and written sentences to describe purpose of a	Model both oral and written sentences to describe purpose of a	effective presentations. Allow students to
Use picture cards to teach weather related	Use picture cards to teach names of tools to measure weather. Allow students to discuss	Model both oral and written sentences to	Model both oral and written sentences to	effective presentations. Allow students to practice presentations in
Use picture cards to teach weather related	Use picture cards to teach names of tools to measure weather. Allow students to discuss weather tools with a	Model both oral and written sentences to describe purpose of a	Model both oral and written sentences to describe purpose of a	effective presentations. Allow students to practice presentations in small-groups and
Use picture cards to teach weather related vocabulary	Use picture cards to teach names of tools to measure weather. Allow students to discuss	Model both oral and written sentences to describe purpose of a	Model both oral and written sentences to describe purpose of a	effective presentations. Allow students to practice presentations ir

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An ELL can construct	grade-appropriate ora	l and written claims and	d support them with rea	soning 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 Go	als - Social Studies	
The teacher reads the ster	No Doom For A Spoore	Lesson Vignette	ory as a discussion on scarci	try and wants
The teacher reads the story	y, <u>No Room For A Sheeze</u> .	Then the teacher uses the su	ory as a discussion on scarci	ty and wants.
A key idea is that people h	nave many wants and make	decisions to satisfy those wa	ants. These decisions impact	others.
Strand: Economics. Topic: Scarcity p. 11 <u>http://education.ohio.gov/g</u> <u>Curriculum_April2014.pd</u> EconEdLink – No Room f	<u>f.aspx</u>	emic-Content-Standards/Soc	cial-Studies/Kindergarten-So Level 4 In journal, write simple	Decial-Studies-Model- Level 5 In journal, write grade
sort picture cards into categories of needs and wants. Learn basic vocabulary words.	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.)	sentences frames, write sentences about basic needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner.	sentences about needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner.	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 in	structional strategies a	nd 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.

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 G	oals – Mathematics	
		Lesson Vignette		
Students directly compared describe the difference.	two objects with a measurab	le attribute in common, to s	ee which object has "more of	of"/"less of" the attribute, and
Students work in pairs to	measure and compare their an	m spans.		
Source: Ohio Kindergarte	n Model Math Curriculum, M	leasurement and Data p. 13		
http://education.ohio.gov/	n Model Math Curriculum, M getattachment/Topics/Ohio-s indergarten_Math_Model_Cu	-New-Learning-		
http://education.ohio.gov/ Standards/Mathematics/K	getattachment/Topics/Ohio-s indergarten_Math_Model_Cu	- <u>New-Learning-</u> arriculum_March2015.pdf.a	Level 4	Level 5
http://education.ohio.gov/ Standards/Mathematics/K	getattachment/Topics/Ohio-s indergarten_Math_Model_Cu	- <u>New-Learning-</u> urriculum_March2015.pdf.a	<u>ispx</u>	Level 5 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.
http://education.ohio.gov/ Standards/Mathematics/K Level 1 Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow student, then determine who has the shorter arm	getattachment/Topics/Ohio-s indergarten_Math_Model_Cu Level 2 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?)	-New-Learning- mriculum_March2015.pdf.a Level 3 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	Level 4 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

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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	With prompting and support, identify appropriate reasons an author or speaker gives
			a point.	to support main points.
	Sample Conte	ent-based Participation	Goals – Science	
	Sumpte Cont	-	Gould Belefice	
		Lesson Vignette		
Students design an enviro	nment that will support a cl	assroom pet. They provide f	or all of its needs including l	put not limited to food
water, air, shelter, cleanli		assiooni pet. They provide I	of all of its needs including t	but not minited to 1000,
	·			
Source: Ohio's New Lear	ning Standards – Science, K	Lindergarten, p.15	0, 1, 1, 10	
http://education.onio.gov/get	tattachment/Topics/Ohios-Learn	ning-Standards/Science/Science	Standards.pdf.aspx	
Level 1 I	Level 2 Level 3	Level 4	Level 5	
			Listen to a teacher	Listen to a teacher
			presentation about	presentation about
NA	NA	NA	creating a proper	presentation about creating a proper
NA	NA	NA	creating a proper environment for a class	creating a proper environment for a class
NA	NA	NA	creating a proper	creating a proper environment for a class pet. Identify muliple
NA	NA	NA	creating a proper environment for a class	creating a proper environment for a class pet. Identify muliple reasons why such an
NA	NA	NA	creating a proper environment for a class pet. Identify a reason	creating a proper environment for a class pet. Identify muliple
NA	NA	NA	creating a proper environment for a class pet. Identify a reason why such an	creating a proper environment for a class pet. Identify muliple reasons why such an
NA	NA	NA	creating a proper environment for a class pet. Identify a reason why such an environment would be	creating a proper environment for a class pet. Identify muliple reasons why such an environment would be
NA	NA	NA	creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A	creating a proper environment for a class pet. Identify muliple reasons why such an environment would be appropriate. (e.g. A
NA	NA	NA	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	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
NA	NA	NA	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	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.
NA	NA	NA	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	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. I will need to be kept in
NA		NA structional strategies an	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).	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. will need to be kept in an enclosed space so
NA			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).	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. I will need to be kept in an enclosed space so that it doesn't get loose
NA			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).	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. J will need to be kept in an enclosed space so that it doesn't get loose
NA			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).and supportsModel presentation of an idea with supporting	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. I will need to be kept in an enclosed space so that it doesn't get loose
NA			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).and supportsModel presentation of an idea with supporting reasons. Guide students	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. I will need to be kept in an enclosed space so that it doesn't get loose
NA			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).and supportsModel presentation of an idea with supporting	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. I will need to be kept in an enclosed space so that it doesn't get loose

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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; dressup: 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

Lorrol 1	Level 2	Level 3	Level 4	Level 5	
Level 1	Level 2	Level 5	Level 4		
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.
	I	Sample inst	ructional strategies an	d supports	
				Demonstrate examples of formal and informal language that people in different professions might use throughout the day.	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.	Discuss the difference between the types and create graphic organizer comparing/contrasting.

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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	l Participation Goals – I	English Language Arts	
		Lesson Vignette		
	eriences that explore underst The story focuses on habitat	anding of word and word car as and shelter.	tegories by using the book <u>A</u>	House is a House for Me
	aloud a few times, students categories will be discussed.	will be exposed to the word	"shelter/house/habitat". Ne	w vocabulary
Source: Ohio English Lar Strand: Language	guage Arts Model Curriculu	im		
Topic: Vocabulary acquis				
	getattachment/Topics/Ohio- garten ELA Model Curric			
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?"	Create a graphic organizer to help identify items from the story that have a house. For example:	Complete the sentence frame A is a house for a	Take turns answering questions about shelter and protection. Discuss details about different habitats, locations of	Take turns asking and answering questions about shelter and protection. Discuss details about different
When viewing a picture of a web, the student will point to a picture of	pea and pea pod corn and a husk bee and a hive	Begin to discuss different types of house dwellings (apartment, house, trailer, duplex,).	habitats, and reasons people, animal, and things may live in various habitats.	habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.
a spider.				
	Use picture cards as needed.			
	needed.	structional strategies an	d supports	
	needed.	structional strategies an Lead whole class discussion on different kinds of houses/shelters.	d supports Provide opportunities for students to practice communication skills in small group settings.	Provide opportunities for students to practice communication skills in small group settings.

Graue K. Standard	u /			
An ELL can create cl	ear 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., <i>and</i> , <i>then</i>).	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 visua aids), using frequently occurring linking words
	Sample Content-base	d Participation Goals – I	English Language Arts	
		Lesson Vignette		
through stories and pictur Sources:		drawings, and writing depict	ing their life history. They s	hare their personal history
http://education.ohio.gov/	/getattachment/Topics/Ohio-			
	/getattachment/Topics/Acad	tories, Content Elaboration, p emic-Content-Standards/Soc		cial-Studies-Model-
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 in	structional strategies an	d supports	I
		Model using autobiography book to retell a past experience. Point out use of key vocabulary and linking words.	Model using autobiography book to retell a series of events. Point out use of key vocabulary and linking words.	Provide students opportunities to practice telling about events in their personal history and give feedback for making improvements.
		Provide opportunities for students to practice retelling in small group settings	Provide opportunities for students to practice retelling in small group settings	

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An ELL can make acc	urate use of standard E	nglish to communicate i	n grade-appropriate sp	eech 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	l Participation Goals – l	English Language Arts	
Students porti-in-to in	our cost and about 4it'	Lesson Vignette		
	oun sort and shared writing e			
Students sort with a partne	er noun picture cards into dif	ferent categories		
Topic: Conventions of Sta http://education.ohio.gov/s	guage Arts Model Curriculu ndard English, pp.34-35 getattachment/Topics/Ohio-s garten ELA Model Curricu	s-New-Learning-		
Level 1	Level 2	Level 3	Level 4	Level 5
Sort picture cards in categories of person, place, thing, and animal.	Sort picture cards in categories of person, place, thing, and animal.	Sort picture cards in categories of person, place, thing, and animal.	Sort picture cards in categories of person, place, thing, and animal.	Sort nouns word cards independently into categories of singular and plural nouns
Participate in writing a shared story or poem as a class using nouns from the sort. As a class circle all nouns in blue.	Participate in writing a shared story or poem as a class using nouns from the sort. State orally three	With a partner, develop an oral story or poem using some of the nouns from the sort.	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	Write a shared story or poem as a whole group. Select words from the sort to use in the story writing.
Repeat orally sentences using several of the nouns. ("A lion is an animal,")	sentences using nouns from the shared story. ("A lion roared in the night.")		retelling, answer questions about the retelling.	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 ins	structional strategies an	d 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 gradeappropriate listening, reading, and viewing.

With prompting and support (including context and visualUse an emerging set of strategies to identify key words and phrases in read- alouds, simple writtenUse a developing set of strategies to identify main topics, answer questionsUse an increasing range of strategies to identify main topics; ask and answer questions about an bout key details from increasing number ofUse a wide r strategies to main topics; answer quest about key details from increasing number ofUse a wide r strategies to main topics; answer quest about key details from increasing number ofUse a wide r strategies to main topics; answer quest about key details from increasing number ofUse a wide r strategies to main topics; answer quest
words in read-alouds, picture books, and oral presentations.simple written texts, and oral presentations, and retell some key details or events from stories.key details in read- alouds, written texts, and oral presentations; retell stories including key

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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

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 instru	ictional strategies and	l 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,

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	Participate in short	Participate in short	Participate in	Participate in extended		
to short conversations	conversations about	discussions,	discussions,	discussions,		
about familiar topics,	familiar topics, take	conversations, and short	conversations, and	conversations, and		
and respond to simple	turns, and respond to	written exchanges about	written exchanges about	written exchanges about		
yes/no and some wh-	simple and wh-	familiar topics; follow	a variety of topics and	a variety of topics and		
questions.	questions.	rules for discussion; and	texts; follow rules for	texts; follow rules for		
		ask and answer simple	discussion; respond to	discussion; build on the		
		questions about the	the comments of others and make comments of	comments of others and contribute his or her		
		topic.				
			his or her own; and ask	own; and ask and		
			and answer questions.	answer questions.		
	Sample Content-	based Participation Goa	als – Mathematics			
		Lesson Vignette				
Students demonstrate an u	understanding of subtraction	as an unknown addend prob	lem by participating in the	ame, "How Many Left?"		
	C	L				
Source: Mathematics Mod	lel Curriculum Grade 1. Dor	nain Operations and Algebra	aic Thinking, Standard 4, pg	4-5:		
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-						
		s-New-Learning-				
http://education.ohio.gov/						
http://education.ohio.gov/ Standards/Mathematics/G	getattachment/Topics/Ohio- rade 1 Math Model Curric	culum_March2015.pdf.aspx				
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati	getattachment/Topics/Ohio- rade 1 Math Model Curric onal Council of Teachers of		: How Many Left?)			
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1	getattachment/Topics/Ohio- rade 1 Math Model Curric onal Council of Teachers of org/Lesson.aspx?id=679 Level 2	March2015.pdf.aspx Mathematics, Illuminations	Level 4	Level 5		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1	getattachment/Topics/Ohio- rade 1 Math Model Curric onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions	March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of	Level 4 Create a "take-away"	Create a "take-away"		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction	getattachment/Topics/Ohio- rade 1 Math Model Curric onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take-	March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take-	Level 4 Create a "take-away" story, modeling it with	Create a "take-away" story, modeling with		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to	getattachment/Topics/Ohio- rade 1 Math Model Curric onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate	Create a "take-away" story, modeling with pasta shapes. Participate		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm./ Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm./ Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and phrases to retell the	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm./ Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and phrases to retell the story to teacher,	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others.	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others.		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.d	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others. Present to teacher and	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others. Present story to new		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm./ Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and phrases to retell the story to teacher,	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 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	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		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm./ Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others. Present to teacher and	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others. Present story to new		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm./ Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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.	March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4 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		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm. Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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.	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 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		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story.	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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.	March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4 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		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story. Have students write the	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample instant	March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4Create 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.d supportsProvide students the	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.		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story. Have students write the numbers they hear when	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample inter Have students work with	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4 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. d supports	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.		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story. Have students write the numbers they hear when listening to oral reading	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample in Have students work with a partner to develop a	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4Create 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.d supportsProvide students the opportunity to share	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.		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm./ Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample in Have students work with a partner to develop a retelling of the word	Culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model. structional strategies an After reading the math problem, have students discuss with a partner	Level 4Create 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.d supportsProvide students the opportunity to share their take-away	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.		

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 L	evel 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 friend, checking a book out from the school library). Place pictures in appropriate sequence and practice saying new vocabulary words.	a (brushing teet friend, checki out from the s library). Place in appropriate	onstrate but a imple task h, calling a ng a book chool pictures sequence t them	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		Referring to variou resources (books, magazines, and vid follow teacher guidelines to write a three-step task (e making a sandwich Present to class usi visual aides.	leos), about .g 1).	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 ins	truction	al strategies an	d supports		
Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information.	Demonstrate search "how t on Internet an use PowerPoi information.	o" topics d how to	search "I on Intern use Powe informat students		Have students work a partner to develop PowerPoint presentation. Alloo students to practice giving PowerPoint presentations in sm group settings.	p w	Allow students to practice giving PowerPoint presentations in small group settings.

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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 o closure.
	Sample Content-	based Participation Goa	als – Mathematics	
		Lesson Vignette		
In groups, students choose of classroom objects (desl	e common objects (paperclip k, bookshelf, carpet, pencil).	, eraser, candy bars) as unco With teacher prompting, the	onventional units of measure ey write a journal entry to di	ement to determine length scuss how why they chose
these units.				
		asurement and Data, Standar	rd 2, pg 17;	
	getattachment/Topics/Ohio- rade 1 Math Model Currie	<u>s-New-Learning-</u> culum_March2015.pdf.aspx		
Science Net Links: Estima				
http://sciencenetlinks.com	/lessons/estimation-and-mea			
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 in	structional strategies an	d 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.

An FI I	con conduct research	and avaluate and a	ommunicate findings t	o onewor questions	or colvo problome
AII ELL	can conduct research	i and evaluate and c	ommunicate midnigs t	to answer questions	or solve problems.

				-
Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and	With prompting and	With prompting and	With prompting and	With prompting and
support from adults,	support from adults,	support from adults,	support from adults,	support from adults,
participate in shared	participate in shared	participate in shared	participate in shared	participate in shared
research projects,	research projects,	research projects,	research projects,	research projects,
gathering information	gathering information	gathering information	gathering information	gathering information
from provided sources	from provided sources	from provided sources	from provided sources	from provided sources
and labeling	and summarizing some	and summarizing	and answering a	and answering a
information.	key information.	information.	question or summarizing	question or summarizing
			information.	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,	Comprehend and	Using questions	Following teacher	Following teacher
identify some of the	rehearse one or two	provided by the teacher,	guidelines, conduct	guidelines, conduct
related jobs (farmer,	basic questions to ask a	conduct a short	interviews (in person,	interviews (in person,
truck driver), and match	related worker during	interview (in person,	phone, or Skype) with a	phone, or Skype) with a
pictures with related	their interview (e.g.	phone, or Skype) with a	related worker.	related worker.
objects (farmer-tractor;	What do you grow?	related worker. Choose a	Summarize main points	Summarize main points
truck driver-delivery	How much is the milk?).	couple of interesting	on poster board or PPT	on poster board or PPT
cart).	With support, use words	points on a poster and	template and share with	template and share with
	and phrases to record	share with class.	class.	class.
	answers.			
	Sample in	structional strategies an	d supports	
Use picture cards to	Model how to ask	Discuss with class the	Discuss with class the	Demonstrate how to
teach related	questions. Demonstrate	kinds of questions to ask	kinds of questions to ask	take notes during an
vocabulary.	how to use graphic organizer to record key	in an interview.	in an interview.	interview.
	information.	Provide opportunities	Provide opportunities	
		for students to role play	for students to role play	

and practice interview

with a partner.

and practice interview

with a partner.

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) <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5	
	Using a sentence frame	Using simple sentences,	Using more elaborated	Write a journal entry	
	and word list, tell about	write a journal entry	sentences, write about	about two laws/rules	
	one law/rule mentioned	about one law/rule	two laws/rules	mentioned in the	
	in the presentation,	mentioned in the	mentioned in the	presentation, stating the	
	stating why it's	presentation, stating the	presentation, stating the	reason for their	
	important.	reason for its importance	reason for their	importance and	
	Phrases/simple	and consequences for	importance and	consequences for	
	sentences. Discuss with	breaking it. Discuss with	consequences for	breaking them	
	partner.	small group.	breaking them. Discuss	(descriptive sentences).	
			with small group or	Discuss with small	
			class.	group or class.	
	Sample in	structional strategies an	d supports		
	F				
	Review vocabulary	Demonstrate how to	Demonstrate how to	Provide time for sharing	
	related to rules, laws,	take notes during an oral	take notes during an oral	drafts with peers and	
	appropriate behavior in	presentation. Model how	presentation. Give	getting their feedback	
	a community. Model	to ask questions for	feedback on students'	before completing final	
	how to ask questions for	clarification.	initial drafts and make	draft of summary.	
	clarification.		suggestions for		
			improvements.		

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An ELL can adapt lar	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-base	d Participation Goals – I	English Language Arts			
		Lesson Vignette				
		Demonstrate an awareness of				
		Curriculum Grade 1, Langua s-New-Learning-Standards/I				
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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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 <i>-ed, -ing, and some common</i> <i>prefixes</i>).			
	Sample Content-	based Participation Go	als – English Language A	rts			
		Lesson Vignet	te				
While reading Julius, Bo	uby of the World by Kev	in Henkes, students use con	text clues to help define story	vocabulary.			
http://education.ohio.go 2015.pdf.aspx	v/getattachment/Topics/		cabulary Acquisition and Use, dards/English/Grade 1 ELA he World				
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.			

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., <i>and</i> , <i>so</i>) and temporal words (e.g., <i>first, then</i>).	Recount two or three events in sequence, and present simple information about a topic, using, with increasingly independent control, some temporal words (e.g., <i>next</i> , <i>after</i>) to signal event order and some frequently occurring linking words (<i>and</i> , <i>so</i>) 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 1 ELA Model Curriculum March-2015.pdf.aspx</u>

#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=51/1						
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, " <i>Yesterday was</i> <i>no ordinary day</i> " 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, <i>"Yesterday was no ordinary day"</i> 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	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	Provide feedback on initial drafts of story and allow students to make revisions for final draft.		
	the chart.		connect ideas.			

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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., <i>and</i> , <i>but</i> , <i>or</i>), 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 Conte	nt-based Participation		
		Lesson Vignette		
		Lesson vignette		
Source: Ohio Science Star http://education.ohio.gov/	getattachment/Topics/Ohios	-Learning-Standards/Scienc	e/ScienceStandards.pdf.aspx	<u>i</u>
http://education.ohio.gov/; Ohio Resource Center, Sc http://www.ohiorc.org/boc	getattachment/Topics/Ohios ience Bookshelf, Physical S	cience	e/ScienceStandards.pdf.aspx	<u>.</u>
http://education.ohio.gov/; Ohio Resource Center, Sc http://www.ohiorc.org/boo	getattachment/Topics/Ohios ience Bookshelf, Physical Sokshelf/ Level 2	Level 3	Level 4	Level 5
http://education.ohio.gov/	getattachment/Topics/Ohios ience Bookshelf, Physical So <u>okshelf/</u>	cience		
http://education.ohio.gov/s Ohio Resource Center, Sc http://www.ohiorc.org/boo Level 1 While reading the book, use hand gestures to indicate the meaning of some of the movement words (<i>up, down, pull</i>). Participate in a game of	getattachment/Topics/Ohios ience Bookshelf, Physical Sockshelf/ Level 2 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.)	cience Level 3 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 (<i>up</i> , <i>down</i> ,	Level 4 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.)	Level 5 While listening to the story, engage in conversations about observations made. Write a story that correctly uses many of the words in the story (<i>up</i> , <i>down</i> , <i>pull</i> , <i>weight</i> ,

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 gradeappropriate 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) <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 2 ELA Model Curriculum March-2015.pdf.aspx</u>

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 instru	uctional strategies and su	pports	
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.

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
Level 1 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	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
			the topic or text.	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

with a partner, ute to an email ge with an tional pen pal, ng 2-3 basic sentences estions about who e and where they live, live in Ohio. What ges do you speak?" ter date, with a partner in a Skype sation with pen pal,	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	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	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.
g up with 1-2 simple ons to ask ahead of	with pen pal, coming up with 3-5 questions to ask ahead of time and recording the answers	pal, further elaborating on the topic.	
vide sentence ctures that can be l for asking stions and sharing rmation.	Guide students in using the Internet and other resources to find out information about the country where the international pen pals	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.
2 1 51 r	ide sentence tures that can be for asking tions and sharing mation. el a conversation on	ahead of time and recording the answers. Sample instructional strategies and ide sentence Guide students in using tures that can be for asking for asking mation. country where the international pen pals el a conversation on	ahead of time and recording the answers.topic.Sample instructional strategies and supportsGuide sentence tures that can be for asking tions and sharing mation.Guide students in using the Internet and other resources to find out information about the country where the international pen palsGuide students in using the Internet and other resources to find out information about the country where the international pen palsGuide students in using the Internet and other resources to find out information about the country where the international pen pals live.

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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 Goa	lls = Mathematics	
		Lesson Vignette		
Finding Fact Families) http://education.ohio.gov/	s Model Curriculum, Instruc /getattachment/Topics/Ohio- irade 2 Math Model Curric	s-New-Learning-	pg 5; National Council of T	eachers of Mathematics:
Level 1	Level 2	Level 3	Level 4	Level 5
Act out part of the story using counters and hand gestures (e.g. counting	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.	structures. After being given a subtraction problem by the teacher
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 simple words and phrases. Draw a picture of that part of the story and write one sentence about it using numbers words.	using simple sentences with some temporal words and linking words. Write subtraction sentences for the page using appropriate math vocabulary (minus,	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.	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

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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-t	based Participation Goa	ls – Social Studies	
		Lesson Vignette		
	es Model Curriculum, Stand getattachment/Topics/Acade f.aspx		ial-Studies/Grade-2-Social-S	Studies-Model-
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 class debate about which rules are the mos important and why. Rank rules according to their importance.
	Sample in	structional strategies an	d 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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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.	hortsupport, carry out shortsupport, carry out shortsupport, carry out shortdindividual or sharedindividual or sharedindividual or sharedresearch projects,recalling informationrecalling informationrecalling information		With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information	ti With prompting and support, carry out short individual or shared research projects, recalling information from experience and/or gathering information	
	Sample Conte	ent-based Participation (Goals – Science		
		Lesson Vignette			
http://education.ohio.g	undards, Grade two, Life Sci ov/getattachment/Topics/	Ohios-Learning-Standard			
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	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	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	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'	
animals (e.g. eyes, ears, and trunk).		the animals (2-3 slides).	on two animals' environments and their similarities.	environments and their similarities.	
animals (e.g. eyes, ears,	Sample in		environments and their similarities.	environments and their	

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	opport, identify a point author or a speaker ikes, using a fewsupport, identify a reason an author or a speaker gives to supportreasons support the main point an author or a speaker makes.reasons support specific or a spea		Tell how one or two reasons support the specific points an author or a speaker makes.	Describe how reasons support the specific	
words and philases.	Sample Content-	based Participation Goa	ls – Social Studies		
		Lesson Vignette			
		the positive and negative eff	ects of these activities. (e.g	. Time for Kids article,	
"Waiting for Change", Fe http://www.timeforkids.co	b 2013) pm/news/article-waiting-cha	nge/98991			
Source: Ohio Social Studi	as Madal Cumisulum Cont	ant Statement 7 no 7			
	es Model Curriculum, Conte getattachment/Topics/Acade	ent Statement 7, pg 7 emic-Content-Standards/Soc	ial-Studies/Grade-2-Social-	Studies-Model-	
Curriculum_April2014.pd					
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 <u>http://www.timeforkids.</u> <u>com/news/article-</u> <u>waiting-change/98991</u> . 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 <u>http://www.timeforkids.</u> <u>com/news/article-</u> <u>waiting-change/98991</u> 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 <u>http://www.timeforkids.</u> <u>com/news/article-</u> <u>waiting-change/98991</u> 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 <u>http://www.timeforkids.</u> <u>com/news/article-</u> <u>waiting-change/98991</u> 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 ins	structional strategies and	d 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	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.	

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	Show increasing	Compare examples of	Adapt language choices,	Adapt language choices,
of some words learned	awareness of differences	the formal and informal	as appropriate, to formal	as appropriate, to formal
through conversations,	between informal,	use of English, and (at	and informal contexts,	and informal contexts,
reading, and being read	'playground speech' and	Grade 3) use an	and (at Grade 3) use a	and (at Grade 3), use a
to.	language appropriate to	increasing number of	wider range of general	wide variety of general
	the classroom; use some	general academic and	academic and content-	and content-specific
	words learned through	content-specific words	specific words in	academic words and
	conversations, reading,	in conversations and	conversations and	phrases in conversations
	and being read to.	discussions.	discussions.	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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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.
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.

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		-	-		·	nd 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.	Determ of less- occurrin phrases words, a idiomat oral dis- alouds, about fa experien using co visual a materia develop	ine the meaning frequently ng words and , content-specific and some ic expressions in course, read- and written texts amiliar topics, nces, or events, ontext, some ids, reference ls, and a ing knowledge ish morphology.	Determ of less- occurri phrases express Grade 2 academ specific oral dis alouds, about a experie using c visual a materia increas	hine the meaning frequently ng words and s, some idiomatic sions, and (at 3) some general hic and content- e vocabulary in scourse, read- and written texts variety of topics, ences, or events, ontext, some aids, reference hs, and an ing knowledge of blogy (root 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 - <i>ed</i> , - <i>ing</i> , and some common prefixes).
	Sample Content-		articipation Goa son Vignette	ıls – Ma	thematics	
Measurement Cluster http://education.ohio.gov/g	Model Curriculum, grade t <u>getattachment/Topics/Ohio-s</u> ade 2 Math Model Curric	- s-New-Le				
Level 1	Level 2		Level 3		Level 4	Level 5
Listen to a read aloud of		[ow	Listen to read alo	oud.	Listen to read alou	
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	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.		Sort words into teacher directed categories. Explain justifications to teacher. Illustrate in math vocabulary journal.		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.
measure.						
measure.	Sample ins	structio	nal strategies an	d suppo	orts	

An ELL can create cle Level 1	ar and coherent grade-a	appropriate speech and Level 3	text.	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 (<i>before, after,</i> <i>soon</i>), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., <i>because, and, also</i>) 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., <i>because, and, also</i>) 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 2 ELA Model Curriculum March-2015.pdf.aspx</u>

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

Level 1	Level 2	Level 3	Level 4	Level 5		
Illustrate a memory	Write about the best day	Write about the best day	Write about the best day	Following teacher		
about the best day of	of school, recounting	of school, recounting	of school, recounting 2-	guidelines. write a		
school. Use basic	two events. Use key	two events. Use	4 events in the correct	coherent paragraph		
vocabulary words to	words and modeled	complete sentences and	sequence. use temporal	about the best day of		
label and discuss	sentences. Ilustrate and	correct sequence. Share	words and linking words	school. The paragraph		
picture	share with a partner	with class.	correctly. Share with	must include a topic		
			class.	sentences, 3 details, and		
				a concluding sentence.		
				Edit and revise in pairs.		
	Commle in		J			
	Sample in	structional strategies an	a supports			
Model the telling about	Provide examples of	Provide opportunities to	Model using transition	Provide feedback on		
a past event.	sentence structures that	practice their telling of	phrases to connect	initial drafts of both oral		
Afterwards, highlight	can be used to tell about	their best day at school;	sentences and	and written narratives,		
and discuss key words in	a past event.	provide feedback to help	paragraphs.	and allow students to		
the narrative. Retell the		students improve		make revisions for final		
past event and have		language use and	Provide opportunities	oral and written		
students listen for the		fluency.	for students to practice	recounting.		
key words.			pronouncing certain			
			words and phrases.			

An ELL can make acc	curate use of standard	English to communicate i	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., <i>group</i>), 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., <i>childhood</i>), 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-bas	ed Participation Goals – I	English Language Ar	ts
		Lesson Vignette		
correctly in speech and wi Sources: Ohio English La	iting. nguage Arts Model Curric			
<u>http://education.onio.gov/</u> 2015.pdf.aspx	getattachment/Topics/Onio	o-s-New-Learning-Standards/	English/Grade 2 ELA M	Model Curriculum March-
Scholastic Common Core http://commoncore.schola				
Level 1	Level 2	Level 3	Level 4	Level 5
Using Smart board technology, read the eBook <i>Penguins</i> 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 <i>Penguins</i> 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 <i>Penguins</i> 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 <i>Penguins</i> 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 abo a penguin using both regular irregular verbs provided by the teache	and drag them to a T- Chart. Students will write a story about a penguin using a wide
	Sample i	instructional strategies an	nd 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	Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete TChart. In whole group setting, lead	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,	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	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	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.
			presentations.	
	Sample Content-	based Participation Goa	ls Language Arts	
a graphic organizer to ident Source: Ohio's English Lan http://education.ohio.gov/g	Web" to students using visua tify the main idea, details, cha nguage Arts RL 3.2 Model Cu etattachment/Topics/Ohio-s-N BELA Model Curriculum N	racters, and theme of the stor rriculum Standard Statement <u>New-Learning-</u>	у.	tell "Charlotte's Web" using
Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 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.	Level 2 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.	Level 3 Complete a graphic organizer to identify the main idea of "Charlotte's Web" and identify some important details with visual supports as needed.	Level 4 Retell "Charlotte's Web" using a graphic organizer showing the main idea, important details and characters, and correct sequence of events with limited support.	Level 5 Retell "Charlotte's Web" by completing a graphic organizer with main idea, important details, characters, correct sequence and identify the theme independently.
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	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	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

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	Participate in short	Participate in short	Participate in discussions,	Participate in extended
occasionally participate	conversations,	discussions and written	conversations, and written	discussions,
in short conversations	discussions, and written	exchanges about	exchanges about a variety	conversations, and
about familiar topics,	exchanges about	familiar topics and texts;	of topics and texts; follow	written exchanges
and respond to simple	familiar topics; take	follow the rules for	the rules for discussion;	about a variety of texts
yes/no and some wh-	turns; and respond to	discussion; respond to	build on the ideas of	and topics; follow the
questions.	simple and wh-	the comments of others	others and contribute his	rules for discussion;
	questions.	and contribute his or her	or her own; and ask and	build on the ideas of
		own; and ask questions	answer questions about	others, and express his
		to gain information or	the topic or text.	or her own; and ask
		clarify understanding.		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 <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Take part in a small	Take part in the small	Actively participate in	Actively listen to others in	Fully participate in the
group discussion of	group discussion and	the small group	the small group, ask	small group discussion
classroom rules with	write one simple	discussion by sharing at	questions about their ideas	by asking and
translation support (e.g.,	sentence using a	least 3 ideas and asking	and show comprehension	answering questions
Google Translate) or	computer/iPad to show	questions to clarify	by building upon those	and contribute towards
visuals, and demonstrate	appropriate classroom	understanding. Write 2-	answers. Write 3-4	writing the classroom
understanding of	behavior following a	3 sentences on a	generally correct	contract on a
common classroom	model. E.g., "Walk in	computer stating	sentences on a computer.	computer. Then
instructions, e.g., "raise	the classroom",	classroom rules	Take an active part in a	contribute ideas to the
hand", "take turns", "be	"Listen to the teacher."	following the	discussion of laws in the	discussion about laws
quiet".	Answer questions about	discussion. Contribute	local community and why	in the community and
	appropriate behavior.	an idea to discussion of	laws are necessary.	why laws are
		laws in the local		necessary.
		community.		
	Sample to	eaching strategies and	supports	
	_			
Pre-teach selected	Have ELL work with a	Model asking questions	Model using transition	Have ELL work with a
vocabulary; provide	partner to orally	during a group	phrases to add ideas to	partner on writing a
bilingual dictionary or	generate classroom	discussion.	statements in a group	classroom contract.
online translation tool if	behavior rules.		discussion (E.g., "Another	
available.			example is")	

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 Conte	nt-based Participation (Goals – Science	
	ning Standards - Science, pa getattachment/Topics/Ohios		e/ScienceStandards.pdf.asp	X
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 to	eaching strategies and	l 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	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model	Have ELL work with a partner on writing the report.	Provide feedback on initial drafts of report and allow students to make revisions based or final drafts.

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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	l Participation Goals – I	English Language Arts	l
the topic, state the reasons Source: Ohio's English La http://education.ohio.gov/	piece on whether students sh and provide a concluding st anguage Arts W 3.1 Model C getattachment/Topics/Ohio-st 3 ELA Model Curriculum	tatement. Curriculum Standard Stateme s-New-Learning-		w with reasons. Introduce
Level 1	Level 2	Level 3	Level 4	Level 5
Use a sentence frame (e.g., "Ischool 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 opinio piece with a strong introduction, clear supporting reasons, and well chosen vocabulary with an effective conclusion.
	Sample to	eaching strategies and	supports	
Provide sample sentence structures to express opinions (I like, I don't like, I	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.

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.
		based Participation Goa		
	ics Model Curriculum 3 MD			
	getattachment/Topics/Ohio-s rade 3 Math Model Curric			
Standards/Mathematics/G	-		Level 4	Level 5
	rade 3 Math Model Curric	culum_March2015.pdf.aspx	Level 4 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.	Level 5 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).
Standards/Mathematics/G Level 1 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	Image: A state of the stat	Level 3 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	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

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Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and	With prompting and	Tell how one or two	Tell how one or two	Describe how reasons
support (at Grade 2),	support (at Grade 2),	reasons support the main	reasons support the	support the specific
identify a point an	identify a reason an	point an author or a	specific points an author	points an author or a
author or a speaker	author or a speaker gives	speaker makes.	or a speaker makes.	speaker makes.
makes, using a few	to support the main			
frequently occurring	point.			
words and phrases.				
	Sample Content-l	based Participation Goa	ls – Social Studies	
		Lesson Vignette		
		U	1.1	
	coretical allowance of \$20.00) a month. Each student will	I decide how to spend this a	mount. Students will
analyze and critique their	classmates' choices.			
	dies Standards. Economics (
	getattachment/Topics/Acade	mic-Content-Standards/Soc	ial-Studies/Grade-3-Social-S	Studies-Model-
Curriculum April2014.pd	<u>f.aspx</u>			
	f.aspx Level 2	Level 3	Level 4	Level 5
Level 1		Level 3 Listen to classmates talk	Level 4 After listening to	
Level 1 Listen to a classmate	Level 2			
Level 1 Listen to a classmate talk about how he or she	Level 2 Listen to classmates talk	Listen to classmates talk	After listening to	Cite reasons to agree of disagree with
Level 1 Listen to a classmate talk about how he or she would spend the	Level 2 Listen to classmates talk about how they would	Listen to classmates talk about how they would	After listening to classmates explain how	Cite reasons to agree o disagree with
Level 1 Listen to a classmate talk about how he or she would spend the allowance and identify	Level 2 Listen to classmates talk about how they would spend their allowance	Listen to classmates talk about how they would spend their allowance	After listening to classmates explain how they would spend the	Cite reasons to agree o disagree with classmates' decisions t spend their allowance
Level 1 Listen to a classmate talk about how he or she would spend the allowance and identify and illustrate 2-3 key	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one	Listen to classmates talk about how they would spend their allowance and fill out a chart of at	After listening to classmates explain how they would spend the \$20 allowance, the	Cite reasons to agree o disagree with classmates' decisions t spend their allowance
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	Listen to classmates talk about how they would spend their allowance and fill out a chart of at least one thing that each	After listening to classmates explain how they would spend the \$20 allowance, the student will participate	Cite reasons to agree or disagree with classmates' decisions to spend their allowance using grade appropriate
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	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	After listening to classmates explain how they would spend the \$20 allowance, the student will participate in a discussion and	Cite reasons to agree or disagree with classmates' decisions to spend their allowance using grade appropriate conversational and
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	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	After listening to classmates explain how they would spend the \$20 allowance, the student will participate in a discussion and express his opinion of	Cite reasons to agree o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	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	After listening to classmates explain how they would spend the \$20 allowance, the student will participate in a discussion and express his opinion of	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
Level 1 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,	Level 2 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 o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I
Level 1 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,	Level 2 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	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 o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I
Level 1 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).	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to spend the \$20 and why. Sample te	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 o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I disagree, because).
Level 1 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).	Level 2 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 o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I disagree, because).
Curriculum April2014.pd Level 1 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). Pre-teach content- related vocabulary.	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to spend the \$20 and why. Sample te	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 o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I disagree, because).

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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	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	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	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
	conversations, reading, and being read to.	discussions.	discussions.	or in short written texts.
	Sample Conte	nt-based Participation (Goals – Science	
		T T 7 • 44		
Students design a plan to	reduce or recycle waste in th	Lesson Vignette e school. Students will oral	ly present the plan to the pri	ncipal and to younger
students.			51	I was started by the Br
	ning Standards - Science, pag			
http://education.ohio.gov/	getattachment/Topics/Ohios	-Learning-Standards/Science	e/ScienceStandards.pdf.aspx	-
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 participat in writing a plan for Kindergartners and orally presenting it, using appropriate sentence structure and academic vocabulary.
	Sample to	eaching strategies and	l 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	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.

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Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Ask and answer	Determine the meaning	Determine the meaning	Determine the meaning of
of a few frequently	questions about the	of less-frequently	of less-frequently	less-frequently occurring
occurring words, simple	meaning of	occurring words and	occurring words and	words, phrases, some
phrases, and formulaic	frequently occurring	phrases, content-specific	phrases, some idiomatic	idiomatic expressions, and
expressions in simple	words, phrases, and	words, and some	expressions, and (at	(at Grade 3) some general
oral discourse, read-	expressions in simple	idiomatic expressions in	Grade 3) some general	academic and content-
alouds, and written texts	oral discourse, read-	oral discourse, read-	academic and content-	specific vocabulary in oral
about familiar topics,	alouds, and written	alouds, and written texts	specific vocabulary in	presentations and written
experiences, or events,	texts about familiar	about familiar topics,	oral discourse, read-	texts about a variety of
relying heavily on	topics, experiences,	experiences, or events,	alouds, and written texts	topics, experiences, or
visual aids, context, and	or events, using	using context, some	about a variety of topics,	events, using context,
knowledge of	context, visual aids,	visual aids, reference	experiences, or events,	reference materials, and
morphology in his or	and knowledge of	materials, and a	using context, some	morphology (e.g., root
her native language.	morphology in his or	developing knowledge of	visual aids, reference	words, simple inflectional
	her native language.	English morphology.	materials, and an	endings such as - ed, -ing,
			increasing knowledge of	and some common
			morphology (root words,	prefixes).
			some prefixes).	
	Sample Conte	nt-based Participation G	oals – Mathematics	
		Lesson Vignette		
Students solve word prob	lems using multiplication	and division.		
(E.g. Tom wants to get in	nto shape. On Monday, T	uesday, and Wednesday he r	an 4 miles each day. On Th	ursday and Friday he ran 5
miles each day. How man	ny total miles did he run?)		
Source: Ohio Mathematic	s Model Curriculum 3 O	A.3 Standards, page 23		
http://education.ohio.gov/				
		urriculum March2015.pdf.as	<u>px</u>	
Level 1	Level 2	Level 3	Level 4	Level 5
Recognize numerals	Understand simple	Understand the idiom	Use various strategies to	Independently reads and
independently and	key words like days	"get into shape" when	determine word	solves the word problem
understand the problem	of the week and	teacher acts out the	meanings including a	using reference material if
reading the second seco				

Recognize numerals	Understand simple	Understand the idiom	Use various strategies to	Independently reads and
independently and	key words like days	"get into shape" when	determine word	solves the word problem
understand the problem	of the week and	teacher acts out the	meanings including a	using reference material if
when presented in	"Tom" and ask	meaning, and can	dictionary and context	needed to understand the
pictures or when	questions to	understand the rest of the	clues. Then solve the	idiom.
translated.	determine the	story problem using	problem.	
	meaning of unknown	context clues and		
	words. Use this	decoding skills (e.g.:		
	information to solve	total, each). Solve the		
	the word problem.	problem.		
	Sampl	e teaching strategies a	nd supports	
	1	0 0		
Have students write the	Provide examples of	Demonstrate how to use	Have ELL work with	Have students underline
numbers they hear	question structures	context clues to try to	peer to create ongoing	unknown words and
when listening to oral	and model how to ask	figure out unknown	list of idioms and	expressions in word
reading of word	for clarification when	words and phrases in a	meanings.	problems and indicate
problems.	encountering an	text.		what the meaning might
	unknown word.			be given contextual and
				grammatical clues.

the book with a partner.

about events in a story.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Recount two events in	Recount a short	Recount a sequence of	Recount a coherent
information about an	sequence, and	sequence of events, and	events, using temporal	sequence of events,
event or topic, with	communicate simple	present a few pieces of	words (before, after,	using temporal words t
support (including	information about a	information about a	soon), and introduce an	signal event order
context and visual aids),	topic, with support	topic, with support	informational topic and	clearly, and introduce a
using non-verbal	(including visual aids	(including modeled	present facts about it,	informational topic and
communication and,	and modeled sentences),	sentences), using, with	using, with increasingly	present facts about it
with limited control, a	using, with emerging	developing control,	independent control,	using linking words
narrow range of	control, frequently	common linking words	linking words (e.g.,	(e.g., <i>because</i> , and, als
vocabulary and syntactically simple	occurring linking words (e.g., <i>and, then</i>).	(e.g., <i>and</i> , <i>but</i> , <i>next</i> , <i>after</i>) to connect ideas or	<i>because, and, also</i>) to connect ideas or events.	to connect ideas and provide a concluding
sentences.	(e.g., <i>unu</i> , <i>inen</i>).	events.	connect lucas of events.	statement.
sentences.		events.		statement.
	Sample Content-base	d Participation Goals –]	English Language Arts	1
-		urriculum Standard Statemen		rly at an understandable
Source: Ohio English Lar <u>http://education.ohio.gov/</u> <u>Standards/English/Grade</u>	getattachment/Topics/Ohio- 3 ELA Model Curriculum	<u>s-New-Learning-</u> <u>March2015.pdf.aspx</u>	nt 4, page 31	
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1	getattachment/Topics/Ohio- 3 ELA Model Curriculum	<u>s-New-Learning-</u> <u>March2015.pdf.aspx</u> Level 3	nt 4, page 31 Level 4	Level 5
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important	<u>s-New-Learning-</u> <u>March2015.pdf.aspx</u> Level 3 Write about several	nt 4, page 31 Level 4 Write about several	Level 5 Write then orally preser
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book	 <u>s-New-Learning-</u> <u>March2015.pdf.aspx</u> Level 3 Write about several important events in 	nt 4, page 31 Level 4 Write about several important events in the	Level 5 Write then orally preser a clear, coherent, and
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props,	 <u>March2015.pdf.aspx</u> <u>Level 3</u> Write about several important events in correct sequence. 	tt 4, page 31 Level 4 Write about several important events in the book in correct	Level 5 Write then orally preser a clear, coherent, and creative book report
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props, and modeled sentences.	 <u>March2015.pdf.aspx</u> <u>Level 3</u> Write about several important events in correct sequence. Present the book report 	tt 4, page 31 Level 4 Write about several important events in the book in correct sequence Present to the	Level 5 Write then orally preser a clear, coherent, and creative book report which is logically
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small	 <u>March2015.pdf.aspx</u> <u>Level 3</u> Write about several important events in correct sequence. Present the book report to the class or a small 	t 4, page 31 Level 4 Write about several important events in the book in correct sequence Present to the class or a small group	Level 5 Write then orally preser a clear, coherent, and creative book report which is logically organized and contains
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small group. Students will	 <u>s-New-Learning-</u> <u>March2015.pdf.aspx</u> <u>Level 3</u> Write about several important events in correct sequence. Present the book report to the class or a small group, speaking clearly 	t 4, page 31 Level 4 Write about several important events in the book in correct sequence Present to the class or a small group by speaking clearly and	Level 5 Write then orally preser a clear, coherent, and creative book report which is logically organized and contains very few grammar error
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio-3 3 ELA Model Curriculum Level 2 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	 <u>s-New-Learning-</u> <u>March2015.pdf.aspx</u> <u>Level 3</u> Write about several important events in correct sequence. Present the book report to the class or a small group, speaking clearly and demonstrating 	t 4, page 31 Level 4 Write about several important events in the book in correct sequence Present to the class or a small group by speaking clearly and demonstrating	Level 5 Write then orally preser a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small group. Students will	 <u>s-New-Learning-</u> <u>March2015.pdf.aspx</u> <u>Level 3</u> Write about several important events in correct sequence. Present the book report to the class or a small group, speaking clearly 	t 4, page 31 Level 4 Write about several important events in the book in correct sequence Present to the class or a small group by speaking clearly and	Level 5 Write then orally preser a clear, coherent, and creative book report which is logically organized and contains very few grammar error
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio-3 3 ELA Model Curriculum Level 2 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	 <u>March2015.pdf.aspx</u> <u>Level 3</u> 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 	t 4, page 31 Level 4 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	Level 5 Write then orally preser a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio-3 3 ELA Model Curriculum Level 2 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	S-New-Learning- March2015.pdf.aspx Level 3 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	t 4, page 31 Level 4 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	Level 5 Write then orally present a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 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.	S-New-Learning- March2015.pdf.aspx Level 3 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	Level 4 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.	Level 5 Write then orally prese a clear, coherent, and creative book report which is logically organized and contains very few grammar erro and an effective
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite book.	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 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. Sample t	 <u>New-Learning-</u> <u>March2015.pdf.aspx</u> <u>Level 3</u> 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. 	Level 4 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.	Level 5 Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective concluding statement.
Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 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.	S-New-Learning- March2015.pdf.aspx Urite 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.	Level 4 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.	Level 5 Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective

reports from peers.

giving oral reports.

in small group settings

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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., <i>group</i>), 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., <i>childhood</i>), 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.
http://education.ohio.gov/	getattachment/Topics/Acade	raphy Content Statement of emic-Content-Standards/Soc	~ -	Studies-Model-
http://education.ohio.gov/ Curriculum April2014.pd	getattachment/Topics/Acade f.aspx	mic-Content-Standards/Soc	ial-Studies/Grade-3-Social-	
	getattachment/Topics/Acade		~ -	Studies-Model- Level 5 Independently write a coherent 2-3 paragraph report, following teacher guidelines) with grade appropriate use of grammar and conventions exhibiting compound and complex sentences.
http://education.ohio.gov/ Curriculum_April2014.pd Level 1 Use visuals, write words and learned sentences about their cultural background with bilingual or translation support (if available). E.g. "I come from India."	getattachment/Topics/Acade f.aspx Level 2 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.	Level 3 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	Level 4 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.	Level 5 Independently write a coherent 2-3 paragraph report, following teacher guidelines) with grade appropriate use of grammar and conventions exhibiting compound and complex

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 gradeappropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of	Use an emerging set of	Use a developing set of	Use an increasing range	Use a wide range of
strategies to identify a	strategies to identify the	strategies to determine	of strategies to	strategies to determine
few key words and	main topic and retell a	the main idea or theme,	determine the main idea	two or more main ideas
phrases in read-alouds,	few key details of read-	and retell a few key	or theme, and explain	or themes, and explain
simple written texts, and	alouds, simple written	details of read-alouds,	how some key details	how key details support
oral presentations.	texts, and oral	simple written texts, and	support the main idea or	in read-alouds, written
	presentations.	oral presentations; and	theme in read-alouds,	texts, and oral
		retell familiar stories.	written texts, and oral	presentations; and
			presentations; and	summarize a text.
			summarize part of a text.	
·	Sample Content-based	Participation Goals - I	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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Use a picture dictionary,	Use a simplified version	Use a simplified version	Use the teacher prepared	Independently complete
match pictures with	of the outline to identify	of the outline to identify	outline to identify main	the outline, identifying 2
simple weather words	at least one main topic	2 key topics and	ideas and key details,	or more main ideas and
such as	and 2 key details with	supporting details using	and write a simple	relate how the details
"rain, thunder, lightning,	bilingual or translation	a bilingual dictionary (if	summary with some	support the main idea
hurricane" with	support (if available)	available) then share this	teacher assistance then	then write and share a
assistance from a	then share this	information in a small	share the summary in a	grade appropriate
teacher.	information in a small	group.	small group.	summary of the text.
	group.			
	Sample in	structional strategies an	d supports	
	Sample in	sti uctional sti ategies an	u supports	
Pre-teach selected	Model the use of an	Have ELL work with a	Provide feedback on	Provide time for sharing
vocabulary; provide	outline to show main	partner.	students' draft outlines.	drafts with peers and
bilingual dictionary or	idea and details of			getting their feedback
online translation tool if	another written text.			before completing final
available.				draft of summary.

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
Level 1 Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh- questions.	Level 2 Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh- questions.	Level 3 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.	Level 4 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
		based Participation Goa		ideas expressed.
	in the Underground Railwa	Lesson Vignette	oups and are assigned roles:	slave, slave owner,
abolitionist, conductor and Source: Ohio Social Studi	l free black man. Then they es Model Curriculum Histor getattachment/Topics/Acade	discuss their viewpoints on ry 4.7, page 13	slavery. ial-Studies/Grade-4-Social-S	Studies-Model-
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/ Curriculum_April2014.pd	l free black man. Then they es Model Curriculum Histor getattachment/Topics/Acade <u>f.aspx</u>	discuss their viewpoints on ry 4.7, page 13 emic-Content-Standards/Soc	ial-Studies/Grade-4-Social-	
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/	l free black man. Then they es Model Curriculum Histor getattachment/Topics/Acade	discuss their viewpoints on ry 4.7, page 13		Level 5 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.
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/ Curriculum April2014.pd Level 1 After viewing multimedia presentations about slavery, student answers simple questions using visual and bilingual	I free black man. Then they es Model Curriculum Histor getattachment/Topics/Acade f.aspx Level 2 With extensive preparation, student takes part in the role play, listening to others, contributing a few simple sentences, and answering a few simple questions.	discuss their viewpoints on ry 4.7, page 13 emic-Content-Standards/Soc Level 3 Student takes a role in the discussion with some preparation and support, responds to others, and adds some original comments, asking questions to	ial-Studies/Grade-4-Social-S Level 4 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.	Level 5 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

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	d Participation Goals – I	English Language Arts	
		Lesson Vignette		
	nguage Arts RL 4.5, Model (/getattachment/Topics/Ohio-		English/Grade_4_ELA_Mod	del_Curriculum_March-
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 in	structional strategies an	nd supports	

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 Goa	als – Mathematics	
		Lesson Vignette		
collected? Show your wor Source: Ohio Mathematic http://education.ohio.gov/	ch pack. Sarah wheels in 6 pa rk. s Model Curriculum 4.OA.3 (getattachment/Topics/Ohio-s (rade_4_Math_Model_Curric	8, p.2 s-New-Learning-		les of water still need to be
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.	Level 2 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 in	structional strategies an	d supports	
Read aloud the word problem. Provide bilingual dictionary or online translation tool if	Provide sentence structures for explaining steps in solving problem (e.g., "First, multiply	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

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Level 1	Level 2	Level 3	Level 4	Level 5
Recall information from	Recall information from	Recall information from	Recall information from	Recall information from
experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather
information from a few	information from	information from print	information from print	information from print
provided sources, and	provided sources, and	and digital sources to	and digital sources to	and digital sources;
label some key	record some	answer a question; and	answer a question;	summarize key ideas
information.	information.	identify key information	record information in	and information in
		in orderly notes.	organized notes, with	detailed and orderly
			charts, tables, or other	notes, with graphics as
			graphics, as appropriate;	appropriate; and provide
			and provide a list of	a list of sources.
			sources.	
	Sample Conte	nt-based Participation (Joals – Science	
		Lesson Vignette		
Students conduct indepen	dent research into fossils tak	ing orderly notes using char	ts tables at using print a	d digital sources e g
-	y.edu/education/explorations			lu digital sources e.g.
	ng Standards – Science – 4 th		sion of 10 sign of 54 on do udo	16
http://education.ohio.go	v/getattachment/Topics/Oh	ios-Learning-Standards/S		_
http://education.ohio.go Level 1	v/getattachment/Topics/Oh Level 2	ios-Learning-Standards/S	Level 4	Level 5
http://education.ohio.go Level 1 Label pictures of fossils	v/getattachment/Topics/Oh Level 2 Gather 2-3 facts about	ios-Learning-Standards/S Level 3 Gather 4-6 facts about	Level 4 Gather multiple facts	Level 5 Gather multiple facts
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or	v/getattachment/Topics/Oh Level 2 Gather 2-3 facts about fossils from simple texts	ios-Learning-Standards/S Level 3 Gather 4-6 facts about fossils from text and	Level 4 Gather multiple facts about fossils from text	Level 5 Gather multiple facts about fossils from text
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or	v/getattachment/Topics/Oh Level 2 Gather 2-3 facts about	ios-Learning-Standards/S Level 3 Gather 4-6 facts about fossils from text and digital sources and	Level 4 Gather multiple facts	Level 5 Gather multiple facts about fossils from text
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if	v/getattachment/Topics/Oh Level 2 Gather 2-3 facts about fossils from simple texts and websites and record the information with	ios-Learning-Standards/S Level 3 Gather 4-6 facts about fossils from text and	Level 4 Gather multiple facts about fossils from text and digital sources, then	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other	v/getattachment/Topics/Oh Level 2 Gather 2-3 facts about fossils from simple texts and websites and record	tios-Learning-Standards/S Level 3 Gather 4-6 facts about fossils from text and digital sources and present the information	Level 4 Gather multiple facts about fossils from text and digital sources, then record the research and	Level 5 Gather multiple facts about fossils from text and digital sources, and
http://education.ohio.go	v/getattachment/Topics/Oh Level 2 Gather 2-3 facts about fossils from simple texts and websites and record the information with words and pictures in a	tios-Learning-Standards/S Level 3 Gather 4-6 facts about fossils from text and digital sources and present the information in a chart or in a science	Level 4 Gather multiple facts about fossils from text and digital sources, then record the research and sources in graphic form	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	v/getattachment/Topics/Oh Level 2 Gather 2-3 facts about fossils from simple texts and websites and record the information with words and pictures in a science notebook, with	tios-Learning-Standards/S Level 3 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	Level 4 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	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	v/getattachment/Topics/Oh Level 2 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	tios-Learning-Standards/S Level 3 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	Level 4 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	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	v/getattachment/Topics/Oh Level 2 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).	tios-Learning-Standards/S Level 3 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.	Level 4 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.	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addir a list of sources in graphic form either in
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	v/getattachment/Topics/Oh Level 2 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).	tios-Learning-Standards/S Level 3 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	Level 4 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.	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	v/getattachment/Topics/Oh Level 2 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).	tios-Learning-Standards/S Level 3 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.	Level 4 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.	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	v/getattachment/Topics/Oh Level 2 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). Sample in	tios-Learning-Standards/S Level 3 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. structional strategies an Have ELL work with two or three partners on	Level 4 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. d supports Provide feedback on initial drafts and allow	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in print or on computer.
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	v/getattachment/Topics/Oh Level 2 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). Sample in Have ELL work with a	tios-Learning-Standards/S Level 3 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. structional strategies an Have ELL work with two or three partners on creating a chart with	Level 4 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. d supports Provide feedback on initial drafts and allow students to make	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in print or on computer.
http://education.ohio.go Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	v/getattachment/Topics/Oh Level 2 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). Sample in Have ELL work with a	tios-Learning-Standards/S Level 3 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. structional strategies an Have ELL work with two or three partners on	Level 4 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. d supports Provide feedback on initial drafts and allow	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in print or on computer.

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 Goa Lesson Vignette	ls – Social Studies	
	-	Government, p. 26 emic-Content-Standards/Soc	ial-Studies/Grade-4-Social-	Studies-Model-
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 in	structional strategies an	d supports	
Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist	Provide sentence structures for showing agreement or disagreement (e.g., I agree that; I don't	In large group setting, elicit students' statements and create a chart showing the number who agree and	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.

Γ

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the	Adapt language choices	Adapt language choices	Adapt language choices	Adapt language choices
meaning of some	to different social and	according to purpose, task,	and style (includes	and style according to
words learned	academic contents, with	and audience, with	register) according to	purpose, task, and
through	emerging control, and	developing control, and	purpose, task, and	audience,
conversations,	use some words learned	use an increasing number	audience, with increasing	and use a wide variety of
reading, and being	through conversations,	of general academic and	ease, and use a wider	general academic and
read to.	reading, and being read	content-specific words,	range of general academic	content-specific words
	to.	phrases, and expressions	and content-specific words	and phrases in speech
		in conversation,	and phrases in speech and	and writing.
		discussions, and short	writing.	
		written text.		
	Sample C	ontent-based Participation	1 Goals – Science	
		Lesson Vignette		
A.C	1.1			1.1 1. 1. 1 1
		ount of mass/weight during man		
paper tearing, candle	e burning, Alka-Seltzer® in v	water), small groups discuss th	eir findings using appropriate	informal language, then

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

vel 2			
vel 2	Level 3	Level 4	Level 5
ticipate in the science	Participate in the	Participate in the	Participate fully in the
periment and in the	experiment and in the	experiment and the small	experiment and the small
all group discussion in	small group discussion	group discussion using	group discussion using
mited way.	using informal language.	informal language. Then	informal language.
ntribute ideas towards	Then contribute 3-4	take an active part in the	Contribute to the oral
oral report. Then use	sentences containing	group preparation of the	report on the experiment
memorized sentences	content- specific words	oral report, choosing	using grade appropriate
ntaining some	like "weight, dissolve,	specific language and	academic vocabulary and
demic language about	solution" using formal	formal sentence structure	formal register adding
experiment during an	sentence structure with	to describe the experiment	specific details. Then
l report. E.g., "We	some assistance from the	referring to the scientific	take an active part in
xed the salt and water.	_	method with minimal	delivering the oral report,
e salt dissolved in the		assistance from the	speaking clearly.
ter."	using formal language.	teacher. Take part in	
		presenting the oral report	
		using formal language.	
German		1	
Sample	e instructional strategies a	and supports	
large group setting,	Provide list of academic	Have students self-	Provide criteria of a well-
ve students share their	terms that would be	evaluate their participation	written report of science
dings and write them	appropriate for reporting	in the small group	experiment that students
wn in computer. Then	results of scientific	discussion.	can use as self-
e written copies to	experiments.		evaluation.
dents.			
	eriment and in the ull group discussion in mited way. htribute ideas towards oral report. Then use memorized sentences taining some demic language about experiment during an l report. E.g., "We ed the salt and water. e salt dissolved in the er." Sample arge group setting, e students share their lings and write them on in computer. Then e written copies to	eriment and in the all group discussion in mited way. htribute ideas towards oral report. Then use memorized sentences taining some demic language about experiment during an report. E.g., "We ed the salt and water. e salt dissolved in the er." Sample instructional strategies a arge group setting, e students share their lings and write them or in computer. Then e written copies to e students stare topies or in computer. Then e written copies to e students stare topies taining some demic language about experiment during an treport. E.g., "We ed the salt and water. e students share their lings and write them or in computer. Then e written copies to e students stare topies taining some e students share their e written copies to e students stare topies topies e students stare their e written copies to e students stare topies topie	eriment and in the all group discussion in nited way. tribute ideas towards oral report. Then use memorized sentences taining some demic language about experiment during an report. E.g., "We ed the salt and water. salt dissolved in the er." Sample instructional strategies and supports Sample instructional strategies and supports Provide list of academic terms that would be appropriate for reporting results of scientific e written copies to e written copies to 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. Sample instructional strategies and supports Have students self- evaluate their participation in the small group discussion. Have students self- evaluate their participation in the small group discussion using informal language.

Г

An ELL can determi	ne the r	neaning of word	ls and phrase	es in oral pr	esentatio	ons and litera	ry and i	nformational text.
Level 1	Leve	2	Level 3		Level	4	Lev	vel 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.	Deter of so: occur phras in sin read- texts topic: event some refere know morp	mine the meaning me frequently ring words, es, and expressions apple oral discourse alouds, and written about familiar s, experiences, or s, using context, visual aids, ence materials, and dedge of hology in his or he e language.	Determine of frequent words and some idion expression about fami experience using conte aids, refere and a deve knowledge morpholog	s in texts liar topics, s, or events, ext, visual nce materials, loping of English	Deterri of gen conten phrase numbe expres about experi- using of materi	nine the meaniner and academic a academic a att-specific words, and a growiner of idiomatic sions in texts a variety of top ences, or events context, referent als, and an sing knowledge	ng Det nd of g s, con g and figu (e.g ics, sim s, pro ce a va exp of usin mat kno	ermine the meaning general academic and tent-specific words phrases and arative language c, metaphors, iles, adages, and verbs) in texts about uriety of topics, eriences, or events, ng context, reference erials, and wledge of phology.
Students listen to the tead textbook explanation. C from the lesson. Differen Source: Ohio Mathemati http://education.ohio.gov Standards/Mathematics/C	complete ntiated a cs Mode	differentiated voca ctivities include ma l Curriculum 4.NF hment/Topics/Ohio	Lesson lition and subtrabulary activition atching words a .3A <u>D-s-New-Learn</u>	action of fracters to show und and symbols, a	tions using derstandin and compl	g visual support	ecific acad	lemic vocabulary
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".	bilingual support (if available), students will match 4-6 words with numbers/symbols to show understanding of "fractions, addition, subtraction, numerator,		Complete a Quizlet* exercise using a dictionary, visual aids in the classroom, and their word knowledge. (e.gadd/addition, equal/equals) with some assistance from the teacher.		Ask for c during th oral prese - "What c 'Fraction of cake.' Complete using a d their deve in morph	larification e teacher's entation. E.g. loes s are a piece mean?" e the Quizlet* ictionary and eloping skills ology.	Actively teacher' read the explanat dictiona knowlec meaning Show un indepen Quizlet ³	v listen to the s presentation and textbook tion. Use ries and word lge to determine the g of unknown words. nderstanding by dently completing a ⁶ vocabulary activity.
*Quizlet: Free online lec http://quizlet.com/	rning to	ols conceptualized	by a 15 year-o	ld student. Fo	or more inj	formation click	on the fol	lowing website link;
		Sample i	instructional	strategies a	nd supp	orts		
Write key words on whiteboard. Provide bilingual dictionaries or onlineWrite key w whiteboard dictionaries translation tool if available, or assist students' comprehension		Write key words whiteboard. Pro- dictionaries or or translation tool if assist students' comprehension o	on Have ELL vide bilingual with a part first severa available, or Quizlet.		er the times	Demonstrate use context c try to figure o unknown wo phrases in a t	lues to out rds and	Provide examples of figurative language (metaphors, similes, adages, proverbs).

Γ

An ELL can create c	lear and coherent grade-a	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	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., <i>next</i> , <i>because</i> , <i>and</i> , <i>also</i>).	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., <i>after a while, for</i> <i>example, in order to, as a</i> <i>result</i>).	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 – H	English Language Arts	
		Lesson Vignette	5 5 5	
-	anguage Arts Model Curriculu v/getattachment/Topics/Ohio-s		English/Grade 4 ELA Mod	el Curriculum March-
Level 1	Level 2	Level 3	Level 4	Level 5
5	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 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"*
	Sample in	structional strategies an	d supports	
Provide and discuss words and phrases that can be used to describe a	Review words to connect events (e.g. a then, after that, first,	Provide students the opportunity to share descriptions in small	Share and discuss examples of narratives that exemplify good	Provide feedback on students' initial drafts.

Γ

Level 1		Level 2		Level 3	Lev	el 4	Le	vel 5	
Recognize and use a		gnize and use	Use	some relative		relative pronouns		e relative pronouns	
small number of	-	some frequently		nouns (e.g., who,		, who, whom,		(e.g., who, whom, which,	
frequently occurring	occurring nouns,		-	om, which, that),	-	h, that), relative	-	t), relative adverbs	
nouns, noun phrases, and		uns, verbs,		tive adverbs (e.g.,	adve	rbs (e.g., where,	(e.g	g., where, when, why),	
verbs; and understand	prepos	sitions, adjectives,	whe	ere, when, why), and	when	n, why),	pre	positional phrases,	
and respond to simple	advert	bs, and	prep	positional phrases;	subo	rdinating	sub	ordinating	
questions with support	conju	nctions; and	pro	duce and expand	conj	unctions, and	con	junctions, and the	
(including context and	produ	ce simple	sim	ple and compound	prep	ositional phrases;	pro	gressive and perfect	
visual aids).		nces in response to		tences, with support		produce and		b tenses; and produce	
		ots, with support		luding modeled	_	nd simple,		l expand simple,	
		ding visual aids	sent	tences).		pound, and a few	con	npound, and complex	
	and m	odeled			com	plex sentences.	sen	tences.	
	senten	,							
		Sample Conter		sed Participation (Goals	– Science			
			Ι	Lesson Vignette					
As part of a unit on landfo	orms stud	dents will create a sl	idesh	ow (e.g. Power Point	or Ke	vnote) consisting of	visua	ls text and narration	
about an assigned landfor									
about an assigned fandron	in. Stude	ship will use the ship	0 5110	to explain features, i	ioiiia	ion and examples of	i the i	undromm to the clubb.	
Source: Ohio's New Lear	ning Stor	darda Sajanaa ES	Earth	's Surface p 106 and	ET A G	21 / 5			
http://education.ohio.gov	-			-			ndf	achv.	
http://euucation.omo.go	v/getatta	childrent/Topics/Off	105-12	car ming-Stanuar us/S	cience	/Sciencestanuarus	<u>.pur.</u>	aspx_	
Level 1	Level	2	Lev	vel 3	Ι	Level 4		Level 5	
		2 e level two	Ind	ividually or with a	Ι	ndividually or with	a	Independently	
Pair the level one	Pair the student	e level two s with a native	Indi part	ividually or with a ther, create multiple	I F	ndividually or with partner, create a		Independently prepare a slide show	
Pair the level one student with a native speaker or a more	Pair the student speaker	e level two as with a native r or more	Indi part slid	ividually or with a tner, create multiple es about a landform	I F s	ndividually or with partner, create a lideshow with at lea	ast	Independently prepare a slide show about a landform.	
Pair the level one student with a native speaker or a more proficient ELL. Level	Pair the student speaker proficie	e level two s with a native r or more ent ELL. Level	Indi part slid usir	ividually or with a ther, create multiple es about a landform ng pictures with simple	I F s e 1	ndividually or with partner, create a lideshow with at lea 0 written and narrat	ast ted	Independently prepare a slide show about a landform. Use grade	
Pair the level one student with a native speaker or a more proficient ELL. Level one student will	Pair the student speaker proficie two stu	e level two s with a native r or more ent ELL. Level dents will	Indi part slid usir writ	ividually or with a tner, create multiple es about a landform ng pictures with simple tten and narrated	I F s 1 s	ndividually or with oartner, create a lideshow with at lea 0 written and narrat entences, using rela	ast ted tive	Independently prepare a slide show about a landform. Use grade appropriate spoken	
Pair the level one student with a native speaker or a more proficient ELL. Level one student will collaborate to create one	Pair the student speaker proficie two stu collabo	e level two s with a native r or more ent ELL. Level dents will orate to create	Indi part slid usir writ sent	ividually or with a tner, create multiple es about a landform ng pictures with simple tten and narrated tences including relativ	I F s le 1 s ve f	ndividually or with partner, create a lideshow with at lea 0 written and narrat entences, using rela pronouns and adverb	ast ted tive	Independently prepare a slide show about a landform. Use grade appropriate spoken and written languag	
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	Pair the student speaker proficie two stu collabo several	e level two s with a native r or more ent ELL. Level dents will orate to create slides about the	Indi part slid usir writ sent prot	ividually or with a ther, create multiple es about a landform ng pictures with simple tten and narrated tences including relativ nouns and adverbs,	I F s 1 s ve f s	ndividually or with partner, create a lideshow with at lea 0 written and narrat entences, using rela pronouns and adverb ubordinating	ast ted tive os,	Independently prepare a slide show about a landform. Use grade appropriate spoken and written languag in the narrated	
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	Pair the student speaker proficie two stu collabo several landfor	e level two s with a native r or more ent ELL. Level dents will orate to create slides about the m using pictures	Indi part slid usir writ sent prop	ividually or with a ther, create multiple es about a landform ng pictures with simple tten and narrated tences including relativ nouns and adverbs, positional phrases and	I F S P S Ve F S S C	ndividually or with partner, create a lideshow with at lea 0 written and narrat entences, using rela pronouns and adverb ubordinating onjunctions, and/or	ast ted tive os,	Independently prepare a slide show about a landform. Use grade appropriate spoken and written language in the narrated slideshow showing	
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	Pair the student speaker proficie two stu collabo several landfor with sin	e level two s with a native r or more ent ELL. Level dents will prate to create slides about the m using pictures mple written and	Indi part slid usir writ sent prot prej con	ividually or with a ther, create multiple es about a landform ng pictures with simple tten and narrated tences including relativ nouns and adverbs, positional phrases and apound sentences. For	I F S S Ve F S C C F	ndividually or with partner, create a lideshow with at lea 0 written and narrat entences, using rela pronouns and adverb ubordinating conjunctions, and/or prepositional phrases	ast ted tive os, s	Independently prepare a slide show about a landform. Use grade appropriate spoken and written languag in the narrated slideshow showing use of perfect verb	
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	Pair the student speaker proficie two stu collabo several landfor with sin narrate	e level two s with a native r or more ent ELL. Level dents will orate to create slides about the m using pictures mple written and d sentences. For	Indi part slid usir writ sent prop prej com	ividually or with a ther, create multiple es about a landform ng pictures with simple tten and narrated tences including relativ nouns and adverbs, positional phrases and npound sentences. For mple, <i>A plateau is an</i>	I F S S S S S S S S S S S S S S S S S S	ndividually or with partner, create a lideshow with at lea 0 written and narrat entences, using rela pronouns and adverb ubordinating onjunctions, and/or prepositional phrases using some compour	ast ted tive os, s nd	Independently prepare a slide show about a landform. Use grade appropriate spoken and written languag in the narrated slideshow showing use of perfect verb tense in compound	
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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 gradeappropriate listening, reading, and viewing.

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

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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

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

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

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.		

An ELL can speak an	d write about grade-a	ppropriate complex liter	ary and informational tex	ts 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

Level 1	Level 2	Level 3	Level 4	Level 5		
With bilingual and	Draw a picture and	Show developing	Demonstrate	Independently		
translation support (if	write 2-3 sentences	understanding of the	understanding of the	demonstrate		
available), demonstrate	about the poem "Dust	themes of both poems,	themes of both poems,	understanding of the		
understanding of the	of Snow" with	"Dust of Snow" by	"Dust of Snow" by Robert	themes of both poems,		
poem "Dust of Snow",	bilingual and	Robert Frost and "Words	Frost and "Words Free as	"Dust of Snow" by		
by drawing a picture	translation support (if	Free as Confetti" by Pat	Confetti" by Pat Mora, by	Robert Frost and		
with key words labeled	available). Share their	Mora, by individually	individually completing	"Words Free as		
such as "crow, snow,	writing in a small	completing the T-chart	the T-chart with minimal	Confetti" by Pat Mora,		
shook, heart, mood".	group using phrases,	with teacher support.	teacher support. Then	using evidence from the		
With assistance, practice	pictures, and gestures	Then share their ideas in	share and discuss evidence	text to complete the T-		
reading the poem aloud.	to communicate the	a small group by using	supporting the themes and	chart. Then discuss		
	idea and details of the	sentences and complete	ideas and why the poet	and defend these ideas		
	poems.	explanations of ideas in	made certain word	in a small group setting.		
		the poems.	choices.			
Sample instructional strategies and supports						
Read poems aloud and	Read poems aloud and	Model how to use a T-	Provide feedback on	Provide feedback on		
point out features of	point out features of	chart to compare and	initial drafts of charts	initial drafts of T-chart		
aaah naam. Drawida	aaah naam Deavida	and the state of the second	containing information	and allows for a stord and a		

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, an 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/Mathematics/Grade_5_Math_Model_Curriculum_March2015.pdf.aspx</u>

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

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

An ELL can conduct r	esearch and evaluate ar	nd communicate finding	s to answer questions or	solve problems.
Level 1	Level 2	Level 3	Level 4	Level 5
Recall information from	Recall information from	Recall information from	Recall information from	Recall information from
experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather
information from a few	information from	information from print	information from print	information from print
provided sources, and	provided sources, and	and digital sources to	and digital sources to	and digital sources;
label some key	record some	answer a question; and	answer a question;	summarize key ideas
information.	information.	identify key information	record information in	and information in
		in orderly notes.	organized notes, with	detailed and orderly
			charts, tables, or other	notes, with graphics as
			graphics, as appropriate;	appropriate; and provide
			and provide a list of	a list of sources.
			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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Label picture of an	Gather 3 - 4 facts about	Gather at least 4-6 facts	Gather multiple facts	Gather multiple facts
ecosystem (e.g. forest,	the chosen ecosystem	about the ecosystem	about the ecosystem	about the ecosystem
desert, ocean) using a	from simple texts and	from text and digital	from text and digital	from text and digital
picture dictionary.	websites; then record the	sources. Present the	sources. Record the	sources. Summarize the
With bilingual or	information with words	information in a chart or	research and sources in	research neatly in charts
translation support (if	and pictures in a science	in a science notebook	graphic form either in	adding a list of sources
available), show	notebook, using charts,	with some help from the	print or on a computer to	in graphic form either in
understanding of one	with translation and/or	teacher to determine key	answer the question:	print or on a computer.
way to help the	bilingual help (if	information. Give at	"How can humans	Provide 2 - 3 ideas on
environment (e.g.,	available). Draw or	least one idea about how	improve this	ways to improve the
recycling) by drawing a	write one way to protect	to protect this	ecosystem?" Provide 1 -	ecosystem.
picture.	this ecosystem.	ecosystem.	2 ideas on ways to	
			improve the ecosystem.	
	Sample in	structional strategies an	d supports	
	-			
Provide bilingual	Have ELL work with a	Have ELL work with	Provide feedback on	Provide criteria of a
dictionary or online	partner on this task.	two or three partners on	initial drafts and allow	well-written summary of
translation tool if		creating a chart with	students to make	research findings that
available, or pre-teach		information about ways	revisions.	students can use as self-
key vocabulary.		to improve the		evaluation.
		ecosystem.		

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 a 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

<u>Standards/English/Grade 5_ELA_Moder_Curreduum_March2015.pdf.aspx</u>					
Level 1	Level 2	Level 3	Level 4	Level 5	
Student reads a	Student reads a	With scaffolding	Students read the article	Independently read the	
simplified version of the	simplified version of the	(bilingual dictionary,	with a dictionary, if	article. Determine the	
article. With bilingual	article. With bilingual	simplified explanations)	needed. State the	author's opinions.	
and/or translation	support, translation	to understand the article,	reasons the author gave	Express their opinions	
support (if available),	support (if available) or	students write 1-2 points	for his arguments then	about the validity of the	
student will identify the	scaffolding to	the author makes. State	give evidence to agree	author's arguments and	
main point that the	understand the article,	whether they agree or	with or refute his claims,	state whether the	
author is making.	identify the key point	disagree and why, both	with some help. Prepare	evidence supports	
	and state an opinion.	in a short written	a short written response	the argument or not.	
	E.g., "I (don't) think all	response and orally in	then discuss in a group.	Prepare a short written	
	people can come to	discussion.		response then discuss in	
	America."			a group.	
	Sample in	structional strategies an	d supports		
Write key words on	Provide sentence	In large group setting,	Give opportunities for	Provide feedback on	
whiteboard. Provide	structures for showing	elicit students'	ELLs to practice	practice presentation and	
bilingual dictionaries or	agreement or	statements and create a	communication skills in	provide opportunity to	
online translation tool if	disagreement (e.g., I	chart showing the	small group discussions.	make revisions before	
available, or assist	agree that; I don't	number who agree and		final presentation.	
students' comprehension	believe).	disagree with the author.			
of key words.					

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	Use informal language	Use informal language	Use informal language	Use informal language			
translation support (if	in group discussion of	in group discussion of	in group discussion of	during the group			
available) to understand	the project, then some	the project. Then	the topic. Choose	discussion. State and			
the topic, show	memorized phrases to	contribute 4 - 6	specific vocabulary and	defend the group's			
understanding of some	say 2-3 sentences	sentences to the	formal sentence	recommendation using			
key words such as "sun,	containing some	recommendation report,	structure to present the	grade appropriate			
solar, energy" by	academic language	containing content-	recommendation with	academic vocabulary			
creating a bilingual	about the topic during an	specific words like	minimal assistance from	and formal register			
word list. Use a learned	oral report. E.g.:	"solar energy, generate,	the teacher.	adding specific details			
and practiced phrase to	"Phoenix receives 3,872	facility, location" using		and speaking clearly.			
introduce the topic	hours of direct sunlight	formal sentence					
during an oral report.	each year."	structure with some					
E.g., "It is sunny in		assistance from the					
California."		teacher and peers.					
	Sample instructional strategies and supports						
Provide sentence	In large group setting,	Provide list of academic	Have students self-	Provide criteria of a			
structures that students	have students share key	terms that would be	evaluate their	well-written and orally-			
can use to describe key	concepts and write them	appropriate for reporting	participation in the small	presented report that			
concepts	down in computer. Then	key concepts in	group discussion.	students can use as self-			
	give written copies to students.	informational text.		evaluation.			

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Determine the meaning	Determine the meaning	Determine the meaning	Determine the meaning
of a few frequently	of some frequently	of frequently occurring	of general academic and	of general academic and
occurring words,	occurring words,	words and phrases and	content-specific words,	content-specific words
phrases, and formulaic	phrases, and expressions	some idiomatic	phrases, and a growing	and phrases and
expressions in simple	in simple oral discourse,	expressions in texts	number of idiomatic	figurative language
oral discourse, read-	read-alouds, and written	about familiar topics,	expressions in texts	(e.g., metaphors,
alouds, and written texts	texts about familiar	experiences, or events,	about a variety of topics,	similes, adages, and
about familiar topics,	topics, experiences, or	using context, visual	experiences, or events,	proverbs) in texts about
experiences, or events,	events, using context,	aids, reference materials,	using context, reference	a variety of topics,
relying heavily on	some visual aids,	and a developing	materials, and an	experiences, or events,
context, visual aids, and	reference materials, and	knowledge of English	increasing knowledge of	using context, reference
knowledge of	knowledge of	morphology (e.g.,	morphology.	materials, and
morphology in his or her	morphology in his or her	affixes, roots, and base		knowledge of
native language.	native language.	words).		morphology.
http://education.ohio.gov/	s Model Curriculum N.O. 5. getattachment/Topics/Ohio- rade 5 Math Model Curric	s-New-Learning-		
http://education.ohio.gov/	getattachment/Topics/Ohio-	s-New-Learning-	Level 4	Level 5
http://education.ohio.gov/s Standards/Mathematics/Gr	getattachment/Topics/Ohio- rade 5 Math Model Curric	s-New-Learning- culum_March2015.pdf.aspx	Level 4 Ask for clarification	
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2	s-New-Learning- culum March2015.pdf.aspx Level 3		
http://education.ohio.gov/g Standards/Mathematics/Gr Level 1 Using translation and/or	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let	Ask for clarification	Shows understanding of
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or bilingual support (if	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com)	Ask for clarification during the teacher's oral	Shows understanding of the teacher's oral presentation and the
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will	getattachment/Topics/Ohio-rade rade 5 Math Model Currie Level 2 Using translation and/or bilingual support (if available), students will	s-New-Learning- culum_March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a	Ask for clarification during the teacher's oral presentation. E.g.,	Shows understanding of the teacher's oral presentation and the
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and	getattachment/Topics/Ohio-rade 5 Math Model Currie Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with	s-New-Learning- culum_March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in	Ask for clarification during the teacher's oral presentation. E.g., "What does mean?"	Shows understanding of the teacher's oral presentation and the textbook explanation by
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet	Shows understanding of the teacher's oral presentation and the textbook explanation by independently
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show understanding of content	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and drawing upon their	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet using dictionaries and	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/g Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show understanding of content specific math	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and drawing upon their developing skills in	Ask for clarification during the teacher's oral presentation. E.g., "What does mean?" Complete the Quizlet using dictionaries and their developing skills in	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/g Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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 -	s-New-Learning- culum March2015.pdf.aspx Level 3 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	Ask for clarification during the teacher's oral presentation. E.g., "What does mean?" Complete the Quizlet using dictionaries and their developing skills in	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/g Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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,	s-New-Learning- culum March2015.pdf.aspx Level 3 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	Ask for clarification during the teacher's oral presentation. E.g., "What does mean?" Complete the Quizlet using dictionaries and their developing skills in	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/g Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"?	s-New-Learning- culum March2015.pdf.aspx Level 3 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'	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
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"? Sample ins	S-New-Learning- culum March2015.pdf.aspx Level 3 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.
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"? Sample inst	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a	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. d supports Demonstrate how to use	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"? Sample inst Write key words on whiteboard. Provide	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several	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. d supports Demonstrate how to use context clues to try to	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual dictionaries or	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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"? Sample ins Write key words on whiteboard. Provide bilingual dictionaries or	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several times when doing the	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. d supports Demonstrate how to use context clues to try to figure out unknown	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/s Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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"? Sample ins Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several	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. d supports Demonstrate how to use context clues to try to figure out unknown words and phrases in a	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/g Standards/Mathematics/Gr Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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"? Sample ins Write key words on whiteboard. Provide bilingual dictionaries or	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several times when doing the	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. d supports Demonstrate how to use context clues to try to figure out unknown	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.

		• 4 • • • • • •
An ELL can create clear and	l coherent grade-a	ppropriate speech and text.

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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5	
Draw a picture and	Write 3 sentences and	Write a short paragraph	Write a 3 paragraph	Write and edit a multi-	
write words or a simple	draw pictures about	about the memory with	coherent narrative with a	paragraph narrative with	
sentence about a	their favorite memory	an introduction,	clear beginning, middle	coherence, details, good	
favorite memory or	showing sequence using	sequence of events with	and end that contains	word choice and a	
activity from 5th grade.	modeled sentences.	linking words, and	details, transitional words,	strong conclusion with	
E.g., "I like gym.	E.g., "We went to the	conclusion with support	and has a clear conclusion	grade appropriate	
Recess is fun." Read	museum. We saw a	to edit. Then share	with some peer and	sentence structure.	
these sentences to the	dinosaur exhibit. We	orally with the 4th	teacher editing assistance.	Then share and discuss	
4th graders.	ate lunch. It was a fun	graders.	Then share orally with 4th	orally during an	
	day." Then share orally		graders.	orientation for 4th	
	with 4th graders.			graders.	
	Sample in	structional strategies a	nd supports		
Provide and discuss	Review words to	Provide students the	Share and discuss	Provide feedback on	
words and phrases that	connect events (e.g.,	opportunity to share	examples of narratives	students' initial drafts.	
can be used to describe a	then, after that, first,	narratives in small	that exemplify good		
memory or past activity.	finally).	groups.	writing techniques.		

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	Recognize and use some	Use some relative	Use relative pronouns	Use relative pronouns
small number of	frequently occurring	pronouns (e.g., who,	(e.g., who, whom, which,	(e.g., who, whom, which,
frequently occurring	nouns, pronouns, verbs,	whom, which, that),	that), relative adverbs	that), relative adverbs
nouns, noun phrases, and	prepositions, adjectives,	relative adverbs (e.g.,	(e.g., where, when, why),	(e.g., where, when, why),
verbs; and understand	adverbs, and	where, when, why), and	subordinating	prepositional phrases,
and respond to simple	conjunctions; and	prepositional phrases;	conjunctions, and	subordinating
questions with support	produce simple sentences	produce and expand	prepositional phrases;	conjunctions, and the
(including context and	in response to prompts,	simple and compound	and produce and expand	progressive and perfect
visual aids).	with support (including	sentences, with support	simple, compound, and a	verb tenses; and produce
	visual aids and modeled	(including modeled	few complex sentences.	and expand simple,
	sentences).	sentences).	-	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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx</u>

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

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

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 gradeappropriate listening, reading, and viewing.

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

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)

Standards/English/Grade	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	Listen to teacher's short	Listen to teacher's	Listen to teacher's	Listen to teacher's	
short explanation of a	explanation of a	short explanation of	short explanation of a	short explanation of a	
historical event and	historical event and	a historical event.	historical event. With a	historical event. With a	
determine if the event	determine if the event	With a partner, use	partner, use teacher	partner, use teacher	
took place in B.C.E. or	took place in B.C.E. or	teacher prepared	prepared websites	prepared websites	
C.E. With a partner,	C.E. With a partner, use	websites and/or texts	and/or texts to find	and/or texts to find	
use teacher prepared	teacher prepared	to find information	information about two	information about three	

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-

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

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.

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/Ohios-Learning-Standards/Science/ScienceStandards.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	student listens to	students listen to	students listen to	students listen to
introduction of				
measurement	measurement	measurement	measurement	measurement
vocabulary: equals,				
measurement, metric				

			scale, cup, weigh,
	weight, record, stir,	weight, record, stir,	weight, record, stir,
0	grams, and mass.	grams, and mass.	grams, and mass.
Answer "wh" questions	Ask and answer relevant	Ask and answer relevant	Ask and answer relevant
pertaining to the	questions pertaining to	questions pertaining to	questions pertaining to
materials needed in this	the materials used in the	the materials used in the	the materials used in the
lesson. Assist in	lesson. Predict the	lesson. Describe the	lesson. Describe the
measuring the materials	outcome and exchange	process and the mixture	process and the mixture
and, with support of	ideas within the group.	of the salt water using	of the salt water using
teacher and group,	Record the outcome in	words such as dissolve	words such as dissolve
records results. Finish	his/her own words of 2-3	and solution. Predict the	and solution. Predict the
this sentence: Mass of	sentences.	outcome and exchanges	outcome and exchange
what goes in,		ideas within the group.	ideas within the group.
(is less than, is greater		Record the outcome in	Record the outcome in
than, or is equal to) the		his/her own words.	his/her own words.
mass of what comes out.			
Somula in	atmusticual studiosics on	dammanta	
Sample m	structional strategies and	u supports	
Provide examples of	Provide sentence	Model using transition	Provide feedback on
question structures and	structures for indicating	phrases to add ideas to	initial drafts of report
model how to ask for	prediction of experiment	statements in a group	and allow students to
clarification when	outcomes.	discussion (e.g.,	make revisions for final
encountering an		"Another example is	draft.
unknown word in an oral	Model sharing		
presentation or text.	information and asking		
	questions during a group		
	discussion.		
	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. Sample in Provide examples of question structures and model how to ask for clarification when encountering an unknown word in an oral	weight, record, stir, grams, and mass.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.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.Sample instructional strategies and model how to ask for clarification when encountering an unknown word in an oral presentation or text.Provide sentence struction and asking questions during a group	weight, record, stir, grams, and mass.weight, record, stir, grams, and mass.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.Ast, 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.words such as dissolve and solution. Predict the outcome and exchanges ideas within the group. Record the outcome in his/her own words of 2-3 sentences.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 struction and asking questions during a groupModel sharing information and asking questions during a group

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

translation tool if available.

http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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

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 Construct a claim about Construct a claim about Construct a claim about Construct a claim about familiar topics. familiar topics and give a a familiar topic: a variety of topics: a variety of topics: reason to support the introduce the topic and introduce the topic, introduce the topic, claim. provide several provide sufficient provide compelling and supporting reasons or reasons or facts to logically ordered reasons facts in a logical order, support the claim, and or facts that effectively support the claim, and and provide a concluding provide a concluding statement. statement. 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).

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx <u>Science Unit Studies for Homeschoolers and Teachers</u>, Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrate	Demonstrate	Demonstrate	Demonstrate	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	physical change, with	physical change giving,	physical change, giving	physical change, giving
framed sentence:	reasoning. "I think	reasoning. "I think	reasoning. "I think	reasoning. "I think

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

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	Gather information from	Gather information from	Gather information from	Gather information from
a few provided sources	provided sources and	multiple provided print	multiple print and digital	multiple print and digital
and label collected	record some data and	and digital sources and	sources, using search	sources, using search
information.	information.	summarize or paraphrase	terms effectively; quote	terms effectively; and (at
		observations, ideas, and	or paraphrase the data	Grade 8) evaluate the
		information, with labeled	and conclusions of	credibility of each
		illustrations, diagrams,	others, using charts,	source; quote or
		or other graphics, as	diagrams, or other	paraphrase the data and
		appropriate, and cite	graphics, as appropriate;	conclusions of others,
		sources.	and cite sources, using a	using charts, diagrams,
			standard format for	or other graphics, as
			citation.	appropriate; and cite
				sources, using a standard
				format for citation.
	Sample Content-l	based Participation Goal	ls – Social Studies	

Lesson Vignette

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 <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
In small groups (2-3				
students), listen to	students), listen to	students), participate in	students), participate in	students), participate in
discussion and complete	discussion and complete	searching for various	searching for various	searching for various
a note chart using	a note chart using	sources/maps to	sources/maps to	credible sources/maps to
information from a map	information from a map	complete a note chart of	complete a note chart of	complete a note chart of
of one country (India,	of one country (India,	one country (India,	one country (India,	one country (India,
Egypt, China or				
Mesopotamia). With	Mesopotamia). With	Mesopotamia). With	Mesopotamia).	Mesopotamia).
teacher support, use	teacher support, use the	limited teacher support	Individually, use	Individually, use
the information from the	information from the	and using technology,	technology and the	technology and the
note-chart to create a	note-chart to create a	use the information from	information from the	information from the
travel brochure or poster	travel brochure or poster	the note-chart to create a	note-chart to create a	note-chart to create a
of the country. Include	of the country. Include	travel brochure or poster	travel brochure or poster	travel brochure or poster
at least 2 graphics with a	at least 2-3 graphics with	of the country. Include at	of the country. Include at	of the country. Include at
caption for each graphic.	a caption for each	least 2-3 graphics with a	least 3-5 graphics with a	least 3-5 graphics with a
The captions will include	graphic. Each caption	caption for each graphic.	caption for each graphic.	caption for each graphic.
1-2 simple phrases or	will contain 2-3 simple	Each caption will	Each caption will	Each caption will contain
sentences of description.	sentences of description.	contain a variety of	contain a variety of	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.
Pre-teach selected vocabulary using illustrations and photos from the Internet:	Sample in Pre-teach selected vocabulary using illustrations and photos from the Internet:	structional strategies an Demonstrate how to cite sources of information Provide examples of		Provide feedback on students' written work to assist with improvements for final report
provide bilingual dictionary or online translation tool if available Model the use of a note	provide bilingual dictionary or online translation tool if available Model the use of a note	travel brochures	travel brochures	
chart to write key information from an oral or written information source Provide examples of travel brochures	chart to write key information from an oral or written information source Provide examples of travel brochures			

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

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

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

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 in	structional strategies and	d supports	
Pre-teach selected vocabulary using illustrations and photos from the Internet;	Provide list of key words for students to note when viewing the video. Have students work with	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 rubric students	Provide rubric students can use to analyze claims and supporting reasons.
provide bilingual dictionary or online translation tool if available.	a partner to write "ticket out the door".	Model asking questions during a group discussion.	arguments and supporting reasons.	
Provide list of key words for students to note when viewing the video.				

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

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

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 lesson focus is understanding the concept of ratio and using ratio language to solve real world problems. Guiding questions are posted: Why are ratios important? How do we use them every day? What kinds of problems can be solved with ratios? The following problem is presented on the smart board by the teacher. A bracelet has two blue beads for every three yellow beads. How many beads are there if the necklace has blue 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 discuss 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 serving four that uses ingredients measured in fractions. For practice students complete these questions regarding the ingredients in this recipe: How would your rewrite this recipe to serve eight? How would you rewrite the recipe to serve two? As an assessment students devise their own questions/problems with solutions based on the recipe.

Level 1	Level 2	Level 3	Level 4	Level 5
In a group of two	In a group of two	In a cooperative	In a cooperative	In a cooperative learning
or three listen to	or three listen to	learning group of three,	learning group of	group of three, orally review
discussion of	discussion of	review the math	three, orally review	vocabulary with peers.
specific math	specific math	vocabulary with peers.	vocabulary with peers.	Complete the bead activity
vocabulary: ratio,	vocabulary: ratio,	Draw the beads as	Complete the bead	and express orally and in
unit, fraction,	unit, fraction,	directed and express in	activity and express	complete written sentences
quantity, and	quantity, recipe	complete sentences the	orally and in complete	the pattern and ratio in a
recipe. Draw the	and any other	pattern and the ratio in	written sentences the	group presentation to the
beads as another	academic phrases.	a group presentation to	pattern and ratio in a	class. Answer questions
student reads to	Draw the beads	the class.	group presentation to	posed by the teacher and

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 fraction is a ratio using a visual aid.	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 group. Demonstrate the understanding that a fraction is another way to write a ratio with a visual aid or a number sentence.	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.	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 recipe.	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.
Sample instructional 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	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.

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

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	Use vocabulary chart to	Using a guided note	Use vocabulary chart to	Use vocabulary chart to
record word, definition,	record word, definition,	sheet,	record word, definition,	record word, definition,
and example. Using a	and example. Using a	record all information	example, and picture.	example, and picture.
guided note sheet (word	guided note sheet (word	from teacher model.		
and example already	and example already		Read and participate in	Read and participate in
completed); complete the	completed); complete the	Listen to group	group reading and	group reading and
definition and his/her	definition and his/her	reading and participate	participate in the	participate in the
own image/picture.	own image/picture.	in the discussion of	discussion of	discussion of
		Johnson's poem.	Johnson's poem.	Johnson's poem.
Listen to group	Listen to group	Using strategies such as	Using strategies such as	Using strategies such as
reading and	reading and	context clues, class	context clues, class	context clues, class
discussion of	discussion of	predictions, etc.,	predictions, etc.,	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 in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Model sharing	Model sharing	Provide examples of
vocabulary; provide	vocabulary; provide	information and asking	information and asking	figurative language
bilingual dictionary or	bilingual dictionary or	questions during a group	questions during a group	(metaphors, similes,
online translation tool if available.	online translation tool if available.	discussion.	discussion.	adages, proverbs).
		Demonstrate how to use		
Provide list of key words	Provide list of key words	context clues to try to		
for students to note when	for students to note when	figure out unknown		
listening to the poem.	listening to the poem.	words and phrases in a text.		
Model use of vocabulary	Model use of vocabulary			
chart to record word,	chart to record word,			
definition, and example.	definition, and example.			
Have students work with	Have students work with			
a partner in completing	a partner in completing			
vocabulary chart.	vocabulary chart.			

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

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	Using a chart, work in	Using a chart, work in	Using a chart, work in	Using a chart, work in
small groups to compare	small groups to compare	small groups to compare	small groups to compare	small groups to compare
and contrast each of the	and contrast each of the	and contrast each of the	and contrast each of the	and contrast each of the
five major religions.	five major religions.	five major religions.	five major religions.	five major religions.
Listen and record basic	Listen, participate, and	Listen, actively	Listen, actively	Listen, actively
words and phrases	record basic words and	participate, and record	participate, and record	participate, and record
discussed in his/her	phrases discussed in	information discussed in	information discussed in	information discussed in
group. Complete at least	his/her group. Complete	his/her group. Complete	his/her group. Complete	his/her group. Complete
one piece of information	at least two pieces of	at least 2-3 pieces of	multiple pieces of	multiple pieces of
in each circle. With	information in each	information in each	information in each	information in each
teacher support, write or	circle. With partner or	circle. With limited	circle. With increasing	circle. Independently,
tell one sentence about	teacher support, write or	support, compares and	independence, compare,	compare, contrast and
each religion. The	tell one sentence about	contrast 2-3 of the five	contrast, and discuss at	discuss the religions
(Buddhists, Christians,	each religion that	religions (written or	least three of the	(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 in	structional strategies an	d 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 use of conjunctions to connect phrases; have students practice using them.	Demonstrate use of transitional words and phrases; have students practice using them.	Provide criteria of a well-written report that students can use for self evaluation.
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	Demonstrate use of transitional words and phrases; have students practice using them. Provide students the	Provide students the opportunity to share descriptions in small groups.	
Demonstrate the use of a Venn diagram to show differences and similarities.	conjunctions to connect phrases; have students practice using them.	opportunity to share descriptions in small groups.		

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

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

				1
members and teacher.	in magazines or on	magazines and using	pictures out of	websites. When sharing
When sharing out as a	websites. When sharing	simple and compound	magazines and, using	out as a group, share
group, share calculations	out as a group, share	sentences compare floor	simple and compound	calculations
and demonstrates	calculations,	covering materials found	sentences, compares	demonstrating
knowledge of the	demonstrating	in magazines or on	floor covering materials	knowledge of the
formula: a=l X w.	knowledge of the	websites. When sharing	found in magazines or on	formula and describe the
	formula. State that	out as a group, share	websites. When sharing	reasoning in using
	"Area equals length	calculations,	out as a group, share	certain materials using
	times width or a=l X w	demonstrating	calculations	modifiers and complex
	and strategies to allow	knowledge of the	demonstrating	sentences both in written
	for windows.	formula. State that	knowledge of the	and oral expression.
		"Area equals length	formula and describe the	State that "Area equals
		times width or a=l X w	reasoning in using	length times width or a=l
		and strategies to allow	certain materials using	X w and strategies to
		for windows, ceilings	modifiers and complex	allow for windows,
		doorways.	sentences both in written	ceilings doorways.
			and oral expression.	
			State that "Area equals	
			length times width or a=l	
			X w and strategies to	
			allow for windows,	
			ceilings doorways.	
	Sample in	structional strategies and	d sunnorts	
	Sumple in	structional structures and	supports	
Pre-teach selected	Provide list of key words	Model sentence	Provide students the	Provide students the
vocabulary; provide	for students to note	structures and	opportunity to share	opportunity to share
bilingual dictionary or	during the discussion of	vocabulary that can be	information in small	information in small
online translation tool if	floor plans.	used to compare	groups.	groups.
available.		different kinds of floor		
	Model sentence	plans.		
Provide list of key words	structures and			
for students to note	vocabulary that can be			
during the discussion of	used to compare			
floor plans.	different kinds of floor			
	plans.			

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 gradeappropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of	Use an emerging set of	Use a developing set of	Use an increasing range	Use a wide range of
strategies to identify a	strategies to identify the	strategies to determine	of strategies to determine	strategies to determine
few key words and	main topic, and retell a	the central idea or theme	two or more central ideas	central ideas or themes
phrases in oral	few key details in oral	in simple oral	or themes in oral	in oral presentations or
communications and	communications and	presentations or written	presentations or written	written text, and explain
simple written texts.	simple written texts.	text, and explain how it	text, and explain how	how they are developed
		is supported by specific	they are supported by	by supporting ideas or
		details, and summarize	specific textual details,	evidence, and summarize
		part of the text.	and summarize a simple	a text.
			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 <u>https://www.youtube.com/watch?v=erjRxbX4CzM</u> or short reading by author: <u>https://www.youtube.com/watch?v=KEkjwu2WEIA</u> "Notice & Note" by Beers and Probst <u>http://www.heinemann.com/products/E04693.aspx</u>

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

the signpost worksheet.		After reading, complete	questions: summary,	three questions:
With teacher assistance,	While reading, choose 2-	and use graphic	character, and central	summary, character, and
complete a story map or	3 signposts to record on	organizers to write	idea. Write developed	central idea. Then,
plot diagram. With	the signpost worksheet	answers to the three	paragraph to answer	independently create a
teacher support,	((Again & Again (central	questions: summary,	each question. Then,	visual (poster, power
summarize the novel	message) and Memory	character, and central	create a poster or other	point, prezi, etc.) to
using 2-3 simple	Moment (flashback)).	idea. Answers will	visual to aid in a short	enhance presentation to
sentences.	With support, complete	contain specific details	presentation to the class.	the class.
sentences.	graphic organizers (story	from the novel and use	presentation to the class.	uie cluss.
	map or plot diagram) and	basic paragraph format		
	decide on the novel's	(5-7 sentences). Then,		
	central message (use	create a poster or other		
	Again & Again from	visual to aid in a short		
	signpost chart) and write	presentation to the class.		
	three to five sentence	presentation to the class.		
	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.			
	Sample in	structional strategies an	d supports	
Provide list of key words	Provide list of key words	Demonstrate the use of a	Model the use of details	Provide time for sharing
for students to note while	for students to note while	graphic organizer to	to support a central idea.	draft presentations with
reading.	reading.	record information from		peers and getting their
		the story.	Demonstrate how to use	feedback before
Show the Inside Out and	Show the Inside Out and		context clues to try to	completing final
Back Again book trailer	Back Again book trailer	Model the use of details	figure out unknown	presentation.
on YouTube	on YouTube	to support a central idea.	words and phrases in a	
https://www.youtube.co	https://www.youtube.co		text.	
<u>m/watch?v=erjRxbX4Cz</u>	<u>m/watch?v=erjRxbX4Cz</u>	Have students work with		
<u>M</u> .	<u>M</u> .	partner to create poster		
		and short presentation.		
Read aloud sections of	Read aloud sections of			
the book; then lead	the book; then lead			
discussion of the central	discussion of the central			
ideas of each section.	ideas of each section.			
1			1	1
Demonstrate use of	Demonstrate use of story			
Demonstrate use of signpost worksheet.	Demonstrate use of story map and plot diagram.			

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

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 <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

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

			1	
or spoken) and respond to	(written or spoken) and	about the "product."	how the Greek/Roman	evidence about how the
questions about the	respond to questions	Using a variety of basic	civilizations impacted	Greek/Roman
"product." Framed	about the "product."	sentence structures,	the product in today's	civilizations impacted
sentences may be used, for	Respond in his/her own	respond in his/her own	society. Create a final	the product in today's
example, This object is a/n	words, using simple	words, either written or	commercial or	society. Create a final
In Roman (Greek)	and compound	orally.	advertisement in video	commercial or
times it was used for/to	sentences.		format, using a variety of	advertisement video
Today, we use it			sentence structures.	format, using a variety of
for/to				sentence structures.
		N 11 1' .'	D 1 1 1	
Provide list of key words	Provide sample	Model asking questions	Provide criteria for	Provide opportunities for
for students to note when	sentence structures to	during a presentation.	writing cohesive	students to practice
listening to and viewing	share information.	during a presentation.	paragraphs (main idea,	sharing commercial or
information about Greek	share information.			advertisement.
	D		supporting details); share	advertisement.
or Roman society.	Provide opportunities		examples of model	
	to practice answering		paragraphs.	
Provide sample sentence	questions about shared			
structures to share	information.			
information.				

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	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral presentations
information about	presentations and	presentations and	presentations and	and compose written
familiar texts, topics	compose written	compose written	compose written	narratives or informational
and experiences.	narrative or	narratives or	narratives or	texts about a variety of
	informational texts	informational texts	informational texts about	texts, topics and
	about familiar texts,	about familiar texts,	a variety of texts, topics	experiences, developed
	topics, experiences or	topics and experiences,	and experiences,	with relevant details, ideas
	events.	developed with some	developed with some	or information.
		details.	specific details.	

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 7 ELA Model Curriculum March2015.pdf.aspx</u>

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

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

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

Level 1	Le	evel 2	Level 3		Level 4		Level 5	
Express an opinion a	bout	Construct a clai	m about	Construct a	a claim about	Constru	uct a claim about	Construct a claim about
familiar topics.		familiar topics a	ind give a	a familiar t	opic:	a variet	y of topics:	a variety of topics:
		reason to support	rt the	introduce t	he topic and	introdu	ce the topic,	introduce the topic,
		claim.		provide sev	veral	provide	e sufficient	provide compelling and
				supporting	reasons or	reasons	or facts to	logically ordered reason
				facts in a le	ogical order,	suppor	t the claim, and	or facts that effectively
				and provid	e a concluding	provide	e a concluding	support the claim, and
				statement.		stateme	ent.	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

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher assistance,	Answer some of the	Answer some of the	Answer most of the	Answer most of the
complete one part of a	content questions or	content questions and	content questions and	content questions and
plot diagram each class	completes part of a plot	complete part of a plot	complete part of a plot	complete part of a plot
session after reading the	diagram each class	diagram each class	diagram each class	diagram each class
novel as a class.	session after reading the	session after reading the	session after reading the	session after reading the
Complete similar plot	novel as a class.	novel as a class.	novel as a class.	novel as a class.
diagram while viewing	Complete a plot	Complete a plot	Complete a plot	Complete a plot
movie.	diagram while viewing	diagram while viewing	diagram while viewing	diagram while viewing
After viewing, listen, in	movie.	movie.	movie.	movie.
a small group, and	After viewing, listen in	After viewing,	After viewing,	After viewing,
complete one piece of	small group and	listens/participate in	listens/participate in	listens/participate in
information for a	completes two pieces of	small group discussion	small group discussion	small group discussion
similarity and a	information for	and complete 2-3 pieces	and complete at least 3	and complete at least 3
difference between the	similarities and	of information for	pieces of information for	pieces of information for
novel and the	differences between the	similarities and	similarities and	similarities and
performance on a	novel and the	differences between the	differences between the	differences between the
comparison/contrast	performance on a	novel and the	novel and the	novel and the
organizer.	comparison/contrast	performance on a	performance on a	performance on a
	organizer.	comparison/contrast	comparison/contrast	comparison/contrast
State orally or in writing	Using the organizer,	organizer.	organizer.	organizer.
whether s/he prefers the	state orally or in writing			
novel or the movie.	whether s/he prefers the	Using the organizer,	Using the organizer,	Using the organizer,
	novel or the movie and	state orally or in writing	write a paragraph about	write a paragraph about
	provides one reason to	whether s/he prefers the	whether s/he prefers the	whether s/he prefers the
	support opinion.	novel or the movie and	novel or the movie and	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 in	structional strategies an	d supports	
Demonstrate use of plot	Demonstrate use of plot	Pair students with	Provide criteria for	Provide feedback on
diagram.	diagram.	partner to complete plot	writing cohesive	students' written work to
		diagram.	paragraphs (main idea,	assist with improvements
Pair students with	Pair students with	movie.	supporting details); share	for final report.
partner to complete plot	partner to complete plot		examples of model	
diagram.	diagram.	Show movie with subtitles in English.	paragraphs.	
Provide list of key words	Provide list of key words			
for students to note while	for students to note while	Provide sentence		
reading and watching the	reading and watching the	structures for giving		
movie.	movie.	opinion and supporting reason.		
Show movie with	Show movie with			
subtitles in English.	subtitles in English.			
	Provide sentence			
	structures for giving			
	opinion and supporting			
	reason.			

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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 <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

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

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

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

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

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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	to the lesson, focusing on			
on content vocabulary.	on content vocabulary.	on content vocabulary.	on content vocabulary.	content vocabulary.

				1
Listen to the class	Listen to the class	Listen to the class	Listen to the class	Listen to the class
discussion, getting the	discussion, getting the	discussion, getting the	discussion, getting the	discussion, getting the
gist that natural and	gist that natural and	gist that natural and	gist that natural and	gist that natural and man-
man-made changes are	man-made changes are	man-made changes are	man-made changes are	made changes are taking
taking place in our	taking place in our	taking place in our	taking place in our	place in our ecosystem.
ecosystem. Work with	ecosystem. Work with	ecosystem. Respond to	ecosystem. Respond to	Respond to changes in
the group of four	the group of four	changes in our	changes in our	our ecosystem and cite
responding in his/her	responding in his/her	ecosystem and gives	ecosystem and cites	evidence, man-made or
Science Journal with the	Science Journal with the	reasons, man-made or	evidence, man-made or	natural as to the reason
support of group	support of group	natural, for the changes.	natural as to the reason	for the changes. Work
members and teacher	members and the	Work with the group of	for the changes. Work	with the group of four
made sentence frames.	teacher. Actively engage	four responding in	with the group of four	responding in his/her
Actively engage in the	in the hands-on activity	his/her Science Journal	responding in his/her	Science Journal with the
hands-on activity with	with his/her group.	with the support of group	Science Journal with the	support of group
his/her group. Use	Responds to the changes	members and the	support of group	members and the teacher.
framed sentences in	that he/she observed and	teacher. Actively engage	members and the	Actively engage in the
order to complete the	why the changes	in the hands-on activity	teacher. Actively engage	hands-on activity with
journal questions; for	occurred.	with his/her group.	in the hands-on activity	his/her group. Respond
example, "I saw		Respond to the changes	with his/her group.	to and analyzes the
kinds of organisms."		that he/she observed and	Responds to and	changes that he/she
		why the changes	analyzes the changes.	observed and why the
		occurred.	Cite specific	changes occurred. He/
			observations from the	She will also be able to
			experiment that he/she	cite specific observations
			observed and why the	from the experiment that
			changes occurred.	he/she observed and why
				the changes occurred.
	Sample in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Explain the difference	Discuss the difference	Lead discussion on the
vocabulary using	vocabulary using	between claims without	between claims without	soundness of evidence
illustrations and photos	illustrations and photos	supporting evidence and	supporting evidence and	gained from the
from the Internet;	from the Internet;	claims with supporting	claims with supporting	experiment and
provide bilingual	provide bilingual	evidence. Give	evidence. Have students	observations to support
dictionary or online	dictionary or online	examples.	give examples of each.	certain claims about
translation tool if	translation tool if			changes in the
available	available	Provide rubric students	Provide rubric students	environment.
		can use to analyze	can use to analyze	
Provide list of key words	Provide list of key words	arguments and	arguments and	
for students to note when	for students to note when	supporting reasons.	supporting reasons.	
listening to the lesson	listening to the lesson			
introduction.	introduction.			
	Explain the difference			
	between claims without			
	supporting evidence and			
	claims with supporting			
	evidence. Give			

evidence. Give examples.

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

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Content Statement: The properties of matter are determined by the arrangement of atoms (page 225). http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.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.	Periodic Table.	Periodic Table.	Periodic Table. Actively	Periodic Table. Actively
Participate in the small	Participate in the small	Participate in the small	participate in listing as	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	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.	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.	many physical properties as possible for each item. Describe items orally and in written texts. Take part in the group's oral presentation.	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 in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Discuss the difference	Discuss the difference	Provide criteria of a
vocabulary; provide	vocabulary; provide	between informal	between informal	well-written description
bilingual dictionary or online translation tool if	bilingual dictionary or online translation tool if	language and formal	language and formal	of scientific properties that student can use for
available.	available.	language for science.	language for science.	self-evaluation.
available.	avanable.	Model describing	Model describing	sen-evaluation.
Provide list of key words	Provide list of key words	elements with	elements with	
for students to note when	for students to note when	appropriate vocabulary.	appropriate vocabulary.	
listening to the	listening to the			
discussion of periodic	discussion of periodic			
table.	table.			
	Discuss the difference			
	between informal			
	language and formal			
	language for science.			
	Model describing			
	elements with			
	appropriate vocabulary.			

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

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

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 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.

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

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

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

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

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 $\Box = \Box$, *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	Listen to the learning	Listen to the learning	Listen to the learning	Listen to the learning
objective and posted	objective and posted	objective and posted	objective and posted	objective and posted
vocabulary. Draw circles	vocabulary. Draw	vocabulary. Draw circles	vocabulary. Draw	vocabulary. Draw circles
with support from the	circles with support from	using the teacher as a	circles independently.	independently. Estimate
partner or the teacher.	the partner or the	model. Estimate area of	Estimate area of the	area of the circle by
Estimate area of the	teacher. Estimate area of	the circle by counting	circle by counting	counting centimeter
circle by counting	the circle by counting	centimeter squares.	centimeter squares.	squares. State for the
centimeter squares.	centimeter squares.	State formula for the	State formula for the	area of a circle and
State formula for the	State formula for the	area of a circle and	area of a circle and	respond when asked this

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

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,	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	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.
		with support (including modeled sentences).	and expand simple, compound, and complex	
		modeled sentences).	sentences.	

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

Sample Content-based Participation Goals – Science Lesson Vignette

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/Ohios-Learning-Standards/Science/ScienceStandards.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.

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

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

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 gradeappropriate listening, reading, and viewing.

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

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.

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

Level 1	Level 2	Level 3	Level 4	Level 5
Read "Through My	Read "Through My	With teacher support,	Choose novel, with	Choose novel. While
Eyes", by Ruby Bridges.	Eyes", by Ruby Bridges.	choose appropriate,	teacher approval. While	reading, completes all of
If possible, pair with	If possible, pair with	leveled novel (which	reading the complete all	signpost chart. After
another student reading	another student reading	may not be on list); a	of signpost chart. After	reading, independently
same novel. While	same novel. While	novel with a CD is	reading, use graphic	use graphic organizers as
reading, choose 1-2	reading, choose 2-3	helpful, but not	organizers as a	a prewriting strategy.
signposts on which to	signposts on which to	necessary. With limited	prewriting strategy. Cite	Cite specific textual
focus to record on the	focus to record on the	teacher support complete	specific textual support	support in order to write
signpost worksheet. For	signpost worksheet	signpost chart while	in order to support	well-developed answers
support, watch the	include Again and Again	reading novel. After	answers to all three	in paragraph form to all
Disney movie, Ruby	(central message). For	reading, complete and	questions: summary and	three questions:
Bridges. With teacher	support, watch the	use graphic organizers to	central idea. Write a	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, <u>Ruby</u> <u>Bridges</u> . (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	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	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.
	Again & Again from signpost chart). With	visual to aid in a short presentation to the class.		
	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.			
	Sample in	structional strategies and	d supports	
Pair students with	Pair students with	Demonstrate and model	Provide criteria for	Provide opportunities for
partner reading same	partner reading same	use of plot diagram.	writing cohesive	students to practice
novel.	novel.		paragraphs (main idea,	sharing information
		Provide criteria for	supporting details); share	about the novel.
Provide list of key words	Provide list of key words	writing cohesive	examples of model	
for students to note while	for students to note while	paragraphs (main idea, supporting details); share	paragraphs.	
reading.	reading.	examples of model		
Read aloud sections of	Provide sentence	paragraphs.		
the book; then lead	structures and have			
discussion of the central ideas of each section.	student practice using structures to share			
ideas of each section.	information.			

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

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

European power	America.	America.		colonized North
colonized North			Orally present summary	America.
America.	Listen for either	Orally present summary	of editorial during role	
	religious or economic	of editorial.	play.	Orally present summary
Listen for either	reasons for colonization		I OF	of editorial during role
religious or economic	during other students'	Listen for either	Listen for either	play.
reasons for colonization	presentations, and mark	religious or economic	religious or economic	1 5
during other students'	checklist (country with	reasons for colonization	reasons for colonization	Listen for either religious
presentations, and mark	column to check	during other students'	during presentations, and	or economic reasons for
checklist (country with	religious or economic).	presentations, and mark	marks checklist (country	colonization during
column to check	Check whether religious	checklist (country with	with column to check	presentations, and marks
religious or economic).	or economic	column to check	religious or economic).	checklist (country with
	justifications are given.	religious or economic).	Check whether religious	column to check
			or economic	religious or economic).
		Check whether religious	justifications are given	Check whether religious
		or economic	and take notes on at least	or economic
		justifications are given	two justifications per	justifications are given
		and take notes on at least	country.	and take notes on the
		one justification per		justifications for each
		country.		country.
			. .	
	Sample in	structional strategies an	d supports	
Provide list of key words	Provide sample sentence	Model asking questions	Provide criteria for	Provide opportunities for
for students to note when	structures to share	during a presentation.	writing cohesive	students to practice
listening to and viewing	information.		paragraphs (main idea,	sharing information
information about the		Model taking notes	supporting details); share	through role play.
colonization of North	Provide feedback on	during a presentation.	examples of model	
America.	students' written		paragraphs.	
	paragraphs so they can			
Demonstrate use of chart	make improvements.			
to record information.				
Provide sample sentence				
structures to share				
information.				

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	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral
information about	presentations and	presentations and	presentations and	presentations and
familiar texts, topics and	compose written	compose written	compose written	compose written
experiences.	narrative or	narratives or	narratives or	narratives or
	informational texts about	informational texts about	informational texts about	informational texts about
	familiar texts, topics,	familiar texts, topics and	a variety of texts, topics	a variety of texts, topics
	experiences or events.	experiences, developed	and experiences,	and experiences,
		with some details.	developed with some	developed with relevant
			specific details.	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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 8 ELA Model Curriculum March2015.pdf.aspx</u>

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

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

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

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Standards Content Statement: Forces have magnitude and direction. (Page 270.)

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx}$

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	Listen as teacher	Actively listen as teacher	Actively listen as teacher	Actively listen as teacher
introduces the learning	introduces the learning	introduces the learning	introduces the learning	introduces the learning
objective and	objective and	objective and	objective and	objective and
demonstrates the	demonstrates the	demonstrates the	demonstrates the	demonstrates the
meaning of the	meaning of the	meaning of the	meaning of the	meaning of the
vocabulary with regalia.	vocabulary with regalia.	vocabulary with regalia.	vocabulary with regalia.	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
	Sample in	l structional strategies and	l d supports	topic on the internet.
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.

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
With a partner, read a	In a small group, use	In a small group, choose	In a small group,	In a small group,
teacher-selected (and	teacher-selected sources	2-3 sources from a	research the positions of	research (using credible
highlighted) source that	to complete an outline of	selection of teacher-	both the Federalists and	sources) the positions of
identifies the positions of	either the Federalists or	provided sources. Create	the Anti-Federalists on	both the Federalists and
a Federalist and an Anti-	Anti-Federalists	an outline that includes	the adoption of the U.S.	the Anti-Federalists on
Federalist on the	positions, on the	at least 2-3 pieces of	Constitution. Create an	the adoption of the U.S.
adoption of the U.S.	adoption of the U.S.	information to support	outline that includes at	Constitution. Creates an
Constitution. Use this	Constitution. Each	both the Federalists' and	least 3-5 pieces of	outline that includes at
source to complete a	position will include at	the Anti-Federalists'	information to support	least 3-5 pieces of
worksheet where they	least 3 pieces of	positions on the adoption	each position. Write a	information to support
label if a statement	information.	of the U.S. Constitution.	developed paragraph/s	each position. Write a
supports the Federalists		Write a basic paragraph	that summarize and/or	developed paragraph/s
or the Anti-Federalists.		that summarizes or	paraphrase each side's	that summarize,
		paraphrases each side's	position. All evidence	paraphrase, and/quote
		position, with	will use standard format	each side's position. All
		appropriate citations.	for citation.	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	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available	Explain the difference between claims without supporting reasons and claims with supporting reasons. Give examples. Provide rubric students can use to analyze	Discuss the difference between claims without supporting reasons and claims with supporting reasons. Have students give examples of each. Provide rubric students	Provide criteria of well developed analysis of claims and supporting reasons that students can use as self evaluation during the writing process.
Provide list of key words for students to note when reading about issues relating to adoption of U.S. Constitution.	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.	arguments and supporting reasons.	can use to analyze arguments and supporting reasons.	

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Standards Content Statement 8.G: <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> 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	Use mathematical	Explain to a partner how	Demonstrate	Demonstrate
vocabulary: triangle,	vocabulary (triangle,	to use the Pythagorean	understanding of the	understanding of the
angle, side, length, right	right triangle, angle,	Theorem to find the	mathematical vocabulary	mathematical vocabulary
angle, hypotenuse with	side, length, and	length of a side of a right	and the concept of the	and the concept of the
support of a partner and	hypotenuse and	triangle. Independently	Pythagorean Theorem	Pythagorean Theorem
visual aids. Label right	Pythagorean Theorem)	solve problems using	and how to solve for	and how to solve for
angles, sides, angles, and	in simple sentence. With	this theorem. Justify	missing measurements in	missing measurements in
the hypotenuse with a	a partner, apply	his/her process using	triangular problems	triangular problems
partner. Complete	, <i>a</i> -2. +, <i>b</i> -2. =, <i>c</i> -2.in	mathematical vocabulary	using clear oral and	using clear oral, written,
framed sentences such as	order to find the length	and correct notations	written explanations.	concise responses.
A	of a side.	within this task.	Demonstrate an	Demonstrate an
has one 90			understanding that the	understanding that this
degree angle.			Pythagorean Theorem is	theorem is only used
			only used with right	with right triangles.
			triangles. With a partner	Write and present their
			write and present their	own problems using this
			own problems using this	theorem when requested.
			theorem when requested.	

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.	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.	Provide criteria of a well-written mathematical problem that student can use for self-evaluation during the writing process.
Provide list of key words for students to note when listening to information relating to math lesson.	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.	Model describing geometric figures with appropriate vocabulary.	Model describing geometric figures with appropriate vocabulary.	

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

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

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* ($\mathbb{D}=\mathbb{D}$, *r-2.*), *base, circle, cylinder, circumference* ($C=\pi d$), *diameter, Pi* ($\pi=3.141593 or 3.14$), *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 ($10\pi=31.415in$). 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.

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	aids. The mathematical	aids. The mathematical	aids. The mathematical	aids. The mathematical
formulas may be familiar				
to the student if their				

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

1	1	1	1	1
language uses the same	language utilizes the	language utilizes the	language utilizes the	language utilizes the
mathematical symbols.	same mathematical	same mathematical	same mathematical	same mathematical
Listen to teacher	symbols. Listen to	symbols. Listen to	symbols. Listen to	symbols. Listen to
demonstration and work	teacher demonstration	teacher demonstration	teacher demonstration	teacher demonstration
with a partner to	and work with a partner	and work with a partner	and works with a partner	and work with a partner
calculate (using	to calculate (using	to calculate (using	to calculate (using	to calculate (using
calculators) the volume	calculators) the volume	calculators) the volume	calculators) the volume	calculators) the volume
of a cylinder (multi-step	of a cylinder (multi-step	of a cylinder (multi-step	of a cylinder (multi-step	of a cylinder (multi-step
process). Work with	process). Work with	process). Work	process). Work	process). Work
partner to complete	partner to complete	independently to	independently to	independently to
problems #1 and #2 and	problems #1 and #2 and	complete problems #1	complete problems #1	complete problems #1
complete a framed	complete a teacher-made	and #2 and respond to #3	and #2 and respond to #3	and #2 and respond to #3
sentence to respond to	multiple choice question	by writing a simple	by writing a compound	by writing a complex
#3. A uses	to respond to #3.	sentence using general	or complex sentence	sentence using general
the volume of a cylinder.		academic and content	using general academic	academic and content
		specific words and	and content specific	specific words and
		phrases.	words and phrases.	phrases.
Pre-teach selected	Provide list of key words	Have students read aloud	Model the taking of	Demonstrate how to use
	for students to note when		-	
vocabulary; provide		their explanations of calculations of volume	notes during an oral	context, reference
bilingual dictionary or online translation tool if	listening to the discussion of math		presentation, and demonstrate how to use	materials, and
		of different objects, and		knowledge of
available.	activity.	provide opportunities for	the notes to summarize	morphology to help
T		other students to	the key points of a	determine meaning of
Provide list of key words		summarize what they	presentation.	unknown words; have
for students to note when		understand from other		students practice with
listening to the		students' presentations.	Have students read aloud	different academic texts.
discussion of math			their explanations of	
activity.			calculations of volume	Model the taking of
			of different objects, and	notes during an oral
			provide opportunities for	presentation, and
			other students to	demonstrate how to use
			summarize what they	the notes to summarize
1			understand from other	the key points of a
			students' presentations.	presentation.

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

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

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

Level 1	Level	2	Level 3		Level 4	Level 5	
Recognize and us	e a	Use nouns,	pronouns,	Use r	elative pronouns	Use an increasing	Use intensive pronouns
small number of		verbs, prep	ositions,	(e.g.,	who, whom, which,	number of intensive	and verbs in the active
frequently occurri	ing	adjectives,	adverbs,	that),	relative adverbs	pronouns (e.g., myself,	and passive voices; place
nouns, noun phras	ses, and	conjunction	is, and	(e.g.,	where, when, why),	ourselves) and verbs in	phrases and clauses
verbs, and unders	tand	prepositional phrases,		subo	rdinating	the active and passive	within a sentence,
and respond to sir	nple	and produce simple and		conju	inctions, and	voices; place phrases and	recognizing and
questions.		compound	sentences,	prepo	ositional phrases,	clauses within a	correcting misplaced and
		with suppor	rt (including	and p	produce and expand	sentence, recognizing	dangling modifiers; and
		visual aids	and	simpl	le, compound, and a	and correcting most	produce and expand
		sentences).		few c	complex sentences,	misplaced and dangling	simple, compound, and
				with	support (including	modifiers; and produce	complex sentences.
				mode	eled sentences).	and expand simple,	
						compound, and complex	
						sentences.	

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

Sample Content-based Participation Goals – Science Lesson Vignette

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/Ohios-Learning-Standards/Science/ScienceStandards.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 blueheaded 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				
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).	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	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	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	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
	contrasting sexual and asexual reproduction.	contrasting sexual and asexual reproduction.	asexual reproduction using an increasing number of academic vocabularies.	asexual reproduction using an increasing number of academic vocabulary and modifiers.
	Sample in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Show examples of	Show examples of	Provide criteria of a
vocabulary; provide	vocabulary; provide	written descriptive texts	written descriptive texts	well-written description
bilingual dictionary or	bilingual dictionary or	and point out various	and point out various	of scientific information
online translation tool if	online translation tool if	grammatical forms	grammatical forms	that students can use for
available.	available.	(nouns, pronouns, verbs,	(relative pronouns (e.g.,	self-evaluation during
Demonstrate the use of a	Demonstrate the use of a	prepositions, adjectives, adverbs, conjunctions,	who, whom, which, that), relative adverbs	the writing process.
comparison table to	comparison table to	and prepositional	(e.g., where, when,	
record information.	record information.	phrases).	why), subordinating	
		r	conjunctions, and	
	Show examples of	Demonstrate the	prepositional phrases.	
	written descriptive texts	difference between		
	and point out various	simple and compound	Show and discuss	
	grammatical forms (nouns, pronouns, verbs,	sentences.	examples of simple, compound and complex	
	prepositions, adjectives,		sentences.	
	adverbs, conjunctions,			
	and prepositional			
	phrases),			
	Demonstrate the			
	difference between			
	simple and compound			
	sentences.			

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 gradeappropriate 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	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	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
		of the text.	the texts to support the analysis; and summarize a	support the analysis; and summarize a text.
			simple 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:

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
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				1
Solve the two warm up problems with a partner.	Solve the two warm up problems with a partner.	Solve the two warm up problems with a partner.	Solve the two warm up problems.	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 the definitions of the math terms in the history log to serve as a reference tool in their future work with mathematical expressions.	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 the definitions of the math terms in the history log to serve as a reference tool in their future work with mathematical expressions.	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.	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.	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.	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.	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 st	trategies 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.

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

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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

After participating in the experiment with classmates, answer simple data questions, such as: Does the basketball bounce the highest?	Partners change roles throughout task.		written report and present it to their peers.	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.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide key vocabulary in a word bank that can be used when discussing or writing about characteristics of the different balls.	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.	
Provide sentence structures that can be used to respond to simple questions.	Provide sentence structures that can be used to ask and respond to simple questions.	Demonstrate how to use Think, Pair Share to exchange information.		presentations.	

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

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

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.	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.	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.	U.S. Record reading of essay on Audacity so peers can listen.	Prepare and give an oral presentation on the differences in treatment of cattle in India and the U.S. Compose a comparative essay.
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.	Sample in 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.	 structional strategies and 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. 	d supports 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.

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

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

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 $S = km^{\frac{3}{2}}$ 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx</u>

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.	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.	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.

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.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms	
Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Provide feedback on initial drafts of written explanations and allow students to make revisions for final draft.	

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.

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: <u>https://www.ohiohistory.org/learn/education-and-outreach/ohio-history-day</u> (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.	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	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	Refers to learning logs to determine which topic/category best fits their interests and skills for this project.	Refers to learning log to determine which topic/category best fits their interests and skills for this project.
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.	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).	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.	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.	 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 in	structional strategies and	d 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.

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

l	An ELL can anal	lyze and critique	e the arguments	s of others oral	ly and in writing.
L	All ELL call alla	yze and critiqu	c inc ai guinchia	o or others or a	iy anu m 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

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

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 ins	tructional strategies a	nd supports	I
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.

An ELL can adai	nt language choices to nur	nose, task, and audience	when speaking and writing.
All ELL call aua	of language choices to put	pose, task, and addience	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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 9-10 ELA Model Curriculum March2015.pdf.aspx</u>

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

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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 in	structional strategies an	d 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.

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.

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

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.

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 <u>http://phet.colorado.edu/en/contributions/view/3396</u> (Contributor: Melissa Savage)

Ohio Science Standards

http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.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 <u>a rabbit phenotype</u>) 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 for lab reports.
	Sample In	su ucuonai strategies an	u 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.

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, 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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx</u>

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?"you are today?"the 3x3 personal marative writing frames that are written in their learning logs.the 3x3 personal marative writing frames that are written in their learning logs.the 3x3 personal marative writing frames that are written in their learning logs.With a partner, elaborate on their initial ideas with each other.With a partner, elaborate on their initial ideas with each other.With a partner, elaborate on tinitial ideas with each other.With a partner, elaborate on tinitial ideas with each other.Read responses aloud to a partner and ask for feedback.Read responses aloud to a partner and ask for feedback.Read responses aloud to a partner and ask for feedback.Read responses aloud to a partner and ask for feedback.Make revisions based on feedback.Organize ideas in a simple outline and to posted on a blog, using a range o stenence and supporting detailsOrganize ideas in a simple outline and to posted on a blog, using a range o stenence and supporting detailsAfter getting feedback, from the teacher, hegin to write a draft to be posted on a blog, using a range o stenence structures and vocabulary.After getting feedback, from the teacher, hegin to write a draft to be posted on a blog, using a wide arage of sentence structures and coabulary.Provide canters, elaborate on initial ideas with each other.Provide and ficcuss words and phrases that discussion and records students i das on a classroom poster of a a S3 writing frameProvide canters and stores and clauses.Provide canters, elaborate on initial ideas with each other.Model how to give fee					
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61				evaluation during	
				witting process.	

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 gradeappropriate listening, reading, and viewing.

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

Sample Content-based Participation Goals—Science Lesson Vignette

Science (Chemistry)

Source: Ohio Science Standards, Chemistry, p. 297 http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.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:

• <u>https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introduction-to-the-a</u>

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

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

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

Sample Content-based Participation Goals—Math

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

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

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: <u>http://betterlesson.com/lesson/452395/the-function-game</u>

Pre-teach selected	Pre-teach selected	Model sharing	Model using transition	Provide time for sharing
vocabulary; provide	vocabulary; provide	information and asking	phrases to add ideas to	information and asking
bilingual dictionary or	bilingual dictionary or	questions during a group	statements in a group	questions with a partner
online translation tool if	online translation tool if	discussion.	discussion (e.g. "Another	or in a small group
available	available		example is").	setting.
			· ·	
Have students work with	Have students work with			
partner to record missing	partner to record missing			
input-output values	input-output values			
during class discussion.	during class discussion.			
6	2			
			1	

An	ELL can s	peak and	write about	grade-a	opro	priate com	olex literary	y and informational	texts and topics.
		peak and	mine about	Si auc a	ρρισ	prince com	pica multiul	y and mitor manona	icato una topico.

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

Sample Content-based Participation Goals—Science Lesson Vignette

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 <u>http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx</u>

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

line or bar graph (by		model and/or graphic	and/or phrases, answer	classmates' questions
hand or with software) to	Using simple sentences	organizer for prewriting,	classmates' questions	about presentation. Using
show one change in	and/or phrases, answer	prepare a 5-7 sentence	about presentation.	complete sentences, ask
climate for twelve	classmates' prepared	presentation about		at least two questions
months in that location.	questions about	research, supported by	Using complete	about classmates'
	presentation.	visual aids (ex.,	sentences, ask at least	presentation.
		PowerPoint, Prezi.)	one questions about	
	Using a sentence model,		another presentation in	
	ask at least one question	Using simple sentences	the class.	
	about another	and/or phrases, answer		
	presentation in the class.	classmates' prepared		
		questions about		
		presentation. Using a		
		sentence model, ask at		
		least one question about		
		another presentation in		
		the class.		

Sample instructional strategies and supports

If available, allow	Model the oral sharing of	Model the oral sharing of	Provide opportunities for	Provide criteria for well-
students to us bilingual	information.	information.	students to practice oral	written informational
dictionary or online			presentations. Give	text that students can use
translation tool to assist	Provide time for students	Provide time for students	feedback and allow	for self-evaluation during
with meaning of	to practice oral	to practice oral	students to make	writing process.
unknown words.	presentations with	presentations with	improvements in final	
	partner.	partner.	presentations.	
Demonstrate how to				
transfer data to a simple	Model asking questions	Model asking questions		
line or bar graph (by	during and after oral	during and after oral		
hand or with software).	presentations.	presentations.		

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

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

Sample Content-based Participation Goals—Math Lesson Vignette

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

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

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

	and/or use single words	phrases to prove	worksheet. Speak in	
Work with a partner to	and phrases to prove	theorem.	phrases and clauses,	
partially complete	theorem		using pre-taught	
worksheet. Given word		Given word bank with	vocabulary.	
bank with "correct" and	Work with a partner to	"correct" and		
"incorrect", identify	partially complete	"incorrect",		
correct and incorrect	worksheet. Given word	independently identify		
calculations on a	bank with "correct" and	correct and incorrect		
worksheet. Tell correct	"incorrect", identify	calculations on a		
answer for at least one	correct and incorrect	worksheet. Tell correct		
problem.	calculations on a	answer for several		
1	worksheet. Tell correct	questions. Using		
	answer for several	paragraph frames,		
	questions. Explain	student can produce		
	mistakes in a simple	claims and complex		
	sentence by following	supporting statements,		
	model (i.e., "A ² equals	like "The problem is		
	" or "The	(not) correct <i>because</i> A^2		
	altitude equals	equals ."		
	²²	·		
	Sample ins	structional strategies an	d supports	
Pre-teach selected	Model the stating of a	Provide opportunities for	Provide opportunities for	Provide criteria of a
vocabulary; provide	claim with supporting	students to share	students to practice	well-presented claim
bilingual dictionary or	reasons.	completed paragraph	giving their	with supporting reasons
online translation tool if		frames with partners.	presentations. Give	that students can use to
available			feedback that can be	evaluate each other's
			used to make	presentations.
Provide sample sentence			improvements for final	-
structures to express			presentation.	
opinions (I believe that			-	
is correct_)				

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.	Level 2 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	Carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and	Carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information
		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.	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.	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.

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	Select a familiar	Find two different stock	Selecting from a broad	Selecting from a broad
company or product	company or product	market reports about one	teacher-created list (so that	teacher-created list (so that
(Coke, Microsoft).	(Coke,	company or product with	the same companies are	the same companies are not
With teacher support,	Microsoft).With	which he or she is	not repeated over and	repeated over and over),
read a stock report and	teacher support	familiar. Using a top-hat	over), research 2-3	research at least 3 companies
calculate the number of	and/or model	or Venn diagram,	companies or products,	or products, creating a
stocks he can buy with	calculator, read a	compare research	creating a graphic	graphic organizer to compare
a pretend sum of	stock report and	sources.	organizer to compare	market patterns, company
money.	calculate the		market patterns, company	earning statements, stock

	number of stocks he	Given a paragraph frame,	earning statements, stock	market reports and economic
Following a model of a	can buy with a	write a 5-7 sentence	market reports and	indicators. Choose stocks of
line graph, track value	pretend sum of	paragraph telling the	economic indicators.	different types (i.e. banking,
of the stocks through	money.	differences and		retail, technology, or other).
the duration of the		similarities of the	Present research to the	,
class. Add data to	Following a model	reports; identify the more	class in a 3-5 minute	Present research to the class
graph at regular	of a line graph,	reliable source. Present	presentation accompanied	in a 3-5 minute presentation
intervals (daily, weekly,	track value of the	comparison and	by visuals and graphic	accompanied by visuals and
or the like).	stocks through the	organizer to the class.	organizers. Cite sources.	graphic organizers. Cite
	duration of the	8	8	sources.
At the end of the	class. Add data to	Using the preferred	After viewing classmates'	
course, present graph	graph at regular	source, select two	presentations, create a	After viewing classmates'
and results to the class.	intervals (daily,	companies or products	portfolio of at least three	presentation, create a
Use a paragraph frame	weekly, or the like).	with which he is familiar	different stocks with the	portfolio of at least three
to support presentation,	, , , , , , , , , , , , , , , , , , ,	(Coke, Microsoft) and	pretend sum of money. If	different stocks with their
ex: "I began with	If he chooses, sell	make a simulated	he chooses, sell some of	pretend sum of money. If he
dollars.	some of their stock	purchase with the	the stock and buy stock	chooses, sell some of their
I bought	and buy stock from	pretend sum of money. If	from an additional,	stock and buy stock from an
I	an additional,	he chooses, sell some of	familiar product or	additional, familiar product
ended with	familiar product or	the stock and buy stock	company, still recording	or company, still recording
	company, still	from an additional,	the total value of the stock	the total value of the stock
dollars. So, I (gained,	recording the total	familiar product or	using graphs.	using line graphs.
lost)	value of their stock	company, still recording		
dollars."	using graphs.	the total value of the	Track value of the stocks	Track value of their stocks
		stock using graphs.	through the duration of the	through the duration of the
	At the end of the		class. Add data to the line	class, adding data to the line
	course, present	Track value of the stocks	graph at regular intervals	graph at regular intervals
	graph and results to	through the duration of	(daily, weekly, or the	(daily, weekly, or the like).
	the class. Using	the class. Add data to	like).	
	paragraph frames or	the line graph at regular		At the end of the course,
	other graphic	intervals (daily, weekly,	At the end of the course,	present graph and results to
	organize; prepare a	or the like).	present graph and results	the class.
	2-3 paragraph report		to the class.	
	telling about the	At the end of the course,		Prepare a 5-7 paragraph
	initial investment,	present graph and results	With optional, pre-writing	report analyzing a future
	effect of buying	to the class.	organizer, prepare a 5-7	investment goal (e.g
	and/ or selling		paragraph report justifying	college, car), planning stock
	during the class, and	Using paragraph frames	the initial investment, the	to buy, and estimating the
	their results.	or other graphic	effect of buying and/or	amount of time it would take
	Support	organizer, prepare a 3-5	selling during the class,	to achieve the goal.
	presentation with	paragraph report	presenting results, and	Presentation must be
	visual	justifying the initial	describing a future	supported with visual
	representation of the	investment, the effect of	investment goal e.g.;	representation of the year's
	data that they	buying and/or selling	college, car). Presentation	data and citations for at least
	accumulated	during the class,	must be supported with	three stock reports.
	through the year.	presenting results, and	visual representation of	
		how to invest for a future	the year's data and	
		goal (e.g., college, car).	citations for at least two	
		Support presentation	stock reports.	
		with visual		
		representation of the		
		year's data and citations		
		for at least two stock		
		reports.	l	

Sample instructional strategies and supports					
Pre-teach selected	Pre-teach selected	Provide opportunities for	Provide opportunities for	Provide criteria of a	
vocabulary; provide	vocabulary; provide	students to share	students to practice	well-written research	
bilingual dictionary or	bilingual dictionary or	completed paragraph	giving their	summary that students	
online translation tool if	online translation tool if	frames with partners.	presentations. Give	can use to evaluate each	
available	available		feedback that can be	other's presentations.	
			used to make		
Demonstrate how to	Demonstrate how to		improvements for final		
create and use a line	create and use a line		presentation.		
graph to track value of	graph to track value of				
the stocks through the	the stocks through the				
duration of the class.	duration of the class.				
Have students work with	Have students work with				
partner to monitor stocks	partner to monitor stocks				
and use line graph to	and use line graph to				
track value.	track value.				

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

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

Sample Content-based Participation Goals—Math Lesson Vignette

Math (Statistics): Making inferences and justifying conclusions S-IC

Source: Ohio Mathematics Standards, Model Curriculum, Statistics <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Statistics-and-Probability_Model-Curriculum_March2015.pdf.aspx</u>

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	With an English	Assume a silent or	Assume a silent or	Assume any role in the
dominant partner,	dominant partner,	responsive role in the	responsive role in the	reenactment.
assume role of a cholera	assume a mostly silent	reenactment. If	reenactment. Following	
victim in the enactment.	rolecholera victim,	speaking, use a sentence	at least one peer, speak	Join a group of three
	contaminated well, clean	frame to express relevant	to express relevant	students and participate
Join teacher-selected	wellin the reenactment.	information (ex., "I drink	information.	in discussion, including
group of four students.	Repeat model responses.	water from the		presenting his scenario to
		well.)	Join a group of three	group-mates, and
Given one simplified	Join teacher-selected		students.	identifying the predicate
statistical scenario	small group of four	Given simplified		flaw.
(including margin notes,	students.	scenarios (margin notes,	After at least one other	

	illustrations, definitions	student models the	Participate in whole class
Given simplified	,		discussion of flaws.
-			
		-	Copy flaws from the
	Statement	114.0714114051	board.
,	After at least one other	Particinate in whole	
		-	
-			
		-	
	sechario.		
of the secharios.	Complete cloze	-	
Conv some of the flaws		response.	
		Conv most of the flaws	
from the board.			
	· · · · · · · · · · · · · · · · · · ·	nom me board.	
	e		
	discussion of naws.		
	Conv most of the flaws		
	nom die obard.		
Sample in	structional strategies and	d supports	
Pre-teach selected	Review and provide	Lead class discussion on	Lead class discussion on
vocabulary; provide	feedback on students'	how to identify and	how to identify and
bilingual dictionary or	first drafts of complete	analyze evidence	analyze evidence
online translation tool if	cloze sentences; allow	provided to support a	provided to support a
online translation tool if	,		
available.	students to make corrections.	claim.	claim.
	students to make	claim. Model sharing	claim.
	students to make		claim.
	students to make	Model sharing	claim.
	Pre-teach selected vocabulary; provide bilingual dictionary or	statistical scenarios (including margin notes, illustrations, definitions of highlighted words), complete a cloze sentence to highlight the faulty predicate in each of the scenarios.join a group of three students.Copy some of the flaws from the board.After at least one other 	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.of highlighted words), istudents.presentation, present his scenario.Copy some of the flaws from the board.After at least one other student models the presentation, present his scenario.Participate in whole class discussion of flaws. Student may need some modeling or prompting when he or she gives response.Copy some of the flaws from the board.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.Copy most of the flaws from the board.Copy most of the flaws from the board.Copy most of the flaws from the board.Pre-teach selected vocabulary; provide bilingual dictionary orReview and provide first drafts of completeLead class discussion on how to identify and analyze evidence

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

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

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/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx

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,	Read a list of at least 10	Read a list of at least 10	Work independently to	Participate fully in
illustration, and/or	phrases and sentences	phrases and sentences	create individual note	activity. Works
translation create	(ex: "Let's work	(ex: "Let's work	cards.	independently to create
meaning for these new	together", "All people	together", "All people		individual note cards.
vocabulary concepts:	should", and "What	should", and "What	Listen with other	
persuasion, compromise,	do you think?" "Meet	do you think?" "Meet	students as one group	Discuss and/or observe
consensus, and	me half-way", etc.).	me half-way", etc.).	discusses a local	local and national issues.
negotiation. Record with			problem. With a partner	
memory aid (ex .:	With a teacher, sort the	With a teacher, sort the	as a model, hold up cards	Hold up index cards
personal dictionary	words into group:	words into group:	and the discussion	independent of group
entry, vocabulary			proceeds.	mates.
quadrants) and practice	 words for 	 words for 		
	persuasion	persuasion	Join a group that is	Speaks to resolve issue
Transfer the new words	 words for 	 words for 	discussing a one of the	using several sentences:

to individual index cards. With partner, hold up cards as the discussions proceed.	 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.	 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	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.	simple, compound, and complex.
	Sample in	phrases. structional strategies and	d 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.

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

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

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 <u>The Canterbury Tales</u> (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 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 in	structional strategies an	d 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.

An ELL can	create clear and	l coherent grad		neech and text
All ELL Call	cicate cicar and	i conci chi gi au	-appropriate s	ресси ани нель

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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12_ELA_Model_Curriculum_March2015.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Given a list of	Given a model (pre-	Given a model, use	Given a model, use	Given a model, use
adjectives, engage in	formatted "I Am"	writing process (pre-	writing process (pre-	writing process (pre-
role-play, illustration,	poem, like	writing, drafting,	writing, drafting,	writing, drafting,
and/or translation create	http://www.readwritethi	revising, editing, and	revising, editing, and	revising, editing, and
meaning for new	nk.org/files/resources/les	publishing) to compose a	publishing) to compose a	publishing) to compose a
vocabulary.	son_images/lesson391/I-	personal credo of one	personal credo of at least	personal credo of 300-
	am-poem.pdf), use	paragraph.	200 words.	500 words.
Use list or an English	writing process (pre-			
dictionary, bilingual	writing, drafting,	Include a clear topic	Record an auditory copy	Record an auditory copy
dictionary, or peer	revising, editing, and	sentence telling one	of his or her credo (using	of his or her credo (using
interaction to find	publishing) to compose	important quality that he	Audacity or other school	Audacity or other school

1.1.4.4	1 1 1 1 1 1	1 4	4 1 6	(1.6.)
several adjectives to	ideas/behaviors that are	or she strives to embody.	supported software).	supported software).
describe self.	valuable to his life.	Include at least three		
<i>a</i> , , , ,		supporting sentences	If desired, post audio	If desired, post audio
Given a model, use	Record an auditory copy	illustrating examples or	version of the credo on a	version of the credo on a
writing process (pre-	of his or her credo (using	reasons why that quality	school or public website;	school or public website;
writing, drafting,	Audacity or other school	is desirable. Conclude	may submit credo to a	may submit credo to a
revising, editing, and	supported software).	paragraph with an	Laws of Life contest or	Laws of Life contest or
publishing) to creatively		effective closing	NPR program.	NPR program.
organize a list of	If desired, post an audio	sentence.		
adjectives that describe	version of the whole or			
self. (Note: advanced	partial poem on school	With a partner or peer,		
students may find	or public website.	practice reading his		
adjectives that match the		poem to improve		
letters of their names to		fluency.		
make an acrostic.)				
		Record an auditory copy		
With a partner or peer,		of his or her credo (using		
practice reading his		Audacity or other school		
credo to improve		supported software).		
fluency.				
		If desired, post audio		
Record an auditory copy		version of the credo on a		
of his or her credo (using		school or public website;		
Audacity or other school		may submit credo to a		
supported software).		Laws of Life contest or		
••		NPR program.		
If desired, post an audio				
version of the whole or				
partial poem on school				
or public website.				
	1			
	Sample in	structional strategies an	d supports	
Show and discuss	Show and discuss	Share examples of	Provide opportunities for	Provide criteria of a
examples of podcasts on	examples of podcasts on	written texts that	students to practice	well-written personal
websites.	websites.	illustrate main idea and	giving auditory version	credo that students can
		supporting details.	of credo; provide	use for self-evaluation
	Have students work in		feedback to assist with	during writing process.
	pairs to support each		making improvements.	0 01
	other in developing			
	personal poems/credos.			
	r r r r r r r r r r r r r r r r r r r	l	l	l

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	Use frequently occurring	Use simple phrases (e.g.,	Use increasingly	Use complex phrases
small number of	verbs, nouns, adjectives,	noun, verb, adjectival,	complex phrases (e.g.,	and clauses, and produce
frequently occurring	adverbs, prepositions,	adverbial, prepositional)	noun, verb, adjectival,	and expand simple,
nouns, noun phrases,	and conjunctions, and	and clauses (e.g.,	adverbial and participial,	compound,
verbs, conjunctions (but,	produce simple and	independent, dependent,	prepositional, absolute)	and complex sentences.
or, and), and	compound sentences,	relative, adverbial), and	and clauses, and produce	
prepositions, and	with support (including	produce and expand	and expand simple,	
understand and respond	modeled sentences).	simple, compound, and a	compound, and complex	
to simple questions.		few complex sentences,	sentences.	
		with support (including		
		modeled 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: <u>http://www.grammar-quizzes.com/adj_order.html</u>

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
Given a simple, present	Given a written model	Given a written model	Given a written model	Students fully participate
tense written sentence	simple, compound and	simple, compound and	simple, compound and	in model vignette.
with up to 8 words,	complex sentences,	complex sentences,	complex sentences,	
supply the missing word.	change highlighted	change highlighted	change highlighted	For example, "Mr.
Here is an example	words to create new	phrases to create new	phrases or clauses	Wilson called on the
pattern: noun + action	meaning.	meaning.	sentence to create new	girl."
verb + preposition +			meaning.	
adjective (article) +	For example, "Mr.	For example, "Mr.		Add additional words,
noun.	Wilson called on the girl	Wilson called on the girl	For example, "Mr.	phrases, and clauses to
	in the back row who	in the back row who	Wilson called on the girl	create new or more
Complete a few sentence	always raises her hand."	always raises her hand."	in the back row who	specific meaning.
frames with this			always raises her hand."	
sentence. For each	Share new sentences	Share new sentences		Share new sentences
repetition, write the	with the group and	with the group and	Share new sentences	with the group and
missing word in the	participate in a	participate in a	with the group and	participate in a
blank.	discussion of the	discussion of the	participate in a	discussion of the
	meanings of each other's	meanings of each other's	discussion of the	meanings of each other's
Example: Students and	sentences.	sentences.	meanings of each other's	sentences.

teachers walk to the			santangas	[]
	Descui successi actore	Descul definitions of	sentences.	Descul
school.	Record example parts of	Record definitions of	D 1	Record
	speech and their names	parts of sentences (i.e.,	Record	definition/examples of
1 and teachers walk to	(i.e., "nouns") in	independent clause,	definition/examples of	noun, verb, adjectival,
the school.	notebook, journal, or	dependent clause,	noun, verb, adjectival,	adverbial and participial,
2. Student's	other note-taking	phrase) in notebook,	adverbial and participial,	prepositional, absolute
teachers walk to	method.	journal, or other note-	prepositional, absolute	phrases and of relative
the school.		taking method	phrases and of relative	clause in in notebook,
3. Students and			clause in in notebook,	journal, or other note-
teachers			journal, or other note-	taking method.
to the school.			taking method.	
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?"				
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")				
	Sample in	structional strategies an	d supports	
Model making changes	Model making changes	Provide and discuss	Provide and discuss	Provide and discuss
with other sentences.	with other sentences.	examples of texts that	examples of texts that	examples of texts that
		contain compound and	contain complex phrases	contain complex phrases
Have students work in	Have students work in	complex sentences.	(e.g., noun, verb,	(e.g., noun, verb,
pairs.	pairs.	complex sentences.	adjectival, adverbial and	adjectival, adverbial and
puno.	Puilo.		participial, prepositional,	participial, prepositional,
			absolute) and clauses.	absolute) and clauses.
			absolute) and clauses.	absolute) and clauses.

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

- 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

> 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

WEB-BASED RESOURCES

Common Core for ELLs, Classroom Video Modules (Colorin, Colorado) <u>http://www.colorincolorado.org/common-core/classroom/instruction/</u>

- *English as New Language Standards, Second Edition.* (National Board for Professional Teaching Standards, 2010) <u>http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-emcenl-standards.pdf</u>
- 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. <u>https://wested.app.box.com/ELPStandardsResources</u>

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http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf#search=Foundation al%20Skills%20for%20ELLs&view=FitH&pagemode=none

- INFOhio, Ohio's PreK-12 Digital Library <u>https://www.infohio.org/</u>
- Ohio's New Learning Standards English Language Arts (Adopted June 2010). Ohio Department of Education <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/ELA-Standards.pdf.aspx</u>
- *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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/Mathematics/Math-Standards.pdf.aspx</u>
- *Ohio's English Mathematics Model Curricula.* (Adopted March 2011). Ohio Department of Education

http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Mathematics

Ohio's New Learning Standards – Science (Adopted July 2011). Ohio Department of Education

http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.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

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Appendix A

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

Ordered by Content Areas

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

LANGUAGE ARTS

An ELL can construct meaning from oral presentations and literary and informational text through gradeappropriate 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	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
			events from 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	After listening to a few	After listening to a read	After listening to a read	After listening to a read
multiple read alouds	read alouds of the	aloud of the story, use the	aloud of the story, use	aloud of the story,
of the story, match	story, use a retelling	retelling glove* to identify	the retelling glove* to	answer questions about
the animal word upon	glove* to identify key	key ideas (characters, setting,	identify key ideas	the story. Retell the
hearing the word to a	ideas (characters and	problem, and solution). Use	(characters, setting,	story expressing key
picture card or	setting). Use the glove	the glove to retell the story to	problem, and solution).	ideas and details using
replica of the	to retell the story to	peer/teacher. Identify all	Identify all characters,	the retelling glove and
character in the story	peer/teacher. Identify	characters, the setting, and	setting, problem, and	or visual cards as
(hen, pig, cat, and	the setting and 2-3	the problem with support as	solution with support as	needed.
dog).	characters.	needed.	needed.	

* Retelling glove: a colorful, stretchy glove with visual cues used to retell a story. Different elements of a story are written with a finetipped 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	Demonstrate the use of a	Provide a sample	Provide a sample	Have students practice
support if available.	retelling glove. Have	graphic organizer that	graphic organizer that	asking and answering
Refer to pictures of	students practice	students can use to	students can use to	questions about the story
animals when reading	retelling story with a	provide information	provide information	in pairs.
the story aloud.	partner.	about the story.	about the story.	_

Level 1	Level 2	and phrases in oral pres	Level 4	Level 5
With prompting and	With prompting and	With prompting and	With prompting and	With prompting and
support (including	support (including	support (including	support (including	support (including
context and visual aids),	context and visual aids),	context and visual aids),	context and visual aids),	context and visual aids),
recognize the meaning	recognize the meaning	answer questions to help	answer and sometimes	answer and ask
of a few frequently	of some frequently	determine the meaning	ask questions about the	questions about the
occurring words in simple oral	occurring words and phrases in simple oral	of some words and phrases in simple oral	meaning of words and phrases in simple oral	meaning of words and phrases in simple oral
presentations and read-	presentations and read-	presentations and read-	presentations and read-	presentations and read-
alouds about familiar	alouds about familiar	alouds about familiar	alouds about a variety of	alouds about a variety of
topics, experiences, or events.	topics, experiences, or events	topics, experiences, or events.	topics, experiences, or events.	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 <u>A House is a House for Me</u> 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Kindergarten_ELA_Model_Curriculum_March-2015.pdf.aspx</u>

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

Sample instructional strategies and supports

Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures	Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures	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.
to aide comprehension	to aide comprehension Provide a model of a chart that can be used to record key information.			

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., <i>and, then</i>).	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 visua aids), using frequently occurring linking words.	
	Sample Content-base	d Participation Goals – I	English Language Arts		
		Lesson Vignette			
through stories and pictur Sources: Ohio English Language A http://education.ohio.gov/	es. Arts Model Curriculum, K, W /getattachment/Topics/Ohio-				
	getattachment/Topics/Acade	tories, Content Elaboration, p emic-Content-Standards/Soc		cial-Studies-Model-	
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	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	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	Model using	Provide students
autobiography book to	autobiography book to	opportunities to practice
retell a past experience.	retell a series of events.	telling about events in
Point out use of key	Point out use of key	their personal history
vocabulary and linking	vocabulary and linking	and give feedback for
words.	words.	making improvements.
Provide opportunities	Provide opportunities	
for students to practice	for students to practice	
retelling in small group	retelling in small group	
settings	settings	

	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	l Participation Goals – l	English Language Arts	
Students participate in a p	oun sort and shared writing o	Lesson Vignette		
	er noun picture cards into dif	-		
	•	C		
Source: Ohio English Lan, Topic: Conventions of Sta	guage Arts Model Curriculu	m Strand: Language		
http://education.ohio.gov/	getattachment/Topics/Ohio-s	s-New-Learning-		
	garten ELA Model Curricu			
Level 1	Level 2	Level 3	Level 4	Level 5
Sort picture cards in categories of person, place, thing, and animal.	Sort picture cards in categories of person, place, thing, and animal.	Sort picture cards in categories of person, place, thing, and animal. With a partner, develop	Sort picture cards in categories of person, place, thing, and animal. With a partner, develop	Sort nouns word cards independently into categories of singular and plural nouns
Participate in writing a shared story as a class using nouns from the sort. As a class circle all	Participate in writing a shared story as a class using nouns from the sort.	an oral story using some of the nouns from the sort.	an oral story using some of the nouns from the sort.	Write a shared story as a whole group. Select words from the sort to use in the story writing.
nouns in blue.	State orally three		Retell the story to other classmates. After the retelling, answer	After being given a copy of the story with some
nouns in blue. Repeat orally sentences using several of the nouns. ("A lion is an animal,")	sentences using nouns from the shared story. ("A lion roared in the night.")		questions about the retelling.	blank spaces, fill in the missing nouns using the words from the sort. Circle singular words in red and plural words in
Repeat orally sentences using several of the nouns. ("A lion is an	from the shared story. ("A lion roared in the		questions about the	blank spaces, fill in the missing nouns using the words from the sort. Circle singular words in
Repeat orally sentences using several of the nouns. ("A lion is an	from the shared story. ("A lion roared in the night.")	structional strategies an	questions about the retelling.	blank spaces, fill in the missing nouns using the words from the sort. Circle singular words in red and plural words in

An ELL can construct meaning from oral presentations and literary and informational text through gradeappropriate 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

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 listi	ictional 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,

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	Deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics,	
		-	sentences and drawings or illustrations.	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 L	evel 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 friend, checking a book out from the school library). Place pictures in appropriate sequence and practice saying new vocabulary words.	a (brushing teet friend, checki out from the s library). Place in appropriate	onstrate out a imple task h, calling a ng a book chool pictures sequence t them	words to how to c familiar a (brushing friend, cl out from library). in approp Write ab journal u	rres and key demonstrate arry out a and simple task g teeth, calling a necking a book the school Place pictures priate sequence. out them in a sing simple s. Share with	Referring to various resources (books, magazines, and vide follow teacher guidelines to write a a three-step task (e.g making a sandwich). Present to class using visual aides.	bout guidelines to a three to five (e.g. making	ooks, nd videos), er write about e step task pancakes).
		Sample ins	truction	al strategies an	d supports		
Demonstrate how to search "how to" topics on Internet and how to use PowerPoint to share information.	Demonstrate search "how t on Internet an use PowerPoi information.	o" topics d how to	search "I on Intern use Powe informat students		Have students work a partner to develop PowerPoint presentation. Allow students to practice giving PowerPoint presentations in sma group settings.	practice givir PowerPoint presentations group setting	ng s in small

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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-base	d Participation Goals – I	English Language Arts		
		Lesson Vignette			
		Curriculum Grade 1, Langua s-New-Learning-Standards/J			
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 in	structional strategies an	id 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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An ELL can determi	ne the meaning of w	ords and phrases in ora	al presentations and litera	ry 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 <i>-ed, -ing, and some common</i> <i>prefixes</i>).
	Sample Content-	based Participation Go	als – English Language A	rts
		Lesson Vignet	te	
While reading Julius, Bo	uby of the World by Kev	in Henkes, students use con	text clues to help define story	vocabulary.
http://education.ohio.gov 2015.pdf.aspx	v/getattachment/Topics/		cabulary Acquisition and Use, dards/English/Grade 1 ELA he World	
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.
	Samı	ble instructional strateg	ies and supports	
Pre-teach selected vocabulary; provide bilingual resource if available 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.

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An ELL can create cle	ear and coherent grade-a	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., <i>and</i> , <i>so</i>) and temporal words (e.g., <i>first, then</i>).	Recount two or three events in sequence, and present simple information about a topic, using, with increasingly independent control, some temporal words (e.g., <i>next</i> , <i>after</i>) to signal event order and some frequently occurring linking words (<i>and</i> , <i>so</i>) 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 1 ELA Model Curriculum March-2015.pdf.aspx</u>

#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,	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, <i>"Yesterday was no ordinary day"</i> write a creative story including a complex sequence of events. Share with small group		
			afternoon, and evening. Share with small group or class.	or class.		
Sample instructional strategies and supports						
	Demonstrate the use of a graphic organizer to share information.	Demonstrate the use of a graphic organizer to share information.	Provide examples of creative stories written by other students.	Provide feedback on initial drafts of story and allow students to make revisions for final draft.		
	Have students work with partners in completing the chart.		Discuss the use of transitional phrases to connect ideas.			

An ELL can construct meaning from oral presentations and literary and informational text through gradeappropriate 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 instr	uctional strategies and su	pports	
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.

An ELL can create cle	ar and coherent grade-a	appropriate speech and	text.	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 (<i>before, after</i> , <i>soon</i>), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., <i>because, and, also</i>) 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., <i>because</i> , <i>and</i> , <i>also</i>) 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 2 ELA Model Curriculum March-2015.pdf.aspx</u>

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

Level 1	Level 2	Level 3	Level 4	Level 5
Illustrate a memory	Write about the best day	Write about the best day	Write about the best day	Following teacher
about the best day of	of school, recounting	of school, recounting	of school, recounting 2-	guidelines. write a
school. Use basic	two events. Use key	two events. Use	4 events in the correct	coherent paragraph
vocabulary words to	words and modeled	complete sentences and	sequence. use temporal	about the best day of
label and discuss	sentences. Ilustrate and	correct sequence. Share	words and linking words	school. The paragraph
picture.	share with a partner.	with class.	correctly. Share with	must include a topic
			class.	sentences, 3 details, and
				a concluding sentence.
				Edit and revise in pairs.
Model the telling about	Provide examples of	structional strategies an Provide opportunities to	Model using transition	Provide feedback on
a past event.	sentence structures that	practice their telling of	phrases to connect	initial drafts of both oral
Afterwards, highlight	can be used to tell about	their best day at school;	sentences and	and written narratives,
and discuss key words in	a past event.	provide feedback to help	paragraphs.	and allow students to
the narrative. Retell the	a past e tenti	students improve	pungrupiisi	make revisions for final
past event and have		language use and	Provide opportunities	oral and written
students listen for the		fluency.	for students to practice	recounting.
1 1		-	pronouncing certain	l ũ
key words.			pronouncing certain	

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	Use collective and commonly occurring abstract nouns (e.g., <i>childhood</i>), 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.
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	Sample Content-bas	ed Participation Goals – 1	English Language Ari	IS
		Lesson Vignette		
Students demonstrate an u correctly in speech and wr Sources: Ohio English Lar	riting.	d irregular verbs after reading ulum, Grade 2, pg 32	g Penguins by Penepe Arl	on. They use the verbs
http://education.ohio.gov/ 2015.pdf.aspx	getattachment/Topics/Ohio	o-s-New-Learning-Standards/	English/Grade 2 ELA N	Iodel Curriculum March-
Scholastic Common Core http://commoncore.schola				
Level 1		Level 3	Level 4	Level 5
Using Smart board technology, read the eBook <i>Penguins</i> 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".	technology, read the eBook <i>Penguins</i> by Penelope Arlon. Demonstrate understanding of a number of verbs in a story using simple sentences. Write a	Using Smart board technology, read the eBook <i>Penguins</i> 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 <i>Penguins</i> 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 abor a penguin using both regular irregular verbs provided by the teacher	and drag them to a T- Chart. Students will write a story about a penguin using a wide
	Sample i	nstructional strategies an	nd supports	
Provide list of key words for students to note when listening to the story.	words for students to note when listening to the story. Have students work with a partner in	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	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	well-written story that student can use for self- evaluation.
	writing sentences with the selected	the student's development of a story about a past event, demonstrating the use of past tense and	sentences.	

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

Sample teaching strategies and supports

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

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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	l Participation Goals – I	English Language Arts	
the topic, state the reasons Source: Ohio's English L http://education.ohio.gov/	piece on whether students sl s and provide a concluding st anguage Arts W 3.1 Model C /getattachment/Topics/Ohio-s 3 ELA Model Curriculum	tatement. Curriculum Standard Stateme s-New-Learning-		w with reasons. Introduce
Level 1	Level 2	Level 3	Level 4	Level 5
Use a sentence frame (e.g., "Ischool 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 to	eaching strategies and	l supports	
	Model both oral and	Have ELL work with	Provide opportunities for peer feedback on	Provide criteria of a well-written opinion

the book with a partner.

about events in a story.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Recount two events in	Recount a short	Recount a sequence of	Recount a coherent
information about an	sequence, and	sequence of events, and	events, using temporal	sequence of events,
event or topic, with	communicate simple	present a few pieces of	words (before, after,	using temporal words to
support (including	information about a	information about a	soon), and introduce an	signal event order
context and visual aids),	topic, with support	topic, with support	informational topic and	clearly, and introduce a
using non-verbal	(including visual aids	(including modeled	present facts about it,	informational topic and
communication and,	and modeled sentences),	sentences), using, with	using, with increasingly	present facts about it
with limited control, a	using, with emerging	developing control,	independent control,	using linking words
narrow range of vocabulary and	control, frequently occurring linking words	common linking words (e.g., <i>and</i> , <i>but</i> , <i>next</i> ,	linking words (e.g., because, and, also) to	(e.g., <i>because</i> , <i>and</i> , <i>also</i> to connect ideas and
syntactically simple	(e.g., <i>and</i> , <i>then</i>).	<i>after</i>) to connect ideas or	connect ideas or events.	provide a concluding
sentences.	(0.g., unu, men).	events.	connect ideas of events.	statement.
501100051				
	Sample Content-base	d Participation Goals – I	English Language Arts	
		Lesson Vignette		
rate.	a construction of the second	riate facts and relevant descri		
1400				
Source: Ohio English Lan	guage Arts SL3.4 Model Cu	urriculum Standard Statemen	tt 4. page 31	
÷	guage Arts SL3.4 Model Cu getattachment/Topics/Ohio-	nriculum Standard Statemen s-New-Learning-	tt 4, page 31	
http://education.ohio.gov/		s-New-Learning-	it 4, page 31	
http://education.ohio.gov/ Standards/English/Grade	getattachment/Topics/Ohio-	s-New-Learning-	ut 4, page 31	Level 5
http://education.ohio.gov/ Standards/English/Grade	getattachment/Topics/Ohio- 3 ELA Model Curriculum	<u>s-New-Learning-</u> March2015.pdf.aspx		Level 5 Write then orally presen
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2	s-New-Learning- March2015.pdf.aspx	Level 4	
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important	s-New-Learning- March2015.pdf.aspx Level 3 Write about several	Level 4 Write about several	Write then orally presen
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book	s-New-Learning- March2015.pdf.aspx Level 3 Write about several important events in correct sequence. Present the book report	Level 4 Write about several important events in the book in correct sequence Present to the	Write then orally presen a clear, coherent, and creative book report which is logically
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small	s-New-Learning- March2015.pdf.aspx Level 3 Write about several important events in correct sequence. Present the book report to the class or a small	Level 4 Write about several important events in the book in correct sequence Present to the class or a small group	Write then orally presen a clear, coherent, and creative book report which is logically organized and contains
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small group. Students will	s-New-Learning- March2015.pdf.aspx Level 3 Write about several important events in correct sequence. Present the book report to the class or a small group, speaking clearly	Level 4 Write about several important events in the book in correct sequence Present to the class or a small group by speaking clearly and	Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio-3 3 ELA Model Curriculum Level 2 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	s-New-Learning- March2015.pdf.aspx Level 3 Write about several important events in correct sequence. Present the book report to the class or a small group, speaking clearly and demonstrating	Level 4 Write about several important events in the book in correct sequence Present to the class or a small group by speaking clearly and demonstrating	Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 Write about 2 important events from the book using pictures, props, and modeled sentences. Present to class or small group. Students will	s-New-Learning- March2015.pdf.aspx Level 3 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	Level 4 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	Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio-3 3 ELA Model Curriculum Level 2 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	s-New-Learning- March2015.pdf.aspx Level 3 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	Level 4 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	Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio-3 3 ELA Model Curriculum Level 2 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	s-New-Learning- March2015.pdf.aspx Level 3 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	Level 4 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	Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio-3 3 ELA Model Curriculum Level 2 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	s-New-Learning- March2015.pdf.aspx Level 3 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	Level 4 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	Write then orally presen a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
http://education.ohio.gov/	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 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.	s-New-Learning- March2015.pdf.aspx Level 3 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.	Level 4 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 preser a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective
http://education.ohio.gov/ Standards/English/Grade	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 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. Sample t	s-New-Learning- March2015.pdf.aspx Level 3 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.	Level 4 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 preser a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective concluding statement.
http://education.ohio.gov/ Standards/English/Grade Level 1 Use visuals, basic words and 1-2 simple learned sentences to write and tell about a favorite	getattachment/Topics/Ohio- 3 ELA Model Curriculum Level 2 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.	s-New-Learning- March2015.pdf.aspx Level 3 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.	Level 4 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 preser a clear, coherent, and creative book report which is logically organized and contains very few grammar error and an effective

reports from peers.

in small group settings

giving oral reports.

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

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of	Use an emerging set of	Use a developing set of	Use an increasing range	Use a wide range of
strategies to identify a	strategies to identify the	strategies to determine	of strategies to	strategies to determine
few key words and	main topic and retell a	the main idea or theme,	determine the main idea	two or more main ideas
phrases in read-alouds,	few key details of read-	and retell a few key	or theme, and explain	or themes, and explain
simple written texts, and	alouds, simple written	details of read-alouds,	how some key details	how key details support
oral presentations.	texts, and oral	simple written texts, and	support the main idea or	in read-alouds, written
	presentations.	oral presentations; and	theme in read-alouds,	texts, and oral
		retell familiar stories.	written texts, and oral	presentations; and
			presentations; and	summarize a text.
			summarize part of 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 4 ELA Model Curriculum March-2015.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Use a picture dictionary,	Use a simplified version	Use a simplified version	Use the teacher prepared	Independently complete
match pictures with	of the outline to identify	of the outline to identify	outline to identify main	the outline, identifying 2
simple weather words	at least one main topic	2 key topics and	ideas and key details,	or more main ideas and
such as	and 2 key details with	supporting details using	and write a simple	relate how the details
"rain, thunder, lightning,	bilingual or translation	a bilingual dictionary (if	summary with some	support the main idea
hurricane" with	support (if available)	available) then share this	teacher assistance then	then write and share a
assistance from a	then share this	information in a small	share the summary in a	grade appropriate
teacher.	information in a small	group.	small group.	summary of the text.
	group.			
			L	
	Sample in	structional strategies an	d supports	
Pre-teach selected	Model the use of an	Have ELL work with a	Provide feedback on	Provide time for sharing
vocabulary; provide	outline to show main	partner.	students' draft outlines.	drafts with peers and
bilingual dictionary or	idea and details of			getting their feedback
online translation tool if	another written text.			before completing final
available.				draft of summary.

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	d Participation Goals – I	English Language Arts	· · · · · ·
	- simple content suber	Lesson Vignette		
	nguage Arts RL 4.5, Model (/getattachment/Topics/Ohio-		English/Grade_4_ELA_Mod	del_Curriculum_March-
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 in	structional strategies an	nd supports	1

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An ELL can create c	lear and coherent grade-a	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	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., <i>next, because, and,</i> <i>also</i>).	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., <i>after a while, for</i> <i>example, in order to, as a</i> <i>result</i>).	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 – H	nalish Language Arts	
	Sample Content-Dased	Lesson Vignette	Eligiisii Laliguage Al is	
	anguage Arts Model Curriculu v/getattachment/Topics/Ohio-s		English/Grade 4 ELA Mod	el Curriculum March-
Level 1	Level 2	Level 3	Level 4	Level 5
•	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 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"*
	Sample ins	structional strategies an	d 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. a 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.

An ELL can speak and	d write about grade-a	ppropriate complex liter	ary and informational tex	ts 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and	Draw a picture and	Show developing	Demonstrate	Independently
translation support (if	write 2-3 sentences	understanding of the	understanding of the	demonstrate
available), demonstrate	about the poem "Dust	themes of both poems,	themes of both poems,	understanding of the
understanding of the	of Snow" with	"Dust of Snow" by	"Dust of Snow" by Robert	themes of both poems,
poem "Dust of Snow",	bilingual and	Robert Frost and "Words	Frost and "Words Free as	"Dust of Snow" by
by drawing a picture	translation support (if	Free as Confetti" by Pat	Confetti" by Pat Mora, by	Robert Frost and
with key words labeled	available). Share their	Mora, by individually	individually completing	"Words Free as
such as "crow, snow,	writing in a small	completing the T-chart	the T-chart with minimal	Confetti" by Pat Mora,
shook, heart, mood".	group using phrases,	with teacher support.	teacher support. Then	using evidence from the
With assistance, practice	pictures, and gestures	Then share their ideas in	share and discuss evidence	text to complete the T-
reading the poem aloud.	to communicate the	a small group by using	supporting the themes and	chart. Then discuss
	idea and details of the	sentences and complete	ideas and why the poet	and defend these ideas
	poems.	explanations of ideas in	made certain word	in a small group setting.
		the poems.	choices.	
	Sample	instructional strategies a	nd supports	
		1		
Read poems aloud and	Read poems aloud and	Model how to use a T-	Provide feedback on	Provide feedback on
point out features of	point out features of	chart to compare and	initial drafts of charts	initial drafts of T-chart
each poem. Provide	each poem. Provide	contrast. Have ELL work	containing information,	and allow for students

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Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Recount a simple	Recount a short	Recount a more detailed	Recount a more detailed
information about an	sequence of events in	sequence of events in	sequence of events, with a	sequence of events, with
event or topic, with	order, and communicate	order, and introduce an	beginning, middle, and an	a beginning, middle, an
support (including	simple information	informational topic,	end, and introduce and	an end, and introduce a
context and visual aids),	about a topic, with	present one or two facts	develop an informational	informational topic,
using non-verbal	support (including	about it, and provide a	topic with facts and	develop it with facts an
communication and,	visual aids and modeled	concluding statement,	details, and provide a	details, and provide a
with limited control, a	sentences), using, with	with support (including	conclusion, using, with	concluding statement of
narrow range of	emerging control,	modeled sentences),	increasingly independent	section, using a variety
vocabulary and	frequently occurring	using, with developing	control, transitional words	of linking words and
syntactically simple	linking words (e.g.,	control, an increasing	and phrases to connect	phrases to connect idea
sentences.	and, then).	range of temporal and	events, ideas and opinions	information, or events.
		other linking words	(e.g., after a while, for	
		(e.g., next, because,	example, in order to, as a	
		and, also).	result).	
share their narrative with Source: Ohio English Lar	about their favorite memor a small group of 4th graders nguage Arts Model Curricul (getattachment/Topics/Ohio	s as orientation at the end of um Writing 5.3, p. 26	g sensory details, reasons and f the year.	sequencing words. Then
share their narrative with Source: Ohio English Lar http://education.ohio.gov/	a small group of 4th graders	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning-		sequencing words. Then
share their narrative with Source: Ohio English Lar <u>http://education.ohio.gov/</u> <u>Standards/English/Grade</u>	a small group of 4th graders nguage Arts Model Curricul 'getattachment/Topics/Ohio	s as orientation at the end of um Writing 5.3, p. 26 - <u>s-New-Learning-</u> n_March2015.pdf.aspx Level 3	f the year.	Level 5
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 Draw a picture and	a small group of 4th graders nguage Arts Model Curricul /getattachment/Topics/Ohio 5_ELA_Model_Curriculum Level 2 Write 3 sentences and	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Level 3 Write a short paragraph	f the year. Level 4 Write a 3 paragraph	Level 5 Write and edit a multi-
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 Draw a picture and write words or a simple	a small group of 4th graders nguage Arts Model Curricul 'getattachment/Topics/Ohio <u>5 ELA Model Curriculun</u> <u>Level 2</u> Write 3 sentences and draw pictures about	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Level 3 Write a short paragraph about the memory with	f the year. Level 4 Write a 3 paragraph coherent narrative with a	Level 5 Write and edit a multi- paragraph narrative wit
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 Draw a picture and write words or a simple sentence about a	a small group of 4th graders aguage Arts Model Curricul <u>'getattachment/Topics/Ohio</u> <u>5_ELA_Model_Curriculun</u> <u>Level 2</u> Write 3 sentences and draw pictures about their favorite memory	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Level 3 Write a short paragraph about the memory with an introduction,	f the year. Level 4 Write a 3 paragraph coherent narrative with a clear beginning, middle	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 Draw a picture and write words or a simple sentence about a favorite memory or	a small group of 4th graders aguage Arts Model Curricul (getattachment/Topics/Ohio <u>5_ELA_Model_Curriculum</u> Level 2 Write 3 sentences and draw pictures about their favorite memory showing sequence using	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Level 3 Write a short paragraph about the memory with an introduction, sequence of events with	f the year. Level 4 Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 Draw a picture and write words or a simple sentence about a favorite memory or activity from 5th grade.	a small group of 4th graders aguage Arts Model Curricul (getattachment/Topics/Ohio <u>5_ELA_Model_Curriculum</u> Level 2 Write 3 sentences and draw pictures about their favorite memory showing sequence using modeled sentences.	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Uevel 3 Write a short paragraph about the memory with an introduction, sequence of events with linking words, and	f the year. Level 4 Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains details, transitional words,	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a strong conclusion with
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 Draw a picture and write words or a simple sentence about a favorite memory or activity from 5th grade. E.g., "I like gym.	a small group of 4th graders a small group of 4th graders guage Arts Model Curricul (getattachment/Topics/Ohio <u>5_ELA_Model_Curriculum</u> <u>Level 2</u> Write 3 sentences and draw pictures about their favorite memory showing sequence using modeled sentences. E.g., "We went to the	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Level 3 Write a short paragraph about the memory with an introduction, sequence of events with linking words, and conclusion with support	f the year. Level 4 Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains details, transitional words, and has a clear conclusion	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a strong conclusion with grade appropriate
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 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	a small group of 4th graders a small group of 4th graders guage Arts Model Curricul (getattachment/Topics/Ohio <u>5 ELA_Model_Curriculum</u> Level 2 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	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Urite a short paragraph about the memory with an introduction, sequence of events with linking words, and conclusion with support to edit. Then share	f the year. Level 4 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	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure.
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 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	a small group of 4th graders a small group of 4th graders guage Arts Model Curricul (getattachment/Topics/Ohio 5 ELA_Model_Curriculum Level 2 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	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Urite 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	f the year. Level 4 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.	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 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	a small group of 4th graders a small group of 4th graders guage Arts Model Curricul (getattachment/Topics/Ohio 5 ELA_Model_Curriculum Level 2 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	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Urite a short paragraph about the memory with an introduction, sequence of events with linking words, and conclusion with support to edit. Then share	f the year. Level 4 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	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during an
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 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	a small group of 4th graders a small group of 4th graders guage Arts Model Curricul (getattachment/Topics/Ohio 5 ELA_Model_Curriculum Level 2 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	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Urite 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	f the year. Level 4 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.	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during an orientation for 4th
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 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	a small group of 4th graders a small group of 4th graders guage Arts Model Curricul (getattachment/Topics/Ohio 5 ELA_Model_Curriculum Level 2 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	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Urite 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	f the year. Level 4 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	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, goo word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during an
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade_ Level 1 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	a small group of 4th graders a small group of 4th graders guage Arts Model Curricul (getattachment/Topics/Ohio 5 ELA_Model_Curriculum Level 2 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.	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Urite 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	f the year. Level 4 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.	Level 5 Write and edit a multi- paragraph narrative wit coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure. Then share and discuss orally during an orientation for 4th
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 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.	a small group of 4th graders a small group of 4th graders (getattachment/Topics/Ohio 5 ELA_Model_Curriculum Level 2 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. Sample in	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Level 3 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.	f the year. Level 4 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.	Level 5 Write and edit a multi- paragraph narrative wit 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.
share their narrative with Source: Ohio English Lar http://education.ohio.gov/ Standards/English/Grade Level 1 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.	a small group of 4th graders a small group of 4th graders a guage Arts Model Curricul (getattachment/Topics/Ohio <u>5_ELA_Model_Curriculum</u> Level 2 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. Sample ir Review words to	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Uevel 3 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.	the year. Level 4 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. and supports Share and discuss	Level 5 Write and edit a multi- paragraph narrative wit 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. Provide feedback on
share their narrative with Source: Ohio English Lar http://education.ohio.gov/	a small group of 4th graders a small group of 4th graders (getattachment/Topics/Ohio 5 ELA_Model_Curriculum Level 2 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. Sample in	s as orientation at the end of um Writing 5.3, p. 26 -s-New-Learning- n_March2015.pdf.aspx Level 3 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.	f the year. Level 4 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.	Level 5 Write and edit a multi- paragraph narrative wit 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.

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	Recognize and use some	Use some relative	Use relative pronouns	Use relative pronouns
small number of	frequently occurring	pronouns (e.g., who,	(e.g., who, whom, which,	(e.g., who, whom, which,
frequently occurring	nouns, pronouns, verbs,	whom, which, that),	that), relative adverbs	that), relative adverbs
nouns, noun phrases, and	prepositions, adjectives,	relative adverbs (e.g.,	(e.g., where, when, why),	(e.g., where, when, why),
verbs; and understand	adverbs, and	where, when, why), and	subordinating	prepositional phrases,
and respond to simple	conjunctions; and	prepositional phrases;	conjunctions, and	subordinating
questions with support	produce simple sentences	produce and expand	prepositional phrases;	conjunctions, and the
(including context and	in response to prompts,	simple and compound	and produce and expand	progressive and perfect
visual aids).	with support (including	sentences, with support	simple, compound, and a	verb tenses; and produce
	visual aids and modeled	(including modeled	few complex sentences.	and expand simple,
	sentences).	sentences).	-	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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx</u>

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

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

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

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

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

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 in	structional strategies and	d supports	
Pre-teach selected	Provide list of key words	Provide list of key words	Have students work with	Provide rubric students
vocabulary using	for students to note when	for students to note when	a partner to write "ticket	can use to analyze claims
illustrations and photos from the Internet;	viewing the video.	viewing the video.	out the door".	and supporting reasons.
provide bilingual	Have students work with	Model asking questions	Provide rubric students	
dictionary or online	a partner to write "ticket	during a group	can use to analyze	
translation tool if	out the door".	discussion.	arguments and	
available.			supporting reasons.	
Provide list of key words				
for students to note when				
viewing the video.				

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

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

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	Use vocabulary chart to	Using a guided note	Use vocabulary chart to	Use vocabulary chart to
record word, definition,	record word, definition,	sheet,	record word, definition,	record word, definition,
and example. Using a	and example. Using a	record all information	example, and picture.	example, and picture.
guided note sheet (word	guided note sheet (word	from teacher model.		
and example already	and example already		Read and participate in	Read and participate in
completed); complete the	completed); complete the	Listen to group	group reading and	group reading and
definition and his/her	definition and his/her	reading and participate	participate in the	participate in the
own image/picture.	own image/picture.	in the discussion of	discussion of	discussion of
		Johnson's poem.	Johnson's poem.	Johnson's poem.
Listen to group	Listen to group	Using strategies such as	Using strategies such as	Using strategies such as
reading and	reading and	context clues, class	context clues, class	context clues, class
discussion of	discussion of	predictions, etc.,	predictions, etc.,	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 in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Model sharing	Model sharing	Provide examples of
vocabulary; provide	vocabulary; provide	information and asking	information and asking	figurative language
bilingual dictionary or	bilingual dictionary or	questions during a group	questions during a group	(metaphors, similes,
online translation tool if available.	online translation tool if available.	discussion.	discussion.	adages, proverbs).
		Demonstrate how to use		
Provide list of key words	Provide list of key words	context clues to try to		
for students to note when	for students to note when	figure out unknown		
listening to the poem.	listening to the poem.	words and phrases in a text.		
Model use of vocabulary	Model use of vocabulary			
chart to record word,	chart to record word,			
definition, and example.	definition, and example.			
Have students work with	Have students work with			
a partner in completing	a partner in completing			
vocabulary chart.	vocabulary chart.			

Grade 7: Standard 1

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

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of	Use an emerging set of	Use a developing set of	Use an increasing range	Use a wide range of
strategies to identify a	strategies to identify the	strategies to determine	of strategies to determine	strategies to determine
few key words and	main topic, and retell a	the central idea or theme	two or more central ideas	central ideas or themes
phrases in oral	few key details in oral	in simple oral	or themes in oral	in oral presentations or
communications and	communications and	presentations or written	presentations or written	written text, and explain
simple written texts.	simple written texts.	text, and explain how it	text, and explain how	how they are developed
		is supported by specific	they are supported by	by supporting ideas or
		details, and summarize	specific textual details,	evidence, and summarize
		part of the text.	and summarize a simple	a text.
			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: <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> 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 <u>https://www.youtube.com/watch?v=erjRxbX4CzM</u> or short reading by author: <u>https://www.youtube.com/watch?v=KEkjwu2WEIA</u> "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	(With teacher support,	With teacher support,	Choose novel, with	Choose novel. While
Back Again by Thanhha	choose appropriate,	chooses appropriate,	teacher approval. While	reading, complete all of
Lai. If possible, pair with	leveled novel (which	leveled novel (which	reading, complete all of	signpost chart. After
another student reading	may not be on list); a	may not be on list); a	signpost chart. After	reading, independently
same novel.}	novel with a CD is	novel with a CD is	reading, use graphic	use graphic organizers as
While reading, identify	optimal. OR use Inside	helpful, but not	organizers as a pre-	a pre-writing strategy.
1-2 repeated word/ideas	Out and Back Again by	necessary. With limited	writing strategy. Cite	Cite specific textual
(Again & Again	Thanhha Lai. Pair with	teacher support,	specific textual support	support in order to write
signpost-central	another student reading	complete signpost chart	in order to support	a well- developed answer
message) to record on	same novel.)	while reading novel.	answers to all three	in paragraph form to all
the signpost worksheet.		After reading, complete	questions: summary,	three questions:

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 in	structional strategies and	d 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.co m/watch?v=erjRxbX4Cz M.	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.co m/watch?v=erjRxbX4Cz M.	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.
Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use of signpost worksheet.	Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use of story map and plot diagram.			

Grade 7: Standard 3

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

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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 7 ELA Model Curriculum March2015.pdf.aspx</u>

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

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

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 abo	out Con	struct a clair	n about	Construct a	a claim about	Constru	uct a claim about	Construct a claim about
familiar topics.	fam	iliar topics a	nd give a	a familiar t	opic:	a variet	y of topics:	a variety of topics:
	reas	on to suppor	t the	introduce t	he topic and	introdu	ce the topic,	introduce the topic,
	clair	m.		provide sev	veral	provide	e sufficient	provide compelling and
				supporting	reasons or	reasons	or facts to	logically ordered reasons
				facts in a lo	ogical order,	support	t the claim, and	or facts that effectively
				and provid	e a concluding	provide	e a concluding	support the claim, and
				statement.		stateme	ent.	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

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher assistance,	Answer some of the	Answer some of the	Answer most of the	Answer most of the
complete one part of a	content questions or	content questions and	content questions and	content questions and
plot diagram each class	completes part of a plot	complete part of a plot	complete part of a plot	complete part of a plot
session after reading the	diagram each class	diagram each class	diagram each class	diagram each class
novel as a class.	session after reading the	session after reading the	session after reading the	session after reading the
Complete similar plot	novel as a class.	novel as a class.	novel as a class.	novel as a class.
diagram while viewing	Complete a plot	Complete a plot	Complete a plot	Complete a plot
movie.	diagram while viewing	diagram while viewing	diagram while viewing	diagram while viewing
After viewing, listen, in	movie.	movie.	movie.	movie.
a small group, and	After viewing, listen in	After viewing,	After viewing,	After viewing,
complete one piece of	small group and	listens/participate in	listens/participate in	listens/participate in
information for a	completes two pieces of	small group discussion	small group discussion	small group discussion
similarity and a	information for	and complete 2-3 pieces	and complete at least 3	and complete at least 3
difference between the	similarities and	of information for	pieces of information for	pieces of information for
novel and the	differences between the	similarities and	similarities and	similarities and
performance on a	novel and the	differences between the	differences between the	differences between the
comparison/contrast	performance on a	novel and the	novel and the	novel and the
organizer.	comparison/contrast	performance on a	performance on a	performance on a
	organizer.	comparison/contrast	comparison/contrast	comparison/contrast
State orally or in writing	Using the organizer,	organizer.	organizer.	organizer.
whether s/he prefers the	state orally or in writing			
novel or the movie.	whether s/he prefers the	Using the organizer,	Using the organizer,	Using the organizer,
	novel or the movie and	state orally or in writing	write a paragraph about	write a paragraph about
	provides one reason to	whether s/he prefers the	whether s/he prefers the	whether s/he prefers the
	support opinion.	novel or the movie and	novel or the movie and	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 in	structional strategies an	d supports	
Demonstrate use of plot	Demonstrate use of plot	Pair students with	Provide criteria for	Provide feedback on
diagram.	diagram.	partner to complete plot	writing cohesive	students' written work to
		diagram.	paragraphs (main idea,	assist with improvements
Pair students with	Pair students with	movie.	supporting details); share	for final report.
partner to complete plot	partner to complete plot		examples of model	
diagram.	diagram.	Show movie with subtitles in English.	paragraphs.	
Provide list of key words	Provide list of key words			
for students to note while	for students to note while	Provide sentence		
reading and watching the	reading and watching the	structures for giving		
movie.	movie.	opinion and supporting reason.		
Show movie with	Show movie with			
subtitles in English.	subtitles in English.			
	Provide sentence			
	structures for giving			
	opinion and supporting			
	reason.			

An ELL can .construct meaning from oral presentations and literary and informational text through gradeappropriate 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 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.

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

Level 1	Level 2	Level 3	Level 4	Level 5
Read "Through My	Read "Through My	With teacher support,	Choose novel, with	Choose novel. While
Eyes", by Ruby Bridges.	Eyes", by Ruby Bridges.	choose appropriate,	teacher approval. While	reading, completes all of
If possible, pair with	If possible, pair with	leveled novel (which	reading the complete all	signpost chart. After
another student reading	another student reading	may not be on list); a	of signpost chart. After	reading, independently
same novel. While	same novel. While	novel with a CD is	reading, use graphic	use graphic organizers as
reading, choose 1-2	reading, choose 2-3	helpful, but not	organizers as a	a prewriting strategy.
signposts on which to	signposts on which to	necessary. With limited	prewriting strategy. Cite	Cite specific textual
focus to record on the	focus to record on the	teacher support complete	specific textual support	support in order to write
signpost worksheet. For	signpost worksheet	signpost chart while	in order to support	well-developed answers
support, watch the	include Again and Again	reading novel. After	answers to all three	in paragraph form to all
Disney movie, Ruby	(central message). For	reading, complete and	questions: summary and	three questions:
Bridges. With teacher	support, watch the	use graphic organizers to	central idea. Write a	summary, central idea,
assistance/partner,	Disney movie, Ruby	write answers to the	developed paragraph to	and contribution to
complete a story map or	Bridges. (Includes Again	three questions:	answer each question.	society. Independently
plot diagram. With	and Again that helps to	summary, central idea,	Answers will contain	create a visual (poster,
teacher support,	identify central	and contribution to	specific details from the	power point, prezi, etc.)
summarize the novel	message). Work with	society. Answers will	text. Create a poster or	to enhance presentation

using two to three simple	partner to complete	contain specific details	other visual to aid in a	to the class.
sentences.	graphic organizers (story	from the text and use	short presentation to the	
	map or plot diagram) and	basic paragraph (five to	class.	
	decide on the novel's	seven sentences) format.		
	central message (use	Create a poster or other		
	Again & Again from	visual to aid in a short		
	signpost chart). With	presentation to the class.		
	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.			
	Sample in:	structional strategies and	d supports	
Pair students with	Pair students with	Demonstrate and model	Provide criteria for	Provide opportunities for
partner reading same	partner reading same	use of plot diagram.	writing cohesive	students to practice
novel.	novel.		paragraphs (main idea,	sharing information
		Provide criteria for	supporting details); share	about the novel.
Provide list of key words	Provide list of key words	writing cohesive	examples of model	
for students to note while	for students to note while	paragraphs (main idea,	paragraphs.	
reading.	reading.	supporting details); share examples of model		
Read aloud sections of	Provide sentence	paragraphs.		
the book; then lead	structures and have			
discussion of the central	student practice using			
ideas of each section.	structures to share			
	information.			

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	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral
information about	presentations and	presentations and	presentations and	presentations and
familiar texts, topics and	compose written	compose written	compose written	compose written
experiences.	narrative or	narratives or	narratives or	narratives or
	informational texts about	informational texts about	informational texts about	informational texts about
	familiar texts, topics,	familiar texts, topics and	a variety of texts, topics	a variety of texts, topics
	experiences or events.	experiences, developed	and experiences,	and experiences,
		with some details.	developed with some	developed with relevant
			specific details.	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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/English/Grade 8 ELA Model Curriculum March2015.pdf.aspx</u>

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

Sample in	structional strategies an	d supports	
	Demonstrate how to use	Provide criteria for	Provide opportunities for
Provide list of key words	Venn diagram to	writing cohesive	students to practice
for students to note while	compare and contrast	paragraphs (main idea,	sharing information
reading.	information	supporting details); share examples of model	about the novel.
Demonstrate how to use	Provide criteria for	paragraphs.	
Venn diagram to	writing cohesive		
compare and contrast	paragraphs (main idea,	Provide opportunities for	
information.	supporting details); share examples of model	students to practice sharing information	
Pair students with partner in writing sentences.	paragraphs.	about the novel.	
	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	Provide list of key words for students to note while reading.Demonstrate how to use Venn diagram to compare and contrast informationDemonstrate 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.Pair students with partner in writingPair students with paragraphs.	Provide list of key words for students to note while reading.Venn diagram to compare and contrast informationwriting cohesive paragraphs (main idea, supporting details); share examples of modelDemonstrate how to use Venn diagram to compare and contrast information.Provide criteria for writing cohesiveparagraphs.Demonstrate how to use venn diagram to information.Provide criteria for writing cohesiveparagraphs.Paragraphs (main idea, supporting details); share examples of modelProvide opportunities for students to practice sharing informationPair students with partner in writingparagraphs.About the novel.

Grade 9-10, Standard 7

An ELL con a dant language chairs to			a a latin a can d'anniti a a
An ELL can adapt language choices to	o purpose, task, a	ind audience when sp	beaking 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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 9-10_ELA_Model_Curriculum_March2015.pdf.aspx</u>

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

	I			
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	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.
		writing it.		
	Sample in	structional strategies an	d 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.

Grade 9-10, Standard 8

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

		1	T	
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.

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

Grade 9-10, Standard 10

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, 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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_9-10_ELA_Model_Curriculum_March2015.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrate	Demonstrate	Based on the question	Based on the question	Based on the question
comprehension of the	comprehension of the	"What challenging	"What challenging	"What challenging
question "What	question "What	event has made you the	event has made you the	event has made you the
challenging event has	challenging event has	person you are today,	person you are today,	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	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 and	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.	vocabulary.	vocabulary.
	Sample ins	structional strategies ar	nd 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.

Grades 11-12, Standard 8

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

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

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 <u>The Canterbury Tales</u> (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 T 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 in	structional strategies an	d supports	<u> </u>
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.

Grades 11-12, Standard 9

An ELL can	create clear and	coherent grad	le-annronriate s	speech and text.
All ELL Call	cicate cicar and	i conci chi gi ac	ic-appi opriaic	ресси ани нель

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

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12_ELA_Model_Curriculum_March2015.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Given a list of	Given a model (pre-	Given a model, use	Given a model, use	Given a model, use
adjectives, engage in	formatted "I Am"	writing process (pre-	writing process (pre-	writing process (pre-
role-play, illustration,	poem, like	writing, drafting,	writing, drafting,	writing, drafting,
and/or translation create	http://www.readwritethi	revising, editing, and	revising, editing, and	revising, editing, and
meaning for new	nk.org/files/resources/les	publishing) to compose a	publishing) to compose a	publishing) to compose a
vocabulary.	son_images/lesson391/I-	personal credo of one	personal credo of at least	personal credo of 300-
	am-poem.pdf), use	paragraph.	200 words.	500 words.
Use list or an English	writing process (pre-			
dictionary, bilingual	writing, drafting,	Include a clear topic	Record an auditory copy	Record an auditory copy
dictionary, or peer	revising, editing, and	sentence telling one	of his or her credo (using	of his or her credo (using
interaction to find	publishing) to compose	important quality that he	Audacity or other school	Audacity or other school

several adjectives to	ideas/behaviors that are	or she strives to embody.	supported software).	supported software).
describe self.	valuable to his life.	Include at least three		
		supporting sentences	If desired, post audio	If desired, post audio
Given a model, use	Record an auditory copy	illustrating examples or	version of the credo on a	version of the credo on a
writing process (pre-	of his or her credo (using	reasons why that quality	school or public website;	school or public website;
writing, drafting,	Audacity or other school	is desirable. Conclude	may submit credo to a	may submit credo to a
revising, editing, and	supported software).	paragraph with an	Laws of Life contest or	Laws of Life contest or
publishing) to creatively		effective closing	NPR program.	NPR program.
organize a list of	If desired, post an audio	sentence.		
adjectives that describe	version of the whole or			
self. (Note: advanced	partial poem on school	With a partner or peer,		
students may find	or public website.	practice reading his		
adjectives that match the	-	poem to improve		
letters of their names to		fluency.		
make an acrostic.)		-		
		Record an auditory copy		
With a partner or peer,		of his or her credo (using		
practice reading his		Audacity or other school		
credo to improve		supported software).		
fluency.				
		If desired, post audio		
Record an auditory copy		version of the credo on a		
of his or her credo (using		school or public website;		
Audacity or other school		may submit credo to a		
supported software).		Laws of Life contest or		
		NPR program.		
If desired, post an audio		1 0		
version of the whole or				
partial poem on school				
or public website.				
			1	<u> </u>
	Samnla in	structional strategies an	d sunnorts	
	Sample III	su actional su accelts all	a supporto	
Show and discuss	Show and discuss	Share examples of	Provide opportunities for	Provide criteria of a
examples of podcasts on	examples of podcasts on	written texts that	students to practice	well-written personal
websites.	websites.	illustrate main idea and	giving auditory version	credo that students can
websites.	websites.	supporting details.	of credo; provide	use for self-evaluation
	Have students work in	supporting uctails.	feedback to assist with	during writing process.
	pairs to support each		making improvements.	during writing process.
	other in developing		making improvements.	
	personal poems/credos.			
	personal poems/credos.			

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	Use frequently occurring	Use simple phrases (e.g.,	Use increasingly	Use complex phrases
small number of	verbs, nouns, adjectives,	noun, verb, adjectival,	complex phrases (e.g.,	and clauses, and produce
frequently occurring	adverbs, prepositions,	adverbial, prepositional)	noun, verb, adjectival,	and expand simple,
nouns, noun phrases,	and conjunctions, and	and clauses (e.g.,	adverbial and participial,	compound,
verbs, conjunctions (but,	produce simple and	independent, dependent,	prepositional, absolute)	and complex sentences.
or, and), and	compound sentences,	relative, adverbial), and	and clauses, and produce	
prepositions, and	with support (including	produce and expand	and expand simple,	
understand and respond	modeled sentences).	simple, compound, and a	compound, and complex	
to simple questions.		few complex sentences,	sentences.	
		with support (including		
		modeled 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: <u>http://www.grammar-quizzes.com/adj_order.html</u>

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
Given a simple, present	Given a written model	Given a written model	Given a written model	Students fully participate
tense written sentence	simple, compound and	simple, compound and	simple, compound and	in model vignette.
with up to 8 words,	complex sentences,	complex sentences,	complex sentences,	
supply the missing word.	change highlighted	change highlighted	change highlighted	For example, "Mr.
Here is an example	words to create new	phrases to create new	phrases or clauses	Wilson called on the
pattern: noun + action	meaning.	meaning.	sentence to create new	girl."
verb + preposition +			meaning.	
adjective (article) +	For example, "Mr.	For example, "Mr.		Add additional words,
noun.	Wilson called on the girl	Wilson called on the girl	For example, "Mr.	phrases, and clauses to
	in the back row who	in the back row who	Wilson called on the girl	create new or more
Complete a few sentence	always raises her hand."	always raises her hand."	in the back row who	specific meaning.
frames with this			always raises her hand."	
sentence. For each	Share new sentences	Share new sentences		Share new sentences
repetition, write the	with the group and	with the group and	Share new sentences	with the group and
missing word in the	participate in a	participate in a	with the group and	participate in a
blank.	discussion of the	discussion of the	participate in a	discussion of the
	meanings of each other's	meanings of each other's	discussion of the	meanings of each other's
Example: Students and	sentences.	sentences.	meanings of each other's	sentences.

teachers walk to the			santanaas	
	Depend anomaly as the	Decord definitions of	sentences.	Decord
school.	Record example parts of	Record definitions of		Record
	speech and their names	parts of sentences (i.e.,	Record	definition/examples of
1	(i.e., "nouns") in	independent clause,	definition/examples of	noun, verb, adjectival,
and	notebook, journal, or	dependent clause,	noun, verb, adjectival,	adverbial and participial,
teachers walk	other note-taking	phrase) in notebook,	adverbial and participial,	prepositional, absolute
to the school. 2. Student's	method.	journal, or other note-	prepositional, absolute	phrases and of relative
2. Student's teachers walk to		taking method	phrases and of relative	clause in in notebook,
the school.			clause in in notebook,	journal, or other note-
3. Students and			journal, or other note-	taking method.
teachers			taking method.	5
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")				
	Gamm1		d aunnouta	1
	Sample in	structional strategies an	u supports	
Model making changes	Model making changes	Provide and discuss	Provide and discuss	Provide and discuss
with other sentences.	with other sentences.	examples of texts that	examples of texts that	examples of texts that
		contain compound and	contain complex phrases	contain complex phrases
			1 .	1
Have students work in	Have students work in	complex sentences.	(e.g., noun, verb,	(e.g., noun, verb,
Have students work in pairs.	Have students work in pairs.	complex sentences.	(e.g., noun, verb, adjectival, adverbial and	(e.g., noun, verb, adjectival, adverbial and
		complex sentences.		-

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

MATHEMATICS

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 Goa	als - Mathematics	
		Lesson Vignette		
equal length). Then they Source: Ohio Kindergarte http://education.ohio.gov/	differences, parts (e.g., num model shapes in the world by n Math Model Curriculum, (getattachment/Topics/Ohio indergarten Math Model C	y building shapes from comp Geometry, Instructional Strat s-New-Learning-	ponents. tegies, pg 19	
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 in	structional strategies an	d supports	
Introduce and demonstrate key vocabulary terms such as "flat", "solid", "corners", and "angles".	Introduce and demonstrate key vocabulary terms such as "flat", "solid", "corners", "sides" and	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

Γ

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	t-based Participation G	oals – Mathematics	
		Lesson Vignette		
Students directly compare describe the difference.	e two objects with a measurab	ole attribute in common, to s	see which object has "more of	of"/"less of" the attribute, and
Students work in pairs to	measure and compare their an	rm spans.		
-	n Model Math Curriculum, N	-		
http://education.ohio.gov/ Standards/Mathematics/K	getattachment/Topics/Ohio-s indergarten_Math_Model_C	<u>s-New-Learning-</u> urriculum_March2015.pdf.	ISDX	
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 in	nstructional strategies a	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	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	Participate in short	Participate in short	Participate in	Participate in extended
to short conversations	conversations about	discussions,	discussions,	discussions,
about familiar topics,	familiar topics, take	conversations, and short	conversations, and	conversations, and
and respond to simple	turns, and respond to	written exchanges about	written exchanges about	written exchanges about
yes/no and some wh-	simple and wh-	familiar topics; follow	a variety of topics and	a variety of topics and
questions.	questions.	rules for discussion; and	texts; follow rules for	texts; follow rules for
		ask and answer simple	discussion; respond to	discussion; build on the
		questions about the	the comments of others and make comments of	comments of others and contribute his or her
		topic.		
			his or her own; and ask	own; and ask and
			and answer questions.	answer questions.
	Sample Content-	based Participation Goa	als – Mathematics	
		Lesson Vignette		
Students demonstrate an u	inderstanding of subtraction	as an unknown addend prob	lem by participating in the	ame, "How Many Left?"
	C C	r · ·		
Source: Mathematics Mod	lel Curriculum Grade 1. Doi	main Operations and Algebra	aic Thinking, Standard 4, pg	4-5:
				,
	getattachment/Topics/Ohio-			
http://education.ohio.gov/	getattachment/Topics/Ohio-			
http://education.ohio.gov/ Standards/Mathematics/G	getattachment/Topics/Ohio- rade 1 Math Model Currie	s-New-Learning- culum March2015.pdf.aspx		
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati	getattachment/Topics/Ohio- rade 1 Math Model Curric onal Council of Teachers of	s-New-Learning-	: How Many Left?)	
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations	Level 4	Level 5
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1	getattachment/Topics/Ohio- rade 1 Math Model Curric onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of	Level 4 Create a "take-away"	Create a "take-away"
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.netm.ot Level 1 Use pasta shapes to model subtraction	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take-	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take-	Level 4 Create a "take-away" story, modeling it with	Create a "take-away" story, modeling with
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate	Create a "take-away" story, modeling with pasta shapes. Participate
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and phrases to retell the	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and phrases to retell the story to teacher,	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others.	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others.
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others. Present to teacher and	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others. Present story to new
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 Answer basic questions about a simple "take- away" story provided by teacher. Use words and phrases to retell the story to teacher,	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 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	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
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 Create a "take-away" story, modeling it with pasta shapes. Participate in discussion and respond to the comments of others. Present to teacher and	Create a "take-away" story, modeling with pasta shapes. Participate in discussion and respond to the comments of others. Present story to new
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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.	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4 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
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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.	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta	Level 4 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
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story.	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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.	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4 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
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story. Have students write the numbers they hear when	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample in Have students work with a partner to develop a	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model. structional strategies an After reading the math problem, have students	Level 4Create 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.d supportsProvide students the opportunity to share	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.
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story. Have students write the numbers they hear when listening to oral reading	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample in Have students work with	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model.	Level 4Create 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.d supportsProvide students the	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.
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.o Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple take-away story. Have students write the numbers they hear when listening to oral reading	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample in Have students work with a partner to develop a	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model. structional strategies an After reading the math problem, have students discuss with a partner their understanding of	Level 4Create 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.d supportsProvide students the opportunity to share	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. Provide students opportunities to practice presenting their word problems and provide
http://education.ohio.gov/ Standards/Mathematics/G ORC#3978 From the Nati http://illuminations.nctm.c Level 1 Use pasta shapes to model subtraction problem after listening to the teacher tell simple	getattachment/Topics/Ohio- rade 1 Math Model Currie onal Council of Teachers of org/Lesson.aspx?id=679 Level 2 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. Sample in Have students work with a partner to develop a retelling of the word	s-New-Learning- culum March2015.pdf.aspx Mathematics, Illuminations Level 3 Answer a range of questions about a "take- away" story provided by the teacher. Explain to the teacher, using pasta shapes to model. structional strategies an After reading the math problem, have students discuss with a partner	Level 4Create 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.d supportsProvide students the opportunity to share their take-away	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.

Grade 1: Standard 4

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Level 1	Level 2	Level 3	Level 4	Level 5	
Express a preference or opinion about a familiar topic.	ference or Express an opinion Express an 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 Goa	als – Mathematics		
		Lesson Vignette			
	e common objects (paperclip k, bookshelf, carpet, pencil).				
these units.					
	lel Curriculum Grade 1, Mea getattachment/Topics/Ohio-		rd 2, pg 17;		
	rade 1 Math Model Curric				
Science Net Links: Estima	ation and Measurement				
	/lessons/estimation-and-mea		Lougl 4	T and 5	
Level 1 With teacher support,	Level 2 With teacher support,	Level 3 In groups, use an	Level 4 In groups, use	Level 5 In groups, use	
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.	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	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.	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 in	structional strategies an	d 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.	

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Grade 2: Standard 3

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 Goa	als = Mathematics	
		Lesson Vignette		
	s Model Curriculum, Instruc	tional Resources and Tools,	pg 5; National Council of T	Ceachers of Mathematics:
Finding Fact Families) http://education.ohio.gov/ Standards/Mathematics/G	s Model Curriculum, Instruc getattachment/Topics/Ohio- rade 2 Math Model Curric	s-New-Learning-		Feachers of Mathematics:
Finding Fact Families) http://education.ohio.gov/ Standards/Mathematics/G Level 1	getattachment/Topics/Ohio- rade 2 Math Model Currio Level 2	s-New-Learning- culum_March2015.pdf.aspx Level 3	Level 4	Level 5
Finding Fact Families) http://education.ohio.gov/ Standards/Mathematics/G	getattachment/Topics/Ohio- rade 2 Math Model Currie	s-New-Learning- culum March2015.pdf.aspx		
Finding Fact Families) http://education.ohio.gov/ Standards/Mathematics/G Level 1 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	getattachment/Topics/Ohio- rade 2 Math Model Currie Level 2 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.	s-New-Learning- culum March2015.pdf.aspx Level 3 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,	Level 4 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.	Level 5 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 wil work independently to

Grade 2: Standard 8

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An ELL can determin	e the meaning of words	and phr	ases in oral pres	sentatio	ns and literary ar	nd informational text.
Level 1	Level 2	Level 3	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.	Determ of less-1 occurrin phrases words, a idiomat oral dis- alouds, about fa experien using co visual a materia develop	ine the meaning frequently ng words and , content-specific and some ic expressions in course, read- and written texts andigation texts and in the texts and intervention texts inces, or events, ontext, some ids, reference ls, and a ing knowledge ish morphology.	Determ of less- occurri phrases express Grade 2 academ specific oral dis alouds, about a experie using c visual a materia increas morpho	hine the meaning frequently ng words and s, some idiomatic sions, and (at 3) some general nic and content- e vocabulary in scourse, read- , and written texts to variety of topics, ences, or events, sontext, some aids, reference als, and an ing knowledge of bology (root 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 - <i>ed</i> , - <i>ing</i> , and some common prefixes).
	Sample Content-	based Pa	articipation Goa	als – Ma	thematics	
		Less	son Vignette			
Measurement Cluster http://education.ohio.gov/	s Model Curriculum , grade (getattachment/Topics/Ohio-s rade 2 Math Model Curric	- s-New-Le	arning-			
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.	Level 2 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 alc Sort words into to directed categoric Explain justificat teacher. Illustrate math vocabulary journal.	eacher es. ions to e in	Listen to read alou Sort measurement vocabulary words into self-created categories. Create measurement dictionary.	d. Listen to a whole group reading of story. Sort vocabulary words
	Sample ins	struction	nal strategies an	d suppo	orts	
Provide native language support if available. Provide list of key words for students to note when listening to information about	Sample instruction 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 w with partners in creating chart w measurement categories.		Have students wor with partners in creating measurement dictionary.	k 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 Goal	ls – Mathematics					
boards, and whiteboards) Source: Ohio's Mathemat http://education.ohio.gov/	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/G	rade 3 Math Model Curric	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.				

Grade 3: Standard 8

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Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 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.	Level 2 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.	Level 3 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	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 <i>- ed, -ing</i> and some common
			morphology (root words,	prefixes).
	Course Courses	nt-based Participation G	some prefixes).	
Students solve word prob				
(E.g. Tom wants to get in miles each day. How ma Source: Ohio Mathematic http://education.ohio.gov.	nto shape. On Monday, T ny total miles did he run? s Model Curriculum 3 O. /getattachment/Topics/Or	and division. Yuesday, and Wednesday he r) A.3 Standards, page 23 <u>tio-s-New-Learning-</u>		ursday and Friday he ran 5
(E.g. Tom wants to get in miles each day. How ma Source: Ohio Mathematic http://education.ohio.gov Standards/Mathematics/C	nto shape. On Monday, T ny total miles did he run? es Model Curriculum 3 O. /getattachment/Topics/Oh grade 3 Math Model Cu	and division. Yuesday, and Wednesday he r) A.3 Standards, page 23 <u>iio-s-New-Learning-</u> <u>irriculum March2015.pdf.as</u>	<u>px</u>	
(E.g. Tom wants to get in miles each day. How ma Source: Ohio Mathematic http://education.ohio.gov.	nto shape. On Monday, T ny total miles did he run? s Model Curriculum 3 O. /getattachment/Topics/Or	and division. Yuesday, and Wednesday he r) A.3 Standards, page 23 <u>tio-s-New-Learning-</u>		Level 5 Independently reads and solves the word problem using reference material if needed to understand the idiom.
(E.g. Tom wants to get in miles each day. How ma Source: Ohio Mathematic <u>http://education.ohio.gov</u> . <u>Standards/Mathematics/C</u> Level 1 Recognize numerals independently and understand the problem when presented in pictures or when	nto shape. On Monday, T ny total miles did he run? s Model Curriculum 3 O. (getattachment/Topics/Officade 3 Math Model Cu Level 2 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.	and division. Yuesday, and Wednesday he r A.3 Standards, page 23 iio-s-New-Learning- mriculum March2015.pdf.as Level 3 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	Level 4 Use various strategies to determine word meanings including a dictionary and context clues. Then solve the problem.	Level 5 Independently reads and solves the word problem using reference material if needed to understand the
(E.g. Tom wants to get in miles each day. How ma Source: Ohio Mathematic <u>http://education.ohio.gov</u> . <u>Standards/Mathematics/C</u> Level 1 Recognize numerals independently and understand the problem when presented in pictures or when	nto shape. On Monday, T ny total miles did he run? s Model Curriculum 3 O. (getattachment/Topics/Officade 3 Math Model Cu Level 2 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.	and division. Yuesday, and Wednesday he r A.3 Standards, page 23 tio-s-New-Learning- mriculum March2015.pdf.as Level 3 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.	Level 4 Use various strategies to determine word meanings including a dictionary and context clues. Then solve the problem.	Level 5 Independently reads and solves the word problem using reference material if needed to understand the

Grade 4: Standard 4

Level 1	Level 2	Level 3	Level 4 Construct a claim about	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 simple claim about a familiar topic, and give a reason toConstruct a claim about familiar topics, introducing the topic		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 Goa	als – Mathematics		
		Lesson Vignette			
collected? Show your wor Source: Ohio Mathematic http://education.ohio.gov/	ch pack. Sarah wheels in 6 pa rk. s Model Curriculum 4.OA.3 <u>getattachment/Topics/Ohio-s</u> <u>rade_4_Math_Model_Curric</u>	5, p.2 s-New-Learning-			
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 $3 \ge 6 = 18$ bottles. Sarah brings $6 \ge 6 = 36$ 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 in:	structional strategies an	d supports		
Read aloud the word problem. Provide bilingual dictionary or online translation tool if	Provide sentence structures for explaining steps in solving problem (e.g., "First, multiply	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	

Grade 4: Standard 8

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An ELL can determi	ne the 1	neaning of word	ls and phrase	es in oral pr	esentatio	ons and litera	ry and i	nformational text.
Level 1	Leve	2	Level 3		Level	4	Lev	vel 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.	Deter of so occur phras in sir read- texts topic event some reference know morp	mine the meaning me frequently ring words, es, and expressions apple oral discourse, alouds, and written about familiar s, experiences, or s, using context, visual aids, ence materials, and ledge of hology in his or he e language.	Determine of frequent words and some idion about fami experience using conte aids, refere and a deve knowledge morpholog	s in texts liar topics, s, or events, ext, visual nce materials, loping of English	Deterri of gen conten phrase numbe expres about experi- using of materi	nine the meanir eral academic a tt-specific word s, and a growin er of idiomatic sions in texts a variety of topi ences, or events context, referen als, and an sing knowledge	ng Det nd of g s, con g and figu (e.g ics, sim s, pro ce a va exp of usin mat kno	ermine the meaning general academic and tent-specific words phrases and irrative language (., metaphors, iles, adages, and verbs) in texts about uriety of topics, eriences, or events, ng context, reference erials, and wledge of phology.
Students listen to the tead textbook explanation. C from the lesson. Differen Source: Ohio Mathemati http://education.ohio.gov Standards/Mathematics/C	complete ntiated a cs Mode	differentiated voca ctivities include ma l Curriculum 4.NF <u>hment/Topics/Ohi</u>	Lesson lition and subtrabulary activition atching words a .3A <u>D-s-New-Learn</u>	action of fracters to show und and symbols, a	tions using derstandin and compl	g visual support g of content sp	ecific acad	lemic vocabulary
Level 1	Level		Level 3		Level	<u>A</u>	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 t bilingu availab match - numbe show u "fractio subtract and det	ranslation and/or al support (if le), students will 4-6 words with rs/symbols to nderstanding of ons, addition, tion, numerator, nominator".	Complete a C exercise usin dictionary, vi in the classro their word kr (e.gadd/add equal/equals) assistance fro teacher.	g a sual aids om, and towledge. ition, with some om the	Ask for c during th oral prese - "What c 'Fraction of cake.' Complete using a d their deve in morph	larification e teacher's entation. E.g. loes s are a piece mean?" e the Quizlet* ictionary and eloping skills ology.	Actively teacher' read the explanat dictiona knowlec meaning Show un indepen Quizlet ³	v listen to the s presentation and textbook tion. Use ries and word lge to determine the g of unknown words. nderstanding by dently completing a ⁶ vocabulary activity.
*Quizlet: Free online lec http://quizlet.com/	arning to	ols conceptualized	by a 15 year-o	ld student. Fo	or more inj	formation click	on the fol	lowing website link;
		Sample i	instructional	strategies a	nd supp	orts		
dictionaries or online translation tool if availab	Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehensionWrite key words or whiteboard. Provide dictionaries or online translation tool if available, or assist students'		vide bilingual Iline	de bilingual with a partner th ine first several time available, or when doing the Quizlet.		er the use context clues to try to figure out		Provide examples of figurative language (metaphors, similes, adages, proverbs).

Grade 5: Standard 4

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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> <u>Standards/Mathematics/Grade_5_Math_Model_Curriculum_March2015.pdf.aspx</u>

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

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

Grade 5: Standard 8

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Determine the meaning	Determine the meaning	Determine the meaning	Determine the meaning
of a few frequently	of some frequently	of frequently occurring	of general academic and	of general academic and
occurring words,	occurring words,	words and phrases and	content-specific words,	content-specific words
phrases, and formulaic	phrases, and expressions	some idiomatic	phrases, and a growing	and phrases and
expressions in simple	in simple oral discourse,	expressions in texts	number of idiomatic	figurative language
oral discourse, read-	read-alouds, and written	about familiar topics,	expressions in texts	(e.g., metaphors,
alouds, and written texts	texts about familiar	experiences, or events,	about a variety of topics,	similes, adages, and
about familiar topics,	topics, experiences, or	using context, visual	experiences, or events,	proverbs) in texts about
experiences, or events,	events, using context,	aids, reference materials,	using context, reference	a variety of topics,
relying heavily on	some visual aids,	and a developing	materials, and an	experiences, or events,
context, visual aids, and	reference materials, and	knowledge of English	increasing knowledge of	using context, reference
knowledge of	knowledge of	morphology (e.g.,	morphology.	materials, and
morphology in his or her	morphology in his or her	affixes, roots, and base		knowledge of
native language.	native language.	words).		morphology.
explanation. Students the	n complete unterentiated vo	cabulary activities -a matchi	ing activity and an online Qt	nzici activity.
	s Model Curriculum N.O. 5.			
http://education.ohio.gov/	s Model Curriculum N.O. 5. getattachment/Topics/Ohio rade 5 Math Model Curric	s-New-Learning-		
http://education.ohio.gov/	getattachment/Topics/Ohio-	s-New-Learning-	Level 4	Level 5
http://education.ohio.gov/ Standards/Mathematics/G	getattachment/Topics/Ohio- rade 5 Math Model Curric	s-New-Learning- culum_March2015.pdf.aspx	Level 4 Ask for clarification	Level 5 Shows understanding of
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2	s-New-Learning- culum March2015.pdf.aspx Level 3		
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let	Ask for clarification	Shows understanding of
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or bilingual support (if	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com)	Ask for clarification during the teacher's oral	Shows understanding of the teacher's oral presentation and the
http://education.ohio.gov/ Standards/Mathematics/G	getattachment/Topics/Ohio-rade rade 5 Math Model Currie Level 2 Using translation and/or bilingual support (if available), students will	s-New-Learning- culum_March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a	Ask for clarification during the teacher's oral presentation. E.g.,	Shows understanding of the teacher's oral presentation and the
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and	getattachment/Topics/Ohio-rade 5 Math Model Currie Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with	s-New-Learning- culum_March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in	Ask for clarification during the teacher's oral presentation. E.g., "What does mean?"	Shows understanding of the teacher's oral presentation and the textbook explanation by
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet	Shows understanding of the teacher's oral presentation and the textbook explanation by independently
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show understanding of content	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and drawing upon their	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet using dictionaries and	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 Using translation and/or bilingual support (if available), students will match 4-6 words with numbers to show understanding of content specific math	s-New-Learning- culum March2015.pdf.aspx Level 3 Complete a Quiz let (www.quizlet.com) exercise using a dictionary, visual aids in the classroom, and drawing upon their developing skills in	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet using dictionaries and their developing skills in	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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 -	s-New-Learning- culum March2015.pdf.aspx Level 3 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	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet using dictionaries and their developing skills in	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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,	s-New-Learning- culum March2015.pdf.aspx Level 3 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	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet using dictionaries and their developing skills in	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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	s-New-Learning- culum March2015.pdf.aspx Level 3 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'	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " Complete the Quizlet using dictionaries and their developing skills in	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"?	s-New-Learning- culum March2015.pdf.aspx Level 3 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'	Ask for clarification during the teacher's oral presentation. E.g., "What does <u>mean?</u> " 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
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"?	s-New-Learning- culum March2015.pdf.aspx Level 3 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 <u>mean?</u> " Complete the Quizlet using dictionaries and their developing skills in morphology.	Shows understanding o the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"? Sample ins	S-New-Learning- culum March2015.pdf.aspx Level 3 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
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth".	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"? Sample inst Write key words on whiteboard. Provide	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several	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. d supports Demonstrate how to use context clues to try to	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual dictionaries or	getattachment/Topics/Ohio- rade 5 Math Model Currie Level 2 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"? Sample inst	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several times when doing the	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. d supports Demonstrate how to use context clues to try to figure out unknown	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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"? Sample ins Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several	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. d supports Demonstrate how to use context clues to try to	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.
http://education.ohio.gov/ Standards/Mathematics/G Level 1 Using translation and/or bilingual support (if available), students will match words and numbers to show understanding of "decimal, tenth,	getattachment/Topics/Ohio- rade 5 Math Model Curric Level 2 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"? Sample ins Write key words on whiteboard. Provide bilingual dictionaries or	s-New-Learning- culum March2015.pdf.aspx Level 3 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". structional strategies an Have ELL work with a partner the first several times when doing the	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. d supports Demonstrate how to use context clues to try to figure out unknown words and phrases in a	Shows understanding of the teacher's oral presentation and the textbook explanation by independently completing a Quizlet vocabulary activity.

Grade 6: Standard 7

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

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

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 lesson focus is understanding the concept of ratio and using ratio language to solve real world problems. Guiding questions are posted: Why are ratios important? How do we use them every day? What kinds of problems can be solved with ratios? The following problem is presented on the smart board by the teacher. A bracelet has two blue beads for every three yellow beads. How many beads are there if the necklace has blue 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 discuss 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 serving four that uses ingredients measured in fractions. For practice students complete these questions regarding the ingredients in this recipe: How would your rewrite this recipe to serve eight? How would you rewrite the recipe to serve two? As an assessment students devise their own questions/problems with solutions based on the recipe.

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

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		recipe.	
	sentence.			
	Sar	mple instructional strateg	ies and supports	
Pre-teach selected	Provide list of key	Provide students the	Provide feedback on	Provide criteria of a well-
vocabulary; provide	words for students	opportunity to share	initial drafts of written	written math problem that
bilingual dictionary	to note when	written questions in small	work and allow students	students can use for self-
or online translation	listening to the	groups.	to make revisions based	evaluation.
tool if available.	discussion of math		on feedback.	
	terms.			
Provide list of key				
words for students to	Have students work			
note when listening	with a partner in			
to the discussion of	completing the			
math terms.	recipe.			
Have students work				
with a partner in				
completing the				
recipe.				
r				

Grade 6: Standard 10

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

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

				1
members and teacher.	in magazines or on	magazines and using	pictures out of	websites. When sharing
When sharing out as a	websites. When sharing	simple and compound	magazines and, using	out as a group, share
group, share calculations	out as a group, share	sentences compare floor	simple and compound	calculations
and demonstrates	calculations,	covering materials found	sentences, compares	demonstrating
knowledge of the	demonstrating	in magazines or on	floor covering materials	knowledge of the
formula: a=l X w.	knowledge of the	websites. When sharing	found in magazines or on	formula and describe the
	formula. State that	out as a group, share	websites. When sharing	reasoning in using
	"Area equals length	calculations,	out as a group, share	certain materials using
	times width or a=l X w	demonstrating	calculations	modifiers and complex
	and strategies to allow	knowledge of the	demonstrating	sentences both in written
	for windows.	formula. State that	knowledge of the	and oral expression.
		"Area equals length	formula and describe the	State that "Area equals
		times width or a=l X w	reasoning in using	length times width or a=l
		and strategies to allow	certain materials using	X w and strategies to
		for windows, ceilings	modifiers and complex	allow for windows,
		doorways.	sentences both in written	ceilings doorways.
			and oral expression.	
			State that "Area equals	
			length times width or a=l	
			X w and strategies to	
			allow for windows,	
			ceilings doorways.	
	Sample in	structional strategies and	d supports	
	Sumple in	strategies un		
Pre-teach selected	Provide list of key words	Model sentence	Provide students the	Provide students the
vocabulary; provide	for students to note	structures and	opportunity to share	opportunity to share
bilingual dictionary or	during the discussion of	vocabulary that can be	information in small	information in small
online translation tool if	floor plans.	used to compare	groups.	groups.
available.		different kinds of floor		
	Model sentence	plans.		
Provide list of key words	structures and			
for students to note	vocabulary that can be			
during the discussion of	used to compare			
floor plans.	different kinds of floor			
	plans.			

Grade 7: Standard 8

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

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

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 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.

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

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

surface area with the	f	f	world situations. With	world situations
	surface area along with	surface area along with		
support of his/her partner	and with the support of	and with the support of	this hands-on activity cut	demonstrating
and the teacher. For the	his/her partner and the	his/her partner and the	out the model into a net	knowledge of content
assessment, show how	teacher. For the	teacher. For the	and calculate the surface	specific vocabulary and
the surface area is	assessment, show how	assessment, show how	area. Complete this	processes. With this
calculated by writing the	the surface area is	the surface area is	activity independently	hands-on activity cut out
numeric expressions on	calculated by writing the	calculated by writing the	and shares information	the model into a net and
the card "Surface area=	numeric expressions on	numeric expressions on	with his/her partner. For	calculate the surface
x+"	the card. Complete the	the card. Write the	the assessment, show	area. Complete this
using pictures, number,	following framed	numeric expressions on	how the surface area is	activity independently
etc.	sentence on the task	the task card in his/her	calculated by writing the	and shares information
	card, "You can find the	own words using	numeric expressions on	with his/her partner. For
	surface area of the	academic vocabulary in	the card, using academic	the assessment, shows
	rectangular prism by	simple sentence form.	vocabulary in simple and	how the surface area is
	"completi		complex sentence form.	calculated by writing the
	ng task with the formula			numeric expressions on
	for area of a rectangle			the card, using academic
	and the multi-step			vocabulary in simple and
	problem solution.			complex sentence form.
	-	structional strategies and		
Pre-teach selected	Provide list of key words	Model the taking of	Model the taking of	Demonstrate how to use
vocabulary; provide	for students to note when	notes during an oral	notes during an oral	context, reference
bilingual dictionary or	listening to the	presentation, and	presentation, and	materials, and
online translation tool if	discussion of math	demonstrate how to use	demonstrate how to use	knowledge of
available.	activity.	the notes to summarize	the notes to summarize	morphology to help
		the key points of a	the key points of a	determine meaning of
Provide list of key words	Have students work with	presentation.	presentation.	unknown words; have
for students to note when	a partner in completing			students practice with
listening to the	the calculation of areas	Have students read aloud	Have students read aloud	different academic texts.
discussion of math	and explanation.	their explanations of	their explanations of	
activity.		calculations of area of	calculations of area of	Model the taking of
		different objects, and	different objects, and	notes during an oral
Have students work with		provide opportunities for	provide opportunities for	presentation, and
a partner in completing		other students to	other students to	demonstrate how to use
the calculation of areas.		summarize what they	summarize what they	the notes to summarize
		2	5	
		understand from other students' presentations.	understand from other students' presentations.	the key points of a presentation.

Grade 7: Standard 9

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

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 $\Box = \Box$, *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	Listen to the learning	Listen to the learning	Listen to the learning	Listen to the learning
objective and posted	objective and posted	objective and posted	objective and posted	objective and posted
vocabulary. Draw circles	vocabulary. Draw	vocabulary. Draw circles	vocabulary. Draw	vocabulary. Draw circles
with support from the	circles with support from	using the teacher as a	circles independently.	independently. Estimate
partner or the teacher.	the partner or the	model. Estimate area of	Estimate area of the	area of the circle by
Estimate area of the	teacher. Estimate area of	the circle by counting	circle by counting	counting centimeter
circle by counting	the circle by counting	centimeter squares.	centimeter squares.	squares. State for the
centimeter squares.	centimeter squares.	State formula for the	State formula for the	area of a circle and
State formula for the	State formula for the	area of a circle and	area of a circle and	respond when asked this

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Standards Content Statement 8.G: <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> 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	Use mathematical	Explain to a partner how	Demonstrate	Demonstrate
vocabulary: triangle,	vocabulary (triangle,	to use the Pythagorean	understanding of the	understanding of the
angle, side, length, right	right triangle, angle,	Theorem to find the	mathematical vocabulary	mathematical vocabulary
angle, hypotenuse with	side, length, and	length of a side of a right	and the concept of the	and the concept of the
support of a partner and	hypotenuse and	triangle. Independently	Pythagorean Theorem	Pythagorean Theorem
visual aids. Label right	Pythagorean Theorem)	solve problems using	and how to solve for	and how to solve for
angles, sides, angles, and	in simple sentence. With	this theorem. Justify	missing measurements in	missing measurements in
the hypotenuse with a	a partner, apply	his/her process using	triangular problems	triangular problems
partner. Complete	, <i>a</i> -2. +, <i>b</i> -2. =, <i>c</i> -2.in	mathematical vocabulary	using clear oral and	using clear oral, written,
framed sentences such as	order to find the length	and correct notations	written explanations.	concise responses.
A	of a side.	within this task.	Demonstrate an	Demonstrate an
has one 90			understanding that the	understanding that this
degree angle.			Pythagorean Theorem is	theorem is only used
			only used with right	with right triangles.
			triangles. With a partner	Write
			write and present their	and present their own
			own problems using this	problems using this
			theorem when requested.	theorem when requested.

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.	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.	Provide criteria of a well-written mathematical problem that student can use for self-evaluation during the writing process.	
Provide list of key words for students to note when listening to information relating to math lesson.	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.	Model describing geometric figures with appropriate vocabulary.	Model describing geometric figures with appropriate vocabulary.		

Grade 8: Standard 8

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

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

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* ($\mathbb{D}=\mathbb{D}$, *r-2.*), *base, circle, cylinder, circumference* ($C=\pi d$), *diameter, Pi* ($\pi=3.141593 or 3.14$), *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 ($10\pi=31.415in$). 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.

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	aids. The mathematical	aids. The mathematical	aids. The mathematical	aids. The mathematical
formulas may be familiar				
to the student if their				

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

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

Grade 9-10, Standard 1

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

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

noforman to cl in the in	reference to clim their	noforman to cl in the in	reference to clim their	nofomon on to cl in the in
reference tool in their future work with mathematical expressions.	reference tool in their future work with mathematical expressions.	reference tool in their future work with mathematical expressions.	reference tool in their future work with mathematical expressions.	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.	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.	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.	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.	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 in	structional strategies and	d 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.

Grade 9-10, Standard 4

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.

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

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 $S = km^{\frac{1}{2}}$ 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 <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx</u>

With a peer, simplify the algebraic expression by using multiple means of representation to construct their responses on the synchsheet provided by the teacher.Witha poer, simplify the algebraic expression with fractional expression on the Smart Board.Verbally share six to seven ideas about the algebraic expression with fractional exponents to their seponses on the synch set provided by the teacher.Verbally share six to seven ideas about the algebraic expression with fractional exponents to their seponses on the synch set provided by the teacher.Verbally share six to seven ideas about the algebraic expression with fractional exponents to the Smart Board.12 simple simple representation to eresponses the responses the explanation of the tracher an erview their algebraic explanation of their partner.Simplify the algebraic expression with fractional expression with sevent explanation of the explanation of the explanation of their seponses on the algebraic explanation of the explanation of the explanation of the explanation of the explanation of their seponses on their seponses.Northelly explanet their seponses on the excher.Northelly explanet their explanet their explanet their seponses should be stated their radio algebraic expression on algebraic explanet their seponses.Northelly explanet their explanet their expl

	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.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms			
Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Provide feedback on initial drafts of written explanations and allow students to make revisions for final 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	Participate in short	Participate in	Participate in	Participate in extended
conversational and	conversational and	conversations,	conversations,	conversations,
written exchanges on	written exchanges on	discussions, and written	discussions, and written	discussions, and written
familiar topics,	familiar topics and texts,	exchanges on familiar	exchanges on a range of	exchanges on a range of
presenting information	presenting information	topics, texts, and issues:	topics, texts, and issues:	substantive topics, texts,
and responding to simple	and ideas, and	building on the ideas of	build on the ideas of	and issues: build on the
yes/no questions and	responding to simple	others and expressing his	others and express his or	ideas of others and
some wh-questions.	questions and wh-	or her own; asking and	her own clearly,	express his or her own
	questions.	answering relevant	supporting points with	clearly and persuasively,
		questions; adding	specific and relevant	referring to specific and
		relevant information and	evidence; ask and	relevant evidence from
		evidence; and restate	answer questions to	texts or research to
		some of the key ideas	clarify ideas and	support his or her ideas;
		expressed.	conclusions; and	ask and answer questions
			summarize the key	that probe reasoning and
			points expressed.	claims; and summarize
				the key points and
				evidence discussed.

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: <u>http://betterlesson.com/lesson/452395/the-function-game</u>

Pre-teach selected	Pre-teach selected	Model sharing	Model using transition	Provide time for sharing
vocabulary; provide	vocabulary; provide	information and asking	phrases to add ideas to	information and asking
bilingual dictionary or	bilingual dictionary or	questions during a group	statements in a group	questions with a partner
online translation tool if	online translation tool if	discussion.	discussion (e.g. "Another	or in a small group
available	available		example is").	setting.
Have students work with	Have students work with			
partner to record missing	partner to record missing			
input-output values	input-output values			
during class discussion.	during class discussion.			
-	-			
available Have students work with partner to record missing input-output values	available Have students work with partner to record missing input-output values			6 1

Grades 11-12, Standard 4

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

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

Sample Content-based Participation Goals—Math Lesson Vignette

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

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

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

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

Grades 11-12, Standard 6

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.

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

Sample Content-based Participation Goals—Math Lesson Vignette

Math (Statistics): Making inferences and justifying conclusions S-IC

Source: Ohio Mathematics Standards, Model Curriculum, Statistics <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Statistics-and-Probability_Model-Curriculum_March2015.pdf.aspx</u>

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	With an English	Assume a silent or	Assume a silent or	Assume any role in the
dominant partner,	dominant partner,	responsive role in the	responsive role in the	reenactment.
assume role of a cholera	assume a mostly silent	reenactment. If	reenactment. Following	
victim in the enactment.	rolecholera victim,	speaking, use a sentence	at least one peer, speak	Join a group of three
	contaminated well, clean	frame to express relevant	to express relevant	students and participate
Join teacher-selected	wellin the reenactment.	information (ex., "I drink	information.	in discussion, including
group of four students.	Repeat model responses.	water from the		presenting his scenario to
		well.)	Join a group of three	group-mates, and
Given one simplified	Join teacher-selected		students.	identifying the predicate
statistical scenario	small group of four	Given simplified		flaw.
(including margin notes,	students.	scenarios (margin notes,	After at least one other	

	illustrations definitions	student models the	Participate in whole class
Given simplified	,		discussion of flaws.
_			
		-	Copy flaws from the
	Statement	114.0714114051	board.
,	After at least one other	Participate in whole	
		-	
-			
		-	
	scenario.		
of the section of the	Complete cloze	-	
Conv some of the flaws		response.	
		Conv most of the flaws	
nom me board.			
	· · · · · · · · · · · · · · · · · · ·	from the board.	
	e		
	discussion of flaws.		
	Conv most of the flaws		
	nom die board.		
Sample in	structional strategies and	d supports	
Pre-teach selected	Review and provide	Lead class discussion on	Lead class discussion on
vocabulary; provide	feedback on students'	how to identify and	how to identify and
bilingual dictionary or	first drafts of complete	analyze evidence	analyze evidence
online translation tool if	cloze sentences; allow	provided to support a	provided to support a
	students to make	claim.	claim.
available.	students to make	Claim.	Claim.
available.	corrections.	ciann.	ciann.
available.		Model sharing	
available.			ciani.
available.		Model sharing	
	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if	statistical scenarios (including margin notes, illustrations, definitions of highlighted words), complete a cloze sentence to highlight the faulty predicate in each of the scenarios.join a group of three students.Copy some of the flaws from the board.After at least one other 	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.of highlighted words), scenario.presentation, present his scenario.Copy some of the flaws from the board.After at least one other scenario.Participate in whole class discussion of flaws. Student may need some modeling or prompting when he or she gives response.Copy some of the flaws from the board.Complete cloze sentences to highlight the faulty predicate in each of the scenarios; later using cloze sentences for a prompti- participate in whole class discussion of flaws.Copy most of the flaws from the board.Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool ifReview and provide first drafts of complete cloze sentences; allowLead class discussion on how to identify and analyze evidence provided to support a

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

SCIENCE

Grade K: Standard 3

Γ

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 Cont	tent-based Participation G	oals - Science			
		Lesson Vignette				
Source: Ohio New Learnin http://education.ohio.gov/s	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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx					
Level 1 Match pictures or actual	Level 2	Level 3	Level 4	Level 5		
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		

Grade K: Standard 6

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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 Cont	ent-based Participation	Goals – Science	
		Lesson Vignette		
	ronment that will support a cl	lassroom pet. They provide f	or all of its needs including b	out not limited to food,
water, air, shelter, clean	-			
Source: Ohio's New Le	arning Standards – Science, I	Kindergarten,p.15		
http://education.ohio.go	ov/getattachment/Topics/Ohio	s-Learning-Standards/Science	ce/ScienceStandards.pdf.aspx	X
			· · · · ·	-
T 14		T 14	T 15	
Level 1	Level 2 Level 3	Level 4	Level 5	r
			Listen to a teacher	Listen to a teacher
			Listen to a teacher presentation about	Listen to a teacher presentation about
N A	NIA	NIA	Listen to a teacher presentation about creating a proper	
NA	NA	NA	presentation about	presentation about creating a proper
NA	NA	NA	presentation about creating a proper environment for a class pet. Identify a reason	presentation about creating a proper environment for a class pet. Identify muliple
NA	NA	NA	presentation about creating a proper environment for a class pet. Identify a reason why such an	presentation about creating a proper environment for a class pet. Identify muliple reasons why such an
NA	NA	NA	presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be	presentation about creating a proper environment for a class pet. Identify muliple reasons why such an environment would be
NA	NA	NA	presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A	presentation about creating a proper environment for a class pet. Identify muliple reasons why such an environment would be appropriate. (e.g. A
NA	NA	NA	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	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
NA	NA	NA	presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A	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. If
NA	NA	NA	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	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
NA	NA	NA	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	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
NA		NA nstructional strategies an	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).	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. I will need to be kept in an enclosed space so
NA			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). ad supports	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. I will need to be kept in an enclosed space so that it doesn't get loose.
NA			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). Ad supports Model presentation of an idea with supporting	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. I will need to be kept in an enclosed space so that it doesn't get loose. Model presentation of an idea with supporting
NA			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). Ad supports Model presentation of an idea with supporting reasons. Guide students	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. I will need to be kept in an enclosed space so that it doesn't get loose. Model presentation of an idea with supporting reasons. Guide students
NA			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). Ad supports Model presentation of an idea with supporting	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.

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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 1Level 2Level 3Level 4Level 5					

Understand and use a	Recognize and use	Use some singular and	Use an increasing	Use singular and plural
small number of	frequently occurring	plural nouns, verbs in	number of singular and	nouns with matching
frequently occurring	nouns, verbs,	the present and past	plural nouns with	verbs, verb tenses (e.g.,
nouns and verbs, and	prepositions, and	tenses, frequently	matching verbs, verb	present, past, future) and
very simple sentences;	conjunctions (e.g., and,	occurring prepositions	tenses (e.g., present,	frequently occurring
and respond to simple	but, or), and produce	and conjunctions, and	past), and frequently	prepositions and
questions, with support	simple sentences, with	produce and expand	occurring prepositions	conjunctions, and
(including context and	support (including visual	simple sentences in	and conjunctions, and	produce and expand
visual aids).	aids and sentences).	response to prompts,	produce and expand	simple and compound
		with support (including	simple and some	sentences in response to
		modeled sentences).	compound sentences in	prompts.
			response to prompts.	
	Sample Conte	nt-based Particination (Coals - Science	

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/Ohios-Learning-Standards/Science/ScienceStandards.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 (<i>up</i> , <i>down</i> , <i>pull</i>). 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 (<i>up</i> , <i>down</i> .)	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 (<i>up</i> , <i>down</i> , <i>pull</i> , <i>weight</i> , <i>heavier</i> .)	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 (<i>up</i> , <i>down</i> , <i>pull</i> , <i>weight</i> , and <i>heavier</i>).				
	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.				

Grade 2: Standard 5

Γ

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 Conte	ent-based Participation (Goals – Science		
		Lesson Vignette			
http://education.ohio.gov	ndards, Grade two, Life Sci /getattachment/Topics/Ohios	-Learning-Standards/Scienc			
Level 1	Level 2	Level 3 In pairs, find 2-3	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).	ith teacher support d second language pport, find pictures on e Internet of an ephant and mammoth. bel these pictures on per or in PowerPoint.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, 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.	similarities.	
	Sample in	structional strategies an		similarities.	

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

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 ins	structional strategies an	d 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

Γ

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 Conte	nt-based Participation (Goals – Science		
in its environment. Source: Ohio's New Learn	plaining how a behavioral or ning Standards - Science, pa	ge 76			
	getattachment/Topics/Ohios			-	
Level 1Level 2Draw 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".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.		Level 3Level 4Write 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.		Level 5 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 to	eaching strategies and	supports		
Pre-teach selected vocabulary; provideProvide sentence structures that can be used to showonline translation tool if available.relationship of animal characteristic to survival.		Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model	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.	

Grade 3: Standard 7

Γ

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 difference between informal, 'playground speech' a language appropriate t the classroom; use sor 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 Conte	nt-based Participation (Goals – Science		
students. Source: Ohio's New Learn http://education.ohio.gov/	reduce or recycle waste in th ning Standards - Science, pa getattachment/Topics/Ohios	ge 76 -Learning-Standards/Science	e/ScienceStandards.pdf.aspx		
Level 1		Level 3 Choose formal English	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.")	I 1Level 2understanding of s such as "recycle, waste" byWrite 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		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 to	eaching 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

Level 1	Level 2	Level 3	Level 4	Level 5
Recall information from Recall information from		Recall information from	Recall information from	Recall information from
experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gathe
information from a few	information from	information from print	information from print	information from print
provided sources, and	provided sources, and	and digital sources to	and digital sources to	and digital sources;
label some key	record some	answer a question; and	answer a question;	summarize key ideas
information.	information.	identify key information	record information in	and information in
		in orderly notes.	organized notes, with	detailed and orderly
			charts, tables, or other	notes, with graphics as
			graphics, as appropriate;	appropriate; and provide
			and provide a list of	a list of sources.
			sources.	
	Sample Conte	nt-based Participation (Joals – Science	
		Lesson Vignette		
	ng Standards – Science – 4 th getattachment/Topics/Ohios		-	<u>(</u>
http://education.ohio.gov/	ng Standards – Science – 4 th	grade, p.106	-	Level 5
http://education.ohio.gov/ Level 1	ng Standards – Science – 4 th getattachment/Topics/Ohios	grade, p.106 -Learning-Standards/Scienc	e/ScienceStandards.pdf.asp	
http://education.ohio.gov/ Level 1 Label pictures of fossils	ng Standards – Science – 4 th getattachment/Topics/Ohios Level 2	grade, p.106 -Learning-Standards/Scienc Level 3	e/ScienceStandards.pdf.asp	Level 5
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or	ng Standards – Science – 4 th getattachment/Topics/Ohios Level 2 Gather 2-3 facts about fossils from simple texts and websites and record	grade, p.106 <u>Learning-Standards/Scienc</u> Level 3 Gather 4-6 facts about fossils from text and digital sources and	e/ScienceStandards.pdf.asp Level 4 Gather multiple facts	Level 5 Gather multiple facts about fossils from text
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 Gather 2-3 facts about fossils from simple texts and websites and record the information with	grade, p.106 <u>Learning-Standards/Scienc</u> Level 3 Gather 4-6 facts about fossils from text and digital sources and present the information	e/ScienceStandards.pdf.aspx Level 4 Gather multiple facts about fossils from text and digital sources, then record the research and	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other	ng Standards – Science – 4 th getattachment/Topics/Ohios Level 2 Gather 2-3 facts about fossils from simple texts and websites and record the information with words and pictures in a	grade, p.106 -Learning-Standards/Scienc Level 3 Gather 4-6 facts about fossils from text and digital sources and present the information in a chart or in a science	e/ScienceStandards.pdf.aspx Level 4 Gather multiple facts about fossils from text and digital sources, then record the research and sources in graphic form	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 Gather 2-3 facts about fossils from simple texts and websites and record the information with words and pictures in a science notebook, with	grade, p.106 -Learning-Standards/Scienc Level 3 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	e/ScienceStandards.pdf.aspx Level 4 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	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 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	grade, p.106 -Learning-Standards/Scienc Level 3 Gather 4-6 facts about fossils from text and digital sources and present the information in a chart or in a science	e/ScienceStandards.pdf.aspx Level 4 Gather multiple facts about fossils from text and digital sources, then record the research and sources in graphic form	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 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	grade, p.106 -Learning-Standards/Scienc Level 3 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	e/ScienceStandards.pdf.aspx Level 4 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	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 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	grade, p.106 -Learning-Standards/Scienc Level 3 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	e/ScienceStandards.pdf.aspx Level 4 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	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 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	grade, p.106 -Learning-Standards/Scienc Level 3 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	e/ScienceStandards.pdf.aspx Level 4 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	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	ng Standards – Science – 4 th getattachment/Topics/Ohios Level 2 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).	grade, p.106 -Learning-Standards/Scienc Level 3 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.	e/ScienceStandards.pdf.aspy Level 4 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.	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from	ng Standards – Science – 4 th getattachment/Topics/Ohios Level 2 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).	grade, p.106 -Learning-Standards/Scienc Level 3 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	e/ScienceStandards.pdf.aspy Level 4 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.	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	ng Standards – Science – 4 th getattachment/Topics/Ohios Level 2 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).	grade, p.106 -Learning-Standards/Scienc Level 3 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.	e/ScienceStandards.pdf.aspy Level 4 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.	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	ng Standards – Science – 4 th getattachment/Topics/Ohios Level 2 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). Sample in	grade, p.106 <u>Learning-Standards/Scienc</u> Level 3 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. structional strategies an Have ELL work with two or three partners on	e/ScienceStandards.pdf.aspy Level 4 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. d supports Provide feedback on initial drafts and allow	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in print or on computer.
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer. Provide bilingual dictionary or online translation tool if	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 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). Sample in Have ELL work with a	grade, p.106 <u>Learning-Standards/Scienc</u> Level 3 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. structional strategies an Have ELL work with two or three partners on creating a chart with	e/ScienceStandards.pdf.aspy Level 4 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. d supports Provide feedback on initial drafts and allow students to make	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in print or on computer.
http://education.ohio.gov/ Level 1 Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	ng Standards – Science – 4 th <u>getattachment/Topics/Ohios</u> Level 2 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). Sample in Have ELL work with a	grade, p.106 <u>Learning-Standards/Scienc</u> Level 3 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. structional strategies an Have ELL work with two or three partners on	e/ScienceStandards.pdf.aspy Level 4 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. d supports Provide feedback on initial drafts and allow	Level 5 Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts addin a list of sources in graphic form either in print or on computer.

Grade 4: Standard 7

Γ

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the	Adapt language choices	Adapt language choices	Adapt language choices	Adapt language choices
meaning of some	to different social and	according to purpose, task,	and style (includes	and style according to
words learned	academic contents, with	and audience, with	register) according to	purpose, task, and
through	emerging control, and	developing control, and	purpose, task, and	audience,
conversations,	use some words learned	and use a wide variety of		
reading, and being	through conversations,	of general academic and	ease, and use a wider	general academic and
read to.	reading, and being read	content-specific words,	range of general academic	content-specific words
	to.	phrases, and expressions	and content-specific words	and phrases in speech
		in conversation,	and phrases in speech and	and writing.
		discussions, and short	writing.	
		written text.		
	Sample C	ontent-based Participation	n Goals – Science	
		Lesson Vignette		
After investigating y	what happens to the total amo	ount of mass/weight during mai	ny types of changes (e.g., ice t	nelting, salt dissolving.
		vater), small groups discuss th		
	-	sing formal academic language		informar funguage, then

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

T	T	T	T areal 4	T
Level 1	Level 2	Level 3	Level 4	Level 5
Participate in the	Participate in the science	Participate in the	Participate in the	Participate fully in the
science	experiment and in the	experiment and in the	experiment and the small	experiment and the small
experiment. Then	small group discussion in	small group discussion	group discussion using	group discussion using
use a learned and	a limited way.	using informal language.	informal language. Then	informal language.
practiced phrase to	Contribute ideas towards	Then contribute 3-4	take an active part in the	Contribute to the oral
introduce the topic	the oral report. Then use	sentences containing	group preparation of the	report on the experiment
during an oral	2-3 memorized sentences	content- specific words	oral report, choosing	using grade appropriate
report. E.g., "We	containing some	like "weight, dissolve,	specific language and	academic vocabulary and
put salt in water."	academic language about	solution" using formal	formal sentence structure	formal register adding
	the experiment during an	sentence structure with	to describe the experiment	specific details. Then
	oral report. E.g., "We	some assistance from the	referring to the scientific	take an active part in
	mixed the salt and water.	teacher. Take part in	method with minimal	delivering the oral report,
	The salt dissolved in the	presenting the oral report,	assistance from the	speaking clearly.
	water."	using formal language.	teacher. Take part in	
			presenting the oral report	
			using formal language.	
			using format tanguage.	
	Sampl	e instructional strategies	and supports	
Provide sentence	In large group setting,	Provide list of academic	Have students self-	Provide criteria of a well-
structures that	have students share their	terms that would be	evaluate their participation	written report of science
students can use to	findings and write them	appropriate for reporting	in the small group	experiment that students
describe findings.	down in computer. Then	results of scientific	discussion.	can use as self-
0	give written copies to	experiments.		evaluation.
	students.			
students can use to	findings and write them down in computer. Then give written copies to	appropriate for reporting results of scientific	in the small group	experiment that stude can use as self-

Grade 4: Standard 10

Γ

Level 1		Level 2		Level 3	Lev	-14	Le	vel 5
Recognize and use a	Reco	gnize and use	Use	some relative		relative pronouns	Use relative pronouns	
small number of	-	frequently	pronouns (e.g., who,			who, whom,		, who, whom, which,
frequently occurring	occurring nouns,		-	om, which, that),	-	h, that), relative), relative adverbs
nouns, noun phrases, and		uns, verbs,		tive adverbs (e.g.,		rbs (e.g., where,		, where, when, why),
verbs; and understand	-	sitions, adjectives,		ere, when, why), and	wher	n, why),	pre	positional phrases,
and respond to simple	adver	bs, and	prep	oositional phrases;	subo	rdinating	sub	ordinating
questions with support	conju	nctions; and	-	luce and expand	-	unctions, and		junctions, and the
(including context and	-	ce simple		ple and compound	· ·	ositional phrases;	· ·	gressive and perfect
visual aids).		nces in response to		ences, with support	-	produce and		b tenses; and produce
		ots, with support		luding modeled	_	nd simple,		expand simple,
		ding visual aids	sent	ences).		bound, and a few		npound, and complex
		nodeled			com	plex sentences.	sen	tences.
	senter	/	at ha	and Dontisination (Saionas		
		Sample Conte		sed Participation (Lesson Vignette	JUAIS	- science		
As part of a unit on landfo	orms, stu	dents will create a sl	idesh	ow (e.g., Power Point	or Key	note) consisting of	visua	ls, text, and narration
about an assigned landfor					-	-		
Source: Ohio's New Learn	-			· ·				
http://education.ohio.gov/	getattach	ment/Topics/Ohios-	Lear	ning-Standards/Scienc	e/Sciei	nceStandards.pdf.as	<u>px</u>	
Level 1	Level	2	Lev	vel 3	I	evel 4		Level 5
Pair the level one		e level two			ndividually or with	a	Independently	
student with a native	studen	ts with a native	-			artner, create a		prepare a slide show
speaker or a more	speake	r or more			s	lideshow with at lea	ast	about a landform.
proficient ELL. Level	profici	ent ELL. Level	using pictures with simple		e 1	0 written and narra	ted	Use grade
one student will		idents will	written and narrated			entences, using rela		appropriate spoken
collaborate to create one		brate to create	sentences including relative		-	ronouns and advert	os,	and written language
or two slides with a		slides about the	-			ubordinating		in the narrated
title, pictures and words. Level one		m using pictures mple written and			onjunctions, and/or repositional phrases		slideshow showing use of perfect verb	
student will use simple		d sentences. For			sing some compour		tense in compound	
practiced sentences (for		le, A lake is water	example, A plateau is an area of high level ground.			nd complex sentence		and complex
example, <i>This is an</i>	-	nded by land. The				For example, Land the		sentences. For
island.) to help present		lake in the U.S.		est plateau in the		s surrounded on thr		example, Mt. Etna
the slide show to the		Superior. The		<i>ld</i> . Some assistance		ides is a peninsula.		has erupted many
class.		will help present		n the teacher may be		Then present the slid	le	times. Then present
	the slic	le show to the		ded. Then present the	s	how to the class.		the slide show to the
	class.		slid	e show to the class.				class.
		Samnle inc	strue	tional strategies an	d sup	ports		
		-				-		
Pre-teach key vocabulary and Provide examples		Provide examples		Provide examples of		Provide		Provide feedback on
				opportunities for		drafts of report, and		
provide descriptive senter								
provide descriptive senter structures. Provide bilingu	ıal	pertaining to differ		illustrate the use of		peer review and		provide opportunity
provide descriptive senter structures. Provide bilingu dictionary or online transl tool if available and appro-	ial ation				lverbs			-

Grade 5: Standard 5

An ELL can conduct r	esearch and evaluate ar	nd communicate finding	s to answer questions or	solve problems.
Level 1	Level 2	Level 3	Level 4	Level 5
Recall information from	Recall information from	Recall information from	Recall information from	Recall information from
experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather
information from a few	information from	information from print	information from print	information from print
provided sources, and	provided sources, and	and digital sources to	and digital sources to	and digital sources;
label some key	record some	answer a question; and	answer a question;	summarize key ideas
information.	information.	identify key information	record information in	and information in
		in orderly notes.	organized notes, with	detailed and orderly
			charts, tables, or other	notes, with graphics as
			graphics, as appropriate;	appropriate; and provide
			and provide a list of	a list of sources.
			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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5					
Label picture of an	Gather 3 - 4 facts about	Gather at least 4-6 facts	Gather multiple facts	Gather multiple facts					
ecosystem (e.g. forest,	the chosen ecosystem	about the ecosystem	about the ecosystem	about the ecosystem					
desert, ocean) using a	from simple texts and	from text and digital	from text and digital	from text and digital					
picture dictionary.	websites; then record the	sources. Present the	sources. Record the	sources. Summarize the					
With bilingual or	information with words	information in a chart or	research and sources in	research neatly in charts					
translation support (if	and pictures in a science	in a science notebook	graphic form either in	adding a list of sources					
available), show	notebook, using charts,	with some help from the	print or on a computer to	in graphic form either in					
understanding of one	with translation and/or	teacher to determine key	answer the question:	print or on a computer.					
way to help the	bilingual help (if	information. Give at	"How can humans	Provide 2 - 3 ideas on					
environment (e.g.,	available). Draw or	least one idea about how	improve this	ways to improve the					
recycling) by drawing a	write one way to protect	to protect this	ecosystem?" Provide 1 -	ecosystem.					
picture.	this ecosystem.	ecosystem.	2 ideas on ways to						
			improve the ecosystem.						
	Sample instructional strategies and supports								
Provide bilingual	Have ELL work with a	Have ELL work with	Provide feedback on	Provide criteria of a					
dictionary or online	partner on this task.	two or three partners on	initial drafts and allow	well-written summary of					
translation tool if	-	creating a chart with	students to make	research findings that					
available, or pre-teach		information about ways	revisions.	students can use as self-					
key vocabulary.		to improve the		evaluation.					
· ·		ecosystem.							

Grade 5: Standard 7

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	Use informal language	Use informal language	Use informal language	Use informal language	
translation support (if	in group discussion of	in group discussion of	in group discussion of	during the group	
available) to understand	the project, then some	the project. Then	the topic. Choose	discussion. State and	
the topic, show	memorized phrases to	contribute 4 - 6	specific vocabulary and	defend the group's	
understanding of some	say 2-3 sentences	sentences to the	formal sentence	recommendation using	
key words such as "sun,	containing some	recommendation report,	structure to present the	grade appropriate	
solar, energy" by	academic language	containing content-	recommendation with	academic vocabulary	
creating a bilingual	about the topic during an	specific words like	minimal assistance from	and formal register	
word list. Use a learned	oral report. E.g.:	"solar energy, generate,	the teacher.	adding specific details	
and practiced phrase to	"Phoenix receives 3,872	facility, location" using		and speaking clearly.	
introduce the topic	hours of direct sunlight	formal sentence			
during an oral report.	each year."	structure with some			
E.g., "It is sunny in		assistance from the			
California."		teacher and peers.			
Sample instructional strategies and supports					
Provide sentence	In large group setting,	Provide list of academic	Have students self-	Provide criteria of a	
structures that students	have students share key	terms that would be	evaluate their	well-written and orally-	
can use to describe key	concepts and write them	appropriate for reporting	participation in the small	presented report that	
concepts	down in computer. Then	key concepts in	group discussion.	students can use as self-	
	give written copies to students.	informational text.		evaluation.	

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.

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/Ohios-Learning-Standards/Science/ScienceStandards.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	student listens to	students listen to	students listen to	students listen to
introduction of				
measurement	measurement	measurement	measurement	measurement
vocabulary: equals,				

| measurement, metric |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| scale, cup, weigh, |
| weight, record, stir, |
| grams, and mass. |
Answer "wh" questions	Answer "wh" questions	Ask and answer relevant	Ask and answer relevant	Ask and answer relevant
pertaining to the	pertaining to the	questions pertaining to	questions pertaining to	questions pertaining to
materials needed in this	materials needed in this	the materials used in the	the materials used in the	the materials used in the
lesson. Assist in	lesson. Assist in	lesson. Predict the	lesson. Describe the	lesson. Describe the
measuring the materials	measuring the materials	outcome and exchange	process and the mixture	process and the mixture
and, with support of	and, with support of	ideas within the group.	of the salt water using	of the salt water using
teacher and group,	teacher and group,	Record the outcome in	words such as dissolve	words such as dissolve
records results.	records results. Finish	his/her own words of 2-3	and solution. Predict the	and solution. Predict the
Completes this framed	this sentence: Mass of	sentences.	outcome and exchanges	outcome and exchange
sentence:equals	what goes in,		ideas within the group.	ideas within the group.
weight.	(is less than, is greater		Record the outcome in	Record the outcome in
-	than, or is equal to) the		his/her own words.	his/her own words.
	mass of what comes out.			
	Sample in	structional strategies an	d supports	
If available, use	Provide examples of	Provide sentence	Model using transition	Provide feedback on
illustrations or concrete	question structures and	structures for indicating	phrases to add ideas to	initial drafts of report
objects when introducing	model how to ask for	prediction of experiment	statements in a group	and allow students to
5	clarification when	outcomes.	discussion (e.g.,	make revisions for final
Provide bilingual	encountering an		"Another example is	draft.
dictionary or online	unknown word in an oral	Model sharing		
translation tool if	presentation or text.	information and asking		
available to assist with		questions during a group		
1 .		1 0 0 0 1		

discussion.

comprehension.

Grade 6: Standard 3

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

translation tool if available.

http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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	Level 2 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	Level 4 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.
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online	Sample instr Have students work with partners.	Demonstrate how to produce a graph to support written information.	supports 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

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

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrate	Demonstrate	Demonstrate	Demonstrate	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	physical change, with	physical change giving,	physical change, giving	physical change, giving
framed sentence:	reasoning. "I think	reasoning. "I think	reasoning. "I think	reasoning. "I think
Melting is a	melting is a physical or	melting is a physical or	melting is a physical or	melting is a physical or
change.	chemical change	chemical change	chemical change	chemical change
Work in a group of three	because" Work in a	because "Work in a	because" Work in a	because Work in a
and plots the change in	group of three and plot	group of three and plot	group of three and plot	group of three and plot
temperature on his/her	the change in	the change in	the change in	the change in
graph. Calculate within	temperature on his/her	temperature on his/her	temperature on his/her	temperature on his/her
the group the melting	graph. Calculate within	graph. Calculate within	graph. Calculate within	graph. Calculate within
point, and respond orally	the group the melting	the group the melting	the group the melting	the group the melting
in a simple sentence,	point, and respond orally	point, and respond orally	point, and respond orally	point, and respond orally
"The melting point is 0	in a simple sentence,	and in a three to five	and in a three- five	and in a three- five
degrees" or in a written	"The melting point is 0	sentence paragraph the	sentence paragraph the	sentence paragraph the
framed sentence, "The	degrees" or in a written	process in logical order,	process, graphing results	process, graphing results
point is 0	framed sentence, "The	results of the experiment,	in logical order, and the	in logical order, and the
degrees.	point is 0	and at least two- three	results of the experiment.	results of the experiment.
	degrees.	reasons to support.	Provide a conclusion	Provide a conclusion
			statement about the	statement about the
			melting point with at	melting point with at
			least three sufficient	least three to four
			reasons of support.	reasons of support.
	Sample in	structional strategies an	d supports	
Pre-teach selected	Model both oral and	Provide criteria for	Provide criteria for	Provide feedback on
vocabulary using	written statements	writing cohesive	writing cohesive	students' written work to
illustrations and photos	expressing opinions with	paragraphs (main idea,	paragraphs (main idea,	assist with improvements
from the Internet:	reasons.	supporting details); share	supporting details); share	for final report.
provide bilingual		examples of model	examples of model	
dictionary or online		paragraphs.	paragraphs.	
translation tool if		PuraBrahisi	pulugrupiisi	
available.				
avanable.				
Provide sample sentence				
structures to express				
opinions ("I believe				
that"; "my opinion is				
that").				

Grade 7: Standard 6

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

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

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/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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	to the lesson, focusing on			
on content vocabulary.	on content vocabulary.	on content vocabulary.	on content vocabulary.	content vocabulary.
Listen to the class				

discussion, getting the	discussion, getting the	discussion, getting the	discussion, getting the	discussion, getting the
gist that natural and	gist that natural and	gist that natural and	gist that natural and	gist that natural and man-
man-made changes are	man-made changes are	man-made changes are	man-made changes are	made changes are taking
taking place in our	taking place in our	taking place in our	taking place in our	place in our ecosystem.
ecosystem. Work with	ecosystem. Work with	ecosystem. Respond to	ecosystem. Respond to	Respond to changes in
the group of four	the group of four	changes in our	changes in our	our ecosystem and cite
responding in his/her	responding in his/her	ecosystem and gives	ecosystem and cites	evidence, man-made or
Science Journal with the	Science Journal with the	reasons, man-made or	evidence, man-made or	natural as to the reason
support of group	support of group	natural, for the changes.	natural as to the reason	for the changes. Work
members and teacher	members and the	Work with the group of	for the changes. Work	with the group of four
made sentence frames.	teacher. Actively engage	four responding in	with the group of four	responding in his/her
Actively engage in the	in the hands-on activity	his/her Science Journal	responding in his/her	Science Journal with the
hands-on activity with	with his/her group.	with the support of group	Science Journal with the	support of group
his/her group. Use	Responds to the changes	members and the	support of group	members and the teacher.
framed sentences in	that he/she observed and	teacher. Actively engage	members and the	Actively engage in the
order to complete the	why the changes occurred.	in the hands-on activity	teacher. Actively engage	hands-on activity with his/her group. Respond
journal questions; for example, "I saw	occurreu.	with his/her group.	in the hands-on activity	to and analyzes the
kinds of organisms."		Respond to the changes that he/she observed and	with his/her group. Responds to and	changes that he/she
kinds of organisms.			•	observed and why the
		why the changes occurred.	analyzes the changes.	changes occurred. He/
		occurred.	Cite specific	C
			observations from the	She will also be able to
			experiment that he/she	cite specific observations
			observed and why the	from the experiment that
			changes occurred.	he/she observed and why
				the changes occurred.
	Sample in	structional strategies an	d supports	
	_			
Pre-teach selected	Pre-teach selected	Explain the difference	Discuss the difference	Lead discussion on the
vocabulary using	vocabulary using	between claims without	between claims without	soundness of evidence
illustrations and photos	illustrations and photos	supporting evidence and	supporting evidence and	gained from the
from the Internet;	from the Internet;	claims with supporting	claims with supporting	experiment and
provide bilingual	provide bilingual	evidence. Give	evidence. Have students	observations to support
dictionary or online	dictionary or online	examples.	give examples of each.	certain claims about
translation tool if	translation tool if			changes in the
available	available	Provide rubric students	Provide rubric students	environment.
		can use to analyze	can use to analyze	
Provide list of key words	Provide list of key words	arguments and	arguments and	
for students to note when	for students to note when	supporting reasons.	supporting reasons.	
listening to the lesson	listening to the lesson			
introduction.	introduction.			
	Explain the difference			
	between claims without			
	supporting evidence and			
	claims with supporting			
	evidence. Give		1	
	examples.			

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

<u>Science Unit Studies for Homeschoolers and Teachers</u>, <u>http://funtasticunitstudies.com/science-unit-studies-book/</u> 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.	Periodic Table.	Periodic Table.	Periodic Table. Actively	Periodic Table. Actively
Participate in the small	Participate in the small	Participate in the small	participate in listing as	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 "	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.	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.	many physical properties as possible for each item. Describe items orally and in written texts. Take part in the group's oral presentation.	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 in	structional strategies an	d 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.

Grade 7: Standard 10

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	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,	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.
		modeled sentences).	compound, and complex sentences.	

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

Sample Content-based Participation Goals – Science Lesson Vignette

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/Ohios-Learning-Standards/Science/ScienceStandards.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.

<u>Science Unit Studies for Homeschoolers and Teachers, http://funtasticunitstudies.com/science-unit-studies-book/</u> 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	Gather information from	Gather information from	Gather information from	Gather information from
a few provided sources	provided sources and	multiple provided print	multiple print and digital	multiple print and digital
and label collected	record some data and	and digital sources and	sources, using search	sources, using search
information.	information.	summarize or paraphrase	terms effectively; quote	terms effectively; and (at
		observations, ideas, and	or paraphrase the data	Grade 8) evaluate the
		information, with labeled	and conclusions of	credibility of each
		illustrations, diagrams,	others, using charts,	source; quote or
		or other graphics, as	diagrams, or other	paraphrase the data and
		appropriate, and cite	graphics, as appropriate;	conclusions of others,
		sources.	and cite sources, using a	using charts, diagrams,
			standard format for	or other graphics, as
			citation.	appropriate; and cite
				sources, using a standard
				format for citation.

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Standards Content Statement: Forces have magnitude and direction. (Page 270.)

http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.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	Listen as teacher	Actively listen as teacher	Actively listen as teacher	Actively listen as teacher
introduces the learning	introduces the learning	introduces the learning	introduces the learning	introduces the learning
objective and	objective and	objective and	objective and	objective and
demonstrates the	demonstrates the	demonstrates the	demonstrates the	demonstrates the
meaning of the	meaning of the	meaning of the	meaning of the	meaning of the
vocabulary with regalia.	vocabulary with regalia.	vocabulary with regalia.	vocabulary with regalia.	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 in	structional strategies and	d 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.

Grade 8: Standard 9

Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 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.	Level 2 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).	Level 3 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	Level 4 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,	Level 5 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.
		order to, as a result).	and opinions (e.g., however, on the other	
			hand, from that moment on).	

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/Ohios-Learning-Standards/Science/ScienceStandards.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.

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

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

Grade 8: Standard 10

Level 1	Level 2	2	Level 3		Level 4	Level 5	
Recognize and us	se a	Use nouns,	pronouns,	Use r	elative pronouns	Use an increasing	Use intensive pronouns
small number of		verbs, prep	ositions,	(e.g.,	who, whom, which,	number of intensive	and verbs in the active
frequently occurr	ing	adjectives,	adverbs,	that),	relative adverbs	pronouns (e.g., myself,	and passive voices; place
nouns, noun phra	ses, and	conjunction	is, and	(e.g.,	where, when, why),	ourselves) and verbs in	phrases and clauses
verbs, and unders	tand	prepositional phrases,		subor	dinating	the active and passive	within a sentence,
and respond to sin	mple	and produce simple and		conju	inctions, and	voices; place phrases and	recognizing and
questions.		compound	sentences,	prepo	ositional phrases,	clauses within a	correcting misplaced and
		with suppor	rt (including	and p	roduce and expand	sentence, recognizing	dangling modifiers; and
		visual aids	and	simpl	e, compound, and a	and correcting most	produce and expand
		sentences).		few c	complex sentences,	misplaced and dangling	simple, compound, and
				with	support (including	modifiers; and produce	complex sentences.
				mode	eled sentences).	and expand simple,	
						compound, and complex	
						sentences.	

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

Sample Content-based Participation Goals – Science Lesson Vignette

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/Ohios-Learning-Standards/Science/ScienceStandards.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 blueheaded 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				

using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her	using visuals in the reading and supported by his/her partner. Participate in gallery walk with his/her	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).	partner. Write two to three simple and compound sentences (using available visual resources and modeled sentences) describing, comparing and contrasting sexual and asexual reproduction.	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.	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.	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 in	structional strategies and	d supports	
Pre-teach selected	Pre-teach selected	Show examples of	Show examples of	Provide criteria of a
vocabulary; provide	vocabulary; provide	written descriptive texts	written descriptive texts	well-written description
bilingual dictionary or	bilingual dictionary or online translation tool if	and point out various	and point out various	of scientific information
online translation tool if available.	available.	grammatical forms (nouns, pronouns, verbs,	grammatical forms (relative pronouns (e.g.,	that students can use for self-evaluation during
available.	available.	prepositions, adjectives,	who, whom, which,	the writing process.
Demonstrate the use of a	Demonstrate the use of a	adverbs, conjunctions,	that), relative adverbs	the writing process.
comparison table to	comparison table to	and prepositional	(e.g., where, when,	
record information.	record information.	phrases).	why), subordinating	
			conjunctions, and	
	Show examples of	Demonstrate the	prepositional phrases.	
	written descriptive texts	difference between	G1 1.1	
	and point out various grammatical forms	simple and compound sentences.	Show and discuss examples of simple,	
	(nouns, pronouns, verbs,	sentences.	compound and complex	
	prepositions, adjectives,		sentences.	
	adverbs, conjunctions,			
	and prepositional			
	phrases),			
	Demonstrate the difference between simple and compound sentences.			

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

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

After participating in the experiment with classmates, answer simple data questions, such as: Does the basketball bounce the highest?	throughout task.		it to their peers.	structure, external structure, and so on) in an oral presentation to the class using key vocabulary.
	Sample in	structional strategies an	d 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 key vocabulary in a word bank that can be used when discussing or writing about characteristics of the different balls.	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.
Provide sentence structures that can be used to respond to simple questions.	Provide sentence structures that can be used to ask and respond to simple questions.	Demonstrate how to use Think, Pair Share to exchange information.		

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.

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 <u>http://phet.colorado.edu/en/contributions/view/3396</u> (Contributor: Melissa Savage)

Ohio Science Standards

http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.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 <u>a rabbit phenotype</u>) 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 <u>a rabbit phenotype</u>) rabbits will be (<u>more/ less</u>) 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 for lab reports.
	Sample in	structional strategies an	a 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.

Grades 11-12, Standard 1

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

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

Sample Content-based Participation Goals—Science Lesson Vignette

Science (Chemistry)

Source: Ohio Science Standards, Chemistry, p. 297 http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.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/Ohios-Learning-Standards/Science/ScienceStandards.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:

• <u>https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introduction-to-the-a</u>

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	Given completed graphic	Given partially	Given blank graphic	Participate in jigsaw
(i.e., proton, neutron,	organizer for a single	completed graphic	organizer (diagram,	activity to take notes on
electron) or phrases with	idea from video	organizer (diagram,	Cornell notes template)	one central idea from the
pre-taught	(diagram, Cornell notes	Cornell notes template)	participate in jigsaw	video:
simple definitions and/or	template) participate in	participate in jigsaw	activity to take notes on	
illustrations;	jigsaw activity.	activity to take notes on	one central idea from the	1.) How did scientists
draw picture of atom.		one central idea from the	video:	formulate the idea of an
	Listen to others'	video:		atom? 2.) What are the
	presentations; highlight		1.) How did scientists	names and characteristics
	main idea on graphic	1.) How did scientists	formulate the idea of an	of the parts of an atom?
	organizer.	formulate the idea of an	atom? 2.) What are the	3.) How are elements
		atom? 2.) What are the	names and	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 responsesincluding pre- taught vocabulary and ideas from the video/transcript about all three central ideas.
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available.	Sample in Demonstrate use of graphic organizer to record information. Have students work with partner in completing paragraph frame.	structional strategies an 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 paragraph responses and allow students to make revisions based on feedback.

Grades 11-12, Standard 3

An ELL can speak and write about	grade-appropriate complex literary	and informational texts and topics.
	grade appropriate comptem meetary	und motional tents and topics

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

Sample Content-based Participation Goals—Science Lesson Vignette

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 <u>http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx</u>

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.	In teacher guided small group, use teacher- selected sources to research climate change in a pre-determined	Independently or with a partner, use mostly teacher-selected sources to research climate in a location. (Students may	In a small group, use multiple sources to research climate change in a student-selected location; teacher may	Independently or with a partner, find multiple sources to research climate change in a student-selected location.
	location.	select from a list of pre-	provide list of sources.	
Lists 5-7 adjectives to		determined locations.)		Using Excel or other
describe the location.	Following a teacher model, enter figures,	If able, use Excel or	Using Excel or other graphing software,	graphing software, present a graph of the
Locate a graphic representation of one	color-coding and labels for a line or bar graph.	other graphing software, present a graph of the	present a graph of the data.	data.
aspect of climate in the	0 1	data; otherwise,		Prepare and deliver 3-5
student's location (ex:	Using teacher-prepared	following a model,	As part of group, prepare	minute oral presentation,
temperature,	sentence frames, prepare	create a line or bar graph	and deliver 3-5 minute	supported by visual aids
precipitation)	a 5-7 sentence	by hand to represent	oral presentation,	(ex., Power Point, Prezi.
	presentation about	data. Use teacher model	supported by visual aids	
With partner or	research, supported by	for labeling.	(ex., Power Point, Prezi.	Using complete
following teacher model,	visual aids (ex.,			sentences and citing

transfer data to a simple	PowerPoint, Prezi.)	Following a teacher	Using simple sentences	resources, answer
line or bar graph (by		model and/or graphic	and/or phrases, answer	classmates' questions
hand or with software) to	Using simple sentences	organizer for prewriting,	classmates' questions	about presentation. Using
show one change in	and/or phrases, answer	prepare a 5-7 sentence	about presentation.	complete sentences, ask
climate for twelve	classmates' prepared	presentation about		at least two questions
months in that location.	questions about	research, supported by	Using complete	about classmates'
	presentation.	visual aids (ex.,	sentences, ask at least	presentation.
		PowerPoint, Prezi.)	one questions about	
	Using a sentence model,		another presentation in	
	ask at least one question	Using simple sentences	the class.	
	about another	and/or phrases, answer		
	presentation in the class.	classmates' prepared		
		questions about		
		presentation. Using a		
		sentence model, ask at		
		least one question about		
		another presentation in		
		the class.		
	Sample in	structional strategies an	d supports	

If available, allow	Model the oral sharing of	Model the oral sharing of	Provide opportunities for	Provide criteria for well-
students to us bilingual	information.	information.	students to practice oral	written informational
dictionary or online			presentations. Give	text that students can use
translation tool to assist	Provide time for students	Provide time for students	feedback and allow	for self-evaluation during
with meaning of	to practice oral	to practice oral	students to make	writing process.
unknown words.	presentations with	presentations with	improvements in final	
	partner.	partner.	presentations.	
Demonstrate how to				
transfer data to a simple	Model asking questions	Model asking questions		
line or bar graph (by	during and after oral	during and after oral		
hand or with software).	presentations.	presentations.		

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

SOCIAL STUDIES

Grade K: Standard 4

Γ

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 Go		
		Lesson Vignette		
The teacher reads the stor	y, <u>No Room For A Sneeze</u> .	Then the teacher uses the ste	ory as a discussion on scarci	ty and wants.
A key idea is that people l	have many wants and make	decisions to satisfy those wa	ants. These decisions impact	others
		Little to subly alose we		
Source: Ohio Social Studi	es Kindergarten Model Cu	rriculum		
Strand: Economics.				
Topic: Scarcity p. 11				
http://education.ohio.gov/	getattachment/Topics/Acad	emic-Content-Standards/Soc	cial-Studies/Kindergarten-So	ocial-Studies-Model-
Curriculum_April2014.pd	lf.aspx			
Curriculum April2014.pd				
Curriculum April2014.pd EconEdLink – No Room	for a Sneeze			
Curriculum April2014.pd EconEdLink – No Room		0&type=educator		
Curriculum April2014.pd EconEdLink – No Room t http://www.econedlink.or	for a Sneeze g/lessons/index.php?lid=56		Level 4	Level 5
Curriculum April2014.pd EconEdLink – No Room t http://www.econedlink.or	for a Sneeze g/lessons/index.php?lid=56 Level 2	Level 3	Level 4 In journal, write simple	Level 5 In journal, write grade
Curriculum April2014.pd EconEdLink – No Room t http://www.econedlink.or Level 1 With teacher support,	for a Sneeze g/lessons/index.php?lid=56 Level 2 With teacher support,	Level 3 With modeling or	In journal, write simple	In journal, write grade
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into	for a Sneeze g/lessons/index.php?lid=56 Level 2 With teacher support, sort picture cards into	Level 3	In journal, write simple sentences about needs	
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and	for a Sneeze g/lessons/index.php?lid=56 Level 2 With teacher support, sort picture cards into categories needs and	Level 3 With modeling or sentences frames, write sentences about basic	In journal, write simple	In journal, write grade appropriate sentences about needs and wants.
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic	for a Sneeze g/lessons/index.php?lid=56 Level 2 With teacher support, sort picture cards into	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I	In journal, write simple sentences about needs and wants. (e.g. I want	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic	for a Sneeze g/lessons/index.php?lid=56 Level 2 With teacher support, sort picture cards into categories needs and wants. With modeling, communicate about the	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I want toys. I need food).	In journal, write simple sentences about needs and wants. (e.g. I want toys. I need food).	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic	for a Sneeze g/lessons/index.php?lid=56 Level 2 With teacher support, sort picture cards into categories needs and wants. With modeling, communicate about the pictures in basics	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with	In journal, write simple sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner Express
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic	for a Sneeze g/lessons/index.php?lid=56 Level 2 With teacher support, sort picture cards into categories needs and wants. With modeling, communicate about the	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I want toys. I need food).	In journal, write simple sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic	for a Sneeze g/lessons/index.php?lid=56 Level 2 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.)	Level 3 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. Discus with partner Express differences between
Curriculum April2014.pd EconEdLink – No Room i http://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic vocabulary words.	for a Sneeze g/lessons/index.php?lid=56 Level 2 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.) Sample in	Level 3 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. Discus with partner Express differences between needs and wants.
Curriculum April2014.pd EconEdLink – No Room f http://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic vocabulary words.	for a Sneeze g/lessons/index.php?lid=56 Level 2 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.) Sample in Provide opportunities	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. nstructional strategies and write down on chart or	In journal, write simple sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. nd supports Demonstrate	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discus with partner Express differences between needs and wants. Demonstrate appropriat
Curriculum April2014.pd EconEdLink – No Room f http://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic vocabulary words.	for a Sneeze g/lessons/index.php?lid=56 Level 2 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.) Sample in Provide opportunities for students to share	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. Instructional strategies and Write down on chart or Smart board the ideas	In journal, write simple sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. nd supports Demonstrate appropriate language to	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discus with partner Express differences between needs and wants. Demonstrate appropriat language to give reason
Curriculum April2014.pd EconEdLink – No Room thttp://www.econedlink.or Level 1 With teacher support, sort picture cards into categories of needs and wants. Learn basic vocabulary words. Pre-teach vocabulary related to needs and wants. Model how to list	for a Sneeze g/lessons/index.php?lid=56 Level 2 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.) Sample in Provide opportunities	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. nestructional strategies and write down on chart or Smart board the ideas generated in the	In journal, write simple sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. nd supports Demonstrate appropriate language to express opinions about	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discus with partner Express differences between needs and wants. Demonstrate appropriat
Curriculum April2014.pd EconEdLink – No Room	for a Sneeze g/lessons/index.php?lid=56 Level 2 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.) Sample in Provide opportunities for students to share	Level 3 With modeling or sentences frames, write sentences about basic needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. Instructional strategies and Write down on chart or Smart board the ideas	In journal, write simple sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discuss with partner. nd supports Demonstrate appropriate language to	In journal, write grade appropriate sentences about needs and wants. (e.g. I want toys. I need food). Illustrate. Discus with partner Express differences between needs and wants. Demonstrate appropriat language to give reason

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; dressup: 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

Level 1	Level 2	Level 3	Level 4	Level 5	
Level 1	Level 2	Level 5	Level 4		T 1 1
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 inst	tructional strategies an	d supports	
				Demonstrate examples of formal and informal language that people in different professions might use throughout the day.	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.	Discuss the difference between the types and create graphic organizer comparing/contrasting.

Grade 1: Standard 5

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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 Goa	ls – Social Studies	
		Lesson Vignette		
http://education.ohio.gov/ Curriculum April2014.pd	getattachment/Topics/Acado If.aspx	Content Statement 12, Instructemic-Content-Standards/Soc	ial-Studies/Grade-1-Social-	
Level 1	Level 2	Level 3	Level 4	Level 5
Using picture cards, identify some of the	Comprehend and rehearse one or two basic questions to ask a	Using questions provided by the teacher, conduct a short	Following teacher guidelines, conduct interviews (in person, phone, or Skype) with a	Following teacher guidelines, conduct interviews (in person, phone, or Skype) with a
related jobs (farmer, truck driver), and match pictures with related objects (farmer-tractor; truck driver-delivery cart).	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.	interview (in person, phone, or Skype) with a related worker. Choose a couple of interesting points on a poster and share with class.	related worker. Summarize main points on poster board or PPT template and share with class.	related worker. Summarize main points on poster board or PPT template and share with class.
truck driver), and match pictures with related objects (farmer-tractor; truck driver-delivery	their interview (e.g. What do you grow? How much is the milk?). With support, use words and phrases to record answers.	phone, or Skype) with a related worker. Choose a couple of interesting points on a poster and	related worker. Summarize main points on poster board or PPT template and share with class.	related worker. Summarize main points on poster board or PPT template and share with

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Grade 1: Standard 6

An ELL can analyze a	nd critique the argumer	nts of others orally and i	n 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) <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

		-	-	
Level 1	Level 2	Level 3	Level 4	Level 5
	Using a sentence frame	Using simple sentences,	Using more elaborated	Write a journal entry
	and word list, tell about	write a journal entry	sentences, write about	about two laws/rules
	one law/rule mentioned	about one law/rule	two laws/rules	mentioned in the
	in the presentation,	mentioned in the	mentioned in the	presentation, stating the
	stating why it's	presentation, stating the	presentation, stating the	reason for their
	important.	reason for its importance	reason for their	importance and
	Phrases/simple	and consequences for	importance and	consequences for
	sentences. Discuss with	breaking it. Discuss with	consequences for	breaking them
	partner.	small group.	breaking them. Discuss	(descriptive sentences).
			with small group or	Discuss with small
			class.	group or class.
	Sample in	structional strategies an	d supports	
	-	8		
	Review vocabulary	Demonstrate how to	Demonstrate how to	Provide time for sharing
	related to rules, laws,	take notes during an oral	take notes during an oral	drafts with peers and
	appropriate behavior in	presentation. Model how	presentation. Give	getting their feedback
	a community. Model	to ask questions for	feedback on students'	before completing final
	how to ask questions for	clarification.	initial drafts and make	draft of summary.
	clarification.		suggestions for	
			improvements.	

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-b	ased Participation Goal	s – Social Studies	I
		Lesson Vignette		
http://education.ohio.go Curriculum April2014.j		nic-Content-Standards/Socia		
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.	independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on	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 ins	tructional strategies and	l 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.	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

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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-t	based Participation Goa	ls – Social Studies	
		Lesson Vignette		
	es Model Curriculum, Stand getattachment/Topics/Acade f.aspx		ial-Studies/Grade-2-Social-S	Studies-Model-
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 mos important and why. Rank rules according to their importance.
	Sample in	structional strategies an	d 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.

Grade 2: Standard 6

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.
words and phrases.	Sample Content-	based Participation Goa	ls – Social Studies	
	2	Lesson Vignette		
Students investigate a curr	rent-event issue and describe	e the positive and negative et	ffects of these activities. (e.,	g. Time for Kids article,
"Waiting for Change", Fel	b 2013) pm/news/article-waiting-cha			-
Source: Ohio Social Studi	es Model Curriculum, Conte	ent Statement 7, pg 7 emic-Content-Standards/Soc	ial-Studies/Grade-2-Social-	Studies-Model-
Curriculum_April2014.pd	f.aspx	-me-Content-Standards/500	141-5100105/ 01400-2-500141-	<u>5100105-1110001-</u>
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 <u>http://www.timeforkids.</u> <u>com/news/article-</u> <u>waiting-change/98991</u> 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 <u>http://www.timeforkids.</u> <u>com/news/article-</u> <u>waiting-change/98991</u> 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 <u>http://www.timeforkids.</u> <u>com/news/article-</u> <u>waiting-change/98991</u> 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 <u>http://www.timeforkide</u> <u>com/news/article-</u> <u>waiting-change/98991</u> 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 ins	structional strategies and	d 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	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 providin reasons to support an idea or point of view.

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	Participate in short	Participate in short	Participate in discussions,	Participate in extended
occasionally participate	conversations,	discussions and written	conversations, and written	discussions,
in short conversations	discussions, and written	exchanges about	exchanges about a variety	conversations, and
about familiar topics,	exchanges about	familiar topics and texts;	of topics and texts; follow	written exchanges
and respond to simple	familiar topics; take	follow the rules for	the rules for discussion;	about a variety of texts
yes/no and some wh-	turns; and respond to	discussion; respond to	build on the ideas of	and topics; follow the
questions.	simple and wh-	the comments of others	others and contribute his	rules for discussion;
	questions.	and contribute his or her	or her own; and ask and	build on the ideas of
		own; and ask questions	answer questions about	others, and express his
		to gain information or	the topic or text.	or her own; and ask
		clarify understanding.		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 <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Take part in a small	Take part in the small	Actively participate in	Actively listen to others in	Fully participate in the
group discussion of	group discussion and	the small group	the small group, ask	small group discussion
classroom rules with	write one simple	discussion by sharing at	questions about their ideas	by asking and
translation support (e.g.,	sentence using a	least 3 ideas and asking	and show comprehension	answering questions
Google Translate) or	computer/iPad to show	questions to clarify	by building upon those	and contribute towards
visuals, and demonstrate	appropriate classroom	understanding. Write 2-	answers. Write 3-4	writing the classroom
understanding of	behavior following a	3 sentences on a	generally correct	contract on a
common classroom	model. E.g., "Walk in	computer stating	sentences on a computer.	computer. Then
instructions, e.g., "raise	the classroom",	classroom rules	Take an active part in a	contribute ideas to the
hand", "take turns", "be	"Listen to the teacher."	following the	discussion of laws in the	discussion about laws
quiet".	Answer questions about	discussion. Contribute	local community and why	in the community and
	appropriate behavior.	an idea to discussion of	laws are necessary.	why laws are
		laws in the local		necessary.
		community.		
	Sample to	eaching strategies and	supports	
	-	0 0	••	
Pre-teach selected	Have ELL work with a	Model asking questions	Model using transition	Have ELL work with a
vocabulary; provide	partner to orally	during a group	phrases to add ideas to	partner on writing a
bilingual dictionary or	generate classroom	discussion.	statements in a group	classroom contract.
online translation tool if	behavior rules.		discussion (E.g., "Another	
available.			example is")	

Grade 3: Standard 6

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Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and	With prompting and	Tell how one or two	Tell how one or two	Describe how reasons
support (at Grade 2),	support (at Grade 2),	reasons support the main	reasons support the	support the specific
identify a point an	identify a reason an	point an author or a	specific points an author	points an author or a
author or a speaker	author or a speaker gives	speaker makes.	or a speaker makes.	speaker makes.
makes, using a few	to support the main			
frequently occurring	point.			
words and phrases.				
	Sample Content-l	based Participation Goa	ls – Social Studies	
		Lesson Vignette		
Students will receive a the	coretical allowance of \$20.00) a month. Each student wil	l decide how to spend this an	mount. Students will
analyze and critique their			•	
- · ·				
Source: Ohio's Social Stu	dies Standards. Economics (Content Statement of the MC	CS. 19 page 23	
	getattachment/Topics/Acade			Studies-Model-
Curriculum_April2014.pd	f.aspx			
Curriculum April2014.pd	<u>f.aspx</u>			
	f.aspx Level 2	Level 3	Level 4	Level 5
Level 1		Level 3 Listen to classmates talk	Level 4 After listening to	
Level 1 Listen to a classmate	Level 2	201010	20101	
Level 1 Listen to a classmate talk about how he or she	Level 2 Listen to classmates talk	Listen to classmates talk	After listening to	Cite reasons to agree o disagree with
Level 1 Listen to a classmate talk about how he or she would spend the	Level 2 Listen to classmates talk about how they would	Listen to classmates talk about how they would	After listening to classmates explain how	Cite reasons to agree o disagree with
Level 1 Listen to a classmate talk about how he or she would spend the allowance and identify	Level 2 Listen to classmates talk about how they would spend their allowance	Listen to classmates talk about how they would spend their allowance	After listening to classmates explain how they would spend the	Cite reasons to agree o disagree with classmates' decisions t spend their allowance using grade appropriate
Level 1 Listen to a classmate talk about how he or she would spend the allowance and identify and illustrate 2-3 key	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one	Listen to classmates talk about how they would spend their allowance and fill out a chart of at	After listening to classmates explain how they would spend the \$20 allowance, the student will participate in a discussion and	Cite reasons to agree o disagree with classmates' decisions t spend their allowance
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	Listen to classmates talk about how they would spend their allowance and fill out a chart of at least one thing that each	After listening to classmates explain how they would spend the \$20 allowance, the student will participate	Cite reasons to agree o disagree with classmates' decisions t spend their allowance using grade appropriate
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	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	After listening to classmates explain how they would spend the \$20 allowance, the student will participate in a discussion and	Cite reasons to agree o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	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	After listening to classmates explain how they would spend the \$20 allowance, the student will participate in a discussion and express his opinion of	Cite reasons to agree o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary
Level 1 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,	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to	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	After listening to classmates explain how they would spend the \$20 allowance, the student will participate in a discussion and express his opinion of	Cite reasons to agree o disagree with classmates' decisions t spend their allowance using grade appropriat conversational and academic vocabulary (e.g., I agree, but; I
Level 1 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,	Level 2 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 of disagree with classmates' decisions to spend their allowance using grade appropriat conversational and academic vocabulary (e.g., I agree, but; I
Level 1 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,	Level 2 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	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 o disagree with classmates' decisions t spend their allowance using grade appropriat conversational and academic vocabulary (e.g., I agree, but; I
Level 1 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).	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to spend the \$20 and why. Sample te Demonstrate note-taking	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 o disagree with classmates' decisions t spend their allowance using grade appropriat conversational and academic vocabulary (e.g., I agree, but; I disagree, because).
Level 1 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).	Level 2 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 o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I disagree, because).
Curriculum April2014.pd Level 1 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). Pre-teach content- related vocabulary.	Level 2 Listen to classmates talk about how they would spend their allowance and identify how one classmate wants to spend the \$20 and why. Sample te Demonstrate note-taking	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 o disagree with classmates' decisions t spend their allowance using grade appropriate conversational and academic vocabulary (e.g., I agree, but; I disagree, because).

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Grade 3: Standard 10

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An ELL can make acc	curate use of standard E	nglish to communicate i	n grade-appropriate sp	eech 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., <i>group</i>), 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., <i>childhood</i>), 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 Goa	ls – Social Studies	- ompren sentences.
http://education.ohio.gov/ Curriculum_April2014.pc	ies Model Curriculum. Geog <u>getattachment/Topics/Acade</u> <u>lf.aspx</u>		~ -	Studies-Model-
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 t	eaching strategies and	l supports	
Pre-teach key vocabulary and provide descriptive sentence structures. Provide bilingual dictionary or online translation tool if available and	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
Level 1 Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh- questions.	Level 2 Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh- questions.	Level 3 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.	Level 4 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
		based Participation Goa		ideas expressed.
	e in the Underground Railwa	Lesson Vignette	oups and are assigned roles:	slave, slave owner,
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/	d free black man. Then they ies Model Curriculum Histor igetattachment/Topics/Acade	discuss their viewpoints on ry 4.7, page 13	slavery. ial-Studies/Grade-4-Social-S	Studies-Model-
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/ Curriculum_April2014.pd	d free black man. Then they ies Model Curriculum Histor getattachment/Topics/Acade If.aspx	discuss their viewpoints on ry 4.7, page 13 emic-Content-Standards/Soc	ial-Studies/Grade-4-Social-	
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/ Curriculum_April2014.pd Level 1	d free black man. Then they ies Model Curriculum Histor getattachment/Topics/Acade If.aspx Level 2	discuss their viewpoints on ry 4.7, page 13 emic-Content-Standards/Soc	ial-Studies/Grade-4-Social-S	Level 5
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/ Curriculum_April2014.pd	d free black man. Then they ies Model Curriculum Histor getattachment/Topics/Acade If.aspx	discuss their viewpoints on ry 4.7, page 13 emic-Content-Standards/Soc	ial-Studies/Grade-4-Social-	
abolitionist, conductor and Source: Ohio Social Studi http://education.ohio.gov/ Curriculum April2014.pd Level 1 After viewing multimedia presentations about slavery, student answers simple questions using visual and bilingual	d free black man. Then they ies Model Curriculum Histor getattachment/Topics/Acade tf.aspx Level 2 With extensive preparation, student takes part in the role play, listening to others, contributing a few simple sentences, and answering a few simple questions.	discuss their viewpoints on ry 4.7, page 13 emic-Content-Standards/Soc Level 3 Student takes a role in the discussion with some preparation and support, responds to others, and adds some original comments, asking questions to	ial-Studies/Grade-4-Social-S Level 4 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.	Level 5 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

Grade 4: Standard 6

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 Goa Lesson Vignette	ls – Social Studies	
		Government, p. 26 emic-Content-Standards/Soc	ial-Studies/Grade-4-Social-S	Studies-Model-
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 in	structional strategies an	d supports	
Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist	Provide sentence structures for showing agreement or disagreement (e.g., I agree that; I don't	In large group setting, elicit students' statements and create a chart showing the number who agree and	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	Contribute a few simple	Take an active role in	Take an active role in	Take an active role in
the report by finding	sentences to the report	creating the report with	creating the report,	creating the report,
pictures of food eaten by	with assistance. After	some preparation and	building on the ideas of	building on the ideas of
an early Indian	the class views the	support. Then ask and	others, and adding	others, and adding
Civilization with	infomercials, student	answer questions about	evidence to support their	evidence to support their
bilingual, teacher or peer	will answer a few simple	the infomercials, adding	explanations with	explanations. Respond
assistance.	questions about the	some original	minimal support. Then	to other infomercials,
After viewing the	other civilizations. E.g.,	comments, and asking	ask and answer	and make appropriate
infomercials about other	"Where did they live?"	questions to clarify	questions about the	observations of multiple
Indian Civilizations,		answers. E.g., "Why did	infomercials.	commonalities and
students answer simple		the Aztecs grow corn?"		differences.
questions with visual				
and bilingual support (if				
available). E.g., "What				
did they eat?"				

		Sample instructi	onal strategies and	l 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.

Grade 5: Standard 6

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 a 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

Level 2	Level 3	Level 4	Level 5
Student reads a	With scaffolding	Students read the article	Independently read the
simplified version of the	(bilingual dictionary,	with a dictionary, if	article. Determine the
article. With bilingual	simplified explanations)	needed. State the	author's opinions.
support, translation	to understand the article,	reasons the author gave	Express their opinions
support (if available) or	students write 1-2 points	for his arguments then	about the validity of the
scaffolding to	the author makes. State	give evidence to agree	author's arguments and
understand the article,	whether they agree or	with or refute his claims,	state whether the
identify the key point	disagree and why, both	with some help. Prepare	evidence supports
and state an opinion.	in a short written	a short written response	the argument or not.
E.g., "I (don't) think all	response and orally in	then discuss in a group.	Prepare a short written
people can come to	discussion.		response then discuss in
America."			a group.
		_	
Sample ins	structional strategies an	d supports	
Provide sentence	In large group setting,	Give opportunities for	Provide feedback on
structures for showing	elicit students'	ELLs to practice	practice presentation and
agreement or	statements and create a	communication skills in	provide opportunity to
disagreement (e.g., I	chart showing the	small group discussions.	make revisions before
agree that; I don't	number who agree and		final presentation.
believe).	disagree with the author.		
	-		
	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." Sample ins Provide sentence structures for showing agreement or disagreement (e.g., I agree that; I don't	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, whether they agree or disagree and why, both in a short written response and orally in discussion.Provide sentence structures for showing agreement or disagree and (e.g., I agree that; I don'tIn large group setting, state and in a chart showing the number who agree and	Student reads a simplified version of the article. With bilingual support, translation 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, 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 and orally in discussion.Provide sentence structures for showing agreement or agree that; I don'tIn large group setting, chart showing the number who agree andGive opportunities for ELLs to practice communication skills in small group discussions.

Grade 6: Standard 1

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

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

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) <u>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-</u> Standards/English/Grade 6 ELA Model Curriculum March-2015.pdf.aspx

- 14		T 10		
Level 1	Level 2	Level 3	Level 4	Level 5
Listen to teacher's short	Listen to teacher's short	Listen to teacher's	Listen to teacher's	Listen to teacher's
explanation of a	explanation of a	short explanation of	short explanation of a	short explanation of a
historical event and	historical event and	a historical event.	historical event. With	historical event. With
determine if the event	determine if the event	With a partner, use	a partner, use teacher	a partner, use teacher
took place in B.C.E. or	took place in B.C.E. or	teacher prepared	prepared websites	prepared websites
C.E. With a partner, use	C.E. With a partner, use	websites and/or	and/or texts to find	and/or texts to find
teacher prepared	teacher prepared	texts to find	information about two	information about
websites and/or texts to	websites and/or texts to	information about	other events in	three other events in
find picture, graphic, or	find more information	another event in a	different centuries.	different centuries.
illustration to represent	about the event. Write at	different century.	Correctly place events	Correctly place events
the event. Correctly	least 1 compound	Correctly place	on the class timeline	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 instru	ctional strategies an	d 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	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.

main idea and supporting details.

Grade 6: Standard 5

An ELL can conduct r	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 Goal	ls – Social Studies		
		Lesson Vignette			

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

technology to complete this final step.	technology to complete this final step.	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.	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.	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.
Pre-teach selected	Pre-teach selected	structional strategies and Demonstrate how to cite	d supports Demonstrate how to cite	Provide feedback on
vocabulary using illustrations and photos	vocabulary using illustrations and photos	sources of information	sources of information	students' written work to assist with improvements
from the Internet; provide bilingual dictionary or online translation tool if available	from the Internet; provide bilingual dictionary or online translation tool if available	Provide examples of travel brochures	Provide examples of travel brochures	for final report
Model the use of a note chart to write key information from an oral or written information source	Model the use of a note chart to write key information from an oral or written information source			
Provide examples of travel brochures	Provide examples of travel brochures			

Grade 6: Standard 9

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

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	Using a chart, work in	Using a chart, work in	Using a chart, work in	Using a chart, work in
small groups to compare	small groups to compare	small groups to compare	small groups to compare	small groups to compare
and contrast each of the	and contrast each of the	and contrast each of the	and contrast each of the	and contrast each of the
five major religions.	five major religions.	five major religions.	five major religions.	five major religions.
Listen and record basic	Listen, participate, and	Listen, actively	Listen, actively	Listen, actively
words and phrases	record basic words and	participate, and record	participate, and record	participate, and record
discussed in his/her	phrases discussed in	information discussed in	information discussed in	information discussed in
group. Complete at least	his/her group. Complete	his/her group. Complete	his/her group. Complete	his/her group. Complete
one piece of information	at least two pieces of	at least 2-3 pieces of	multiple pieces of	multiple pieces of
in each circle. With	information in each	information in each	information in each	information in each
teacher support, write or	circle. With partner or	circle. With limited	circle. With increasing	circle. Independently,
tell one sentence about	teacher support, write or	support, compares and	independence, compare,	compare, contrast and
each religion. The	tell one sentence about	contrast 2-3 of the five	contrast, and discuss at	discuss the religions
(Buddhists, Christians,	each religion that	religions (written or	least three of the	(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.
	-	structional strategies an		
Pre-teach selected	Provide list of key words	Demonstrate use of	Demonstrate use of	Provide criteria of a
vocabulary; provide	for students to note	conjunctions to connect	transitional words and	well-written report that
bilingual dictionary or	during the discussion of	phrases; have students	phrases; have students	students can use for self
online translation tool if	religions.	practice using them.	practice using them.	evaluation.
available.				
	Demonstrate the use of a	Demonstrate use of	Provide students the	
Provide list of key words	Venn diagram to show	transitional words and	opportunity to share	
for students to note	differences and	phrases; have students	descriptions in small	
during the discussion of religions.	similarities	practice using them.	groups.	
	Demonstrate use of	Provide students the		
Demonstrate the use of a	conjunctions to connect	opportunity to share		
Venn diagram to show	phrases; have students	descriptions in small		
differences and	practice using them.	groups.		
similarities.				

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

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,	With teacher support,	With teacher support,	Choose ONE item from	Choose ONE item from
choose ONE item from	choose ONE item from	choose ONE item from	Greek or Roman	Greek or Roman
Greek or Roman	Greek or Roman	Greek or Roman	civilization. With a	civilization. With a
civilization. With a	civilization. With a	civilization. With a	partner, use a visual	partner, use a visual
partner or teacher support,	partner or teacher	partner or teacher	(picture, photo, etc.) or	(picture, photo, etc.) or
use a visual (picture,	support, use a visual	support, use a visual	object to create a short	object to create a short
photo, etc.) or object to	(picture, photo, etc.) or	(picture, photo, etc.) or	advertisement for the	advertisement for the
create a short	object to create a short	object to create a short	product. The	product. The
advertisement for the	advertisement for the	advertisement for the	advertisement will	advertisement will
product. The	product. The	product. The	respond to questions	respond to questions
advertisement will consist	advertisement will	advertisement will	about the "product,"	about the "product,"
of 2-3 sentences (written	consist of 3-5 sentences	respond to questions	including evidence about	including specific
or spoken) and respond to	(written or spoken) and	about the "product."	how the Greek/Roman	evidence about how the
questions about the	respond to questions	Using a variety of basic	civilizations impacted	Greek/Roman
"product." Framed	about the "product."	sentence structures,	the product in today's	civilizations impacted

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

Grade 7: Standard 5

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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 <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum_April2014.pdf.aspx</u>

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

			learning with the jigsaw groups.	Use organizer to share learning with the jigsaw groups.
	Sample ir	nstructional strategies an	d 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 selectedvocabulary usingillustrations and photosfrom the Internet;provide bilingualdictionary or onlinetranslation tool ifavailableDemonstrate use ofcause and effect chart.Pair students withpartner to completecause 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

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

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

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

Grade 8: Standard 4

An ELL can construct	grade-appropriate oral	and written claims and s	support them with reaso	oning 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

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

Grade 8: Standard 6

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

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

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

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

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

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

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

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.

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: <u>https://www.ohiohistory.org/learn/education-and-outreach/ohio-history-day</u> (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 <u>https://www.ohiohistory.org/OHC/media/OHC-Media/Documents/Intro-Guide.pdf</u> (copy and paste link into Internet server)

Ohio Social Studies Standards, Model Curriculum, Modern World History, p.2 <u>http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School Modern-World-History Model-Curriculum April2014.pdf.aspx</u>

Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 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.	Level 2 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).	Level 3 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.	Level 4 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.	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
		bibliography format. Use information to construct a PowerPoint presentation or as an exhibit.	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 in	structional strategies and	d 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.

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

Grade 9-10, Standard 6

	An ELL can analy	vze and critique f	he arguments of ot	hers orally and in writing.	
I	m ELL can anal	<i>y L</i> c and critique i	ne algumento ol ou	ners orany and m 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

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 ins	tructional strategies a	nd supports	I
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.

Grades 11-12, Standard 5

	1 1 4 1	• • • • • •		
An ELL can conduct research	and evaluate and con	nmunicate findings to	answer questions or solve	problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 Gather information from a few provided print and digital sources, and label collected information, experiences, or events.	Level 2 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,	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	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
		1 / 0		integrate information into a clearly organized
				oral or written text, citing sources appropriately.

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	Select a familiar	Find two different stock	Selecting from a broad	Selecting from a broad
company or product	company or product	market reports about one	teacher-created list (so that	teacher-created list (so that
(Coke, Microsoft).	(Coke,	company or product with	the same companies are	the same companies are not
With teacher support,	Microsoft).With	which he or she is	not repeated over and	repeated over and over),
read a stock report and	teacher support	familiar. Using a top-hat	over), research 2-3	research at least 3 companies
calculate the number of	and/or model	or Venn diagram,	companies or products,	or products, creating a
stocks he can buy with	calculator, read a	compare research	creating a graphic	graphic organizer to compare
a pretend sum of	stock report and	sources.	organizer to compare	market patterns, company
money.	calculate the		market patterns, company	earning statements, stock
	number of stocks he	Given a paragraph frame,	earning statements, stock	market reports and economic

Following a model of a	can buy with a	write a 5-7 sentence	market reports and	indicators. Choose stocks of
line graph, track value	pretend sum of	paragraph telling the	economic indicators.	different types (i.e. banking,
of the stocks through	money.	differences and		retail, technology, or other).
the duration of the		similarities of the	Present research to the	
class. Add data to	Following a model	reports; identify the more	class in a 3-5 minute	Present research to the class
graph at regular	of a line graph,	reliable source. Present	presentation accompanied	in a 3-5 minute presentation
intervals (daily, weekly,	track value of the	comparison and	by visuals and graphic	accompanied by visuals and
or the like).	stocks through the	organizer to the class.	organizers. Cite sources.	graphic organizers. Cite
	duration of the			sources.
At the end of the	class. Add data to	Using the preferred	After viewing classmates'	
course, present graph	graph at regular	source, select two	presentations, create a	After viewing classmates'
and results to the class.	intervals (daily,	companies or products	portfolio of at least three	presentation, create a
Use a paragraph frame	weekly, or the like).	with which he is familiar	different stocks with the	portfolio of at least three
to support presentation,		(Coke, Microsoft) and	pretend sum of money. If	different stocks with their
ex: "I began with	If he chooses, sell	make a simulated	he chooses, sell some of	pretend sum of money. If he
dollars.	some of their stock	purchase with the	the stock and buy stock	chooses, sell some of their
I bought	and buy stock from	pretend sum of money. If	from an additional,	stock and buy stock from an
. I	an additional,	he chooses, sell some of	familiar product or	additional, familiar product
ended with	familiar product or	the stock and buy stock	company, still recording	or company, still recording
	company, still	from an additional,	the total value of the stock	the total value of the stock
dollars. So, I (gained,	recording the total value of their stock	familiar product or	using graphs.	using line graphs.
lost) dollars."		company, still recording the total value of the	Track value of the stocks	Track value of their stocks
uomars.	using graphs.	stock using graphs.	through the duration of the	through the duration of the
	At the end of the	stock using graphs.	class. Add data to the line	class, adding data to the line
	course, present	Track value of the stocks	graph at regular intervals	graph at regular intervals
	graph and results to	through the duration of	(daily, weekly, or the	(daily, weekly, or the like).
	the class. Using	the class. Add data to	like).	(daily, weekly, of the line).
	paragraph frames or	the line graph at regular		At the end of the course,
	other graphic	intervals (daily, weekly,	At the end of the course,	present graph and results to
	organize; prepare a	or the like).	present graph and results	the class.
	2-3 paragraph report		to the class.	
	telling about the	At the end of the course,		Prepare a 5-7 paragraph
	initial investment,	present graph and results	With optional, pre-writing	report analyzing a future
	effect of buying	to the class.	organizer, prepare a 5-7	investment goal (e.g
	and/ or selling		paragraph report justifying	college, car), planning stock
	during the class, and	Using paragraph frames	the initial investment, the	to buy, and estimating the
	their results.	or other graphic	effect of buying and/or	amount of time it would take
	Support	organizer, prepare a 3-5	selling during the class,	to achieve the goal.
	presentation with	paragraph report	presenting results, and	Presentation must be
	visual	justifying the initial	describing a future	supported with visual
	representation of the	investment, the effect of	investment goal e.g	representation of the year's
	data that they	buying and/or selling	college, car). Presentation	data and citations for at least
	accumulated	during the class,	must be supported with	three stock reports.
	through the year.	presenting results, and how to invest for a future	visual representation of the year's data and	
		goal (e.g., college, car).	citations for at least two	
		Support presentation	stock reports.	
		with visual	SOUR TOPOILS.	
		representation of the		
		year's data and citations		
		for at least two stock		
		reports.		
L	1	L	1	I]

Sample instructional strategies and supports						
Pre-teach selected	Pre-teach selected	Provide opportunities for	Provide opportunities for	Provide criteria of a		
vocabulary; provide	vocabulary; provide	students to share	students to practice	well-written research		
bilingual dictionary or	bilingual dictionary or	completed paragraph	giving their	summary that students		
online translation tool if	online translation tool if	frames with partners.	presentations. Give	can use to evaluate each		
available	available		feedback that can be	other's presentations.		
			used to make			
Demonstrate how to	Demonstrate how to		improvements for final			
create and use a line	create and use a line		presentation.			
graph to track value of	graph to track value of					
the stocks through the	the stocks through the					
duration of the class.	duration of the class.					
Have students work with	Have students work with					
partner to monitor stocks	partner to monitor stocks					
and use line graph to	and use line graph to					
track value.	track value.					

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

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

Social Studies (Government)

Civic Participation & Skills CS #4

Source: Ohio Social Studies Standards, Model Curriculum, High School American Government, p.5' education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx

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.

			1	
Level 1	Level 2	Level 3	Level 4	Level 5
Using role-play,	Read a list of at least 10	Read a list of at least 10	Work independently to	Participate fully in
illustration, and/or	phrases and sentences	phrases and sentences	create individual note	activity. Works
translation create	(ex: "Let's work	(ex: "Let's work	cards.	independently to create
meaning for these new	together", "All people	together", "All people		individual note cards.
vocabulary concepts:	should", and "What	should", and "What	Listen with other	
persuasion, compromise,	do you think?" "Meet	do you think?" "Meet	students as one group	Discuss and/or observe
consensus, and	me half-way", etc.).	me half-way", etc.).	discusses a local	local and national issues.
negotiation. Record with			problem. With a partner	
memory aid (ex .:	With a teacher, sort the	With a teacher, sort the	as a model, hold up cards	Hold up index cards
personal dictionary	words into group:	words into group:	and the discussion	independent of group
entry, vocabulary			proceeds.	mates.
quadrants) and practice	 words for 	 words for 		
	persuasion	persuasion	Join a group that is	Speaks to resolve issue
Transfer the new words	 words for compromise 	words for compromise	discussing a one of the	using several sentences:

to individual index cards. With partner, hold up cards as the discussions proceed.	 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 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. 	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.	simple, compound, and complex.
	Sample in	structional strategies an	d supports	
Model how to ask questions during oral	Model how to ask questions during oral	Provide opportunities for students to practice	Provide opportunities for students to practice	Discuss differences in language used in
presentations when a	presentations when a	model sentences and	model sentences and	informal and formal
word or phrase is not	word or phrase is not	phrases that can be used	phrases that can be used	discussions.
understood.	understood.	in a discussion about a	in a discussion about a	
		certain issue.	certain issue.	Elicit from students
				language use that would
				be inappropriate for
				formal discussions about
				a topic.