Instructional Guidelines and Resources For English Language Learners

Based on Ohio's New English Language Proficiency Standards

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INTRODUCTION

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

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

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

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

Purpose of the Instructional Guide

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

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

Intended audience

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

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

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

PROFILE OF OHIO'S ENGLISH LANGUAGE LEARNERS

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

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

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

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

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

- Pre- or semi-literate in their native language
- Minimal understanding of the function of literacy
- Performance significantly below grade level
- A lack of awareness of the organization and culture of school (Teachers of English to Speakers of Other Languages, Inc., 1997, p.21)

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.

DRAFT

PROFICIENCY LEVEL DESCRIPTORS

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

Introduction

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

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

Proficiency Level Descriptor Summaries

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

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

- 1. the degree of control of English that ELLs typically show as they participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the ELP Standards; and
- 2. what the forms of ELLs' language-related performance typically look like.

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

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

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

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

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

Detailed Proficiency Level Descriptors

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

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

Standards					
	1	2	3	4	5
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 gradeappropriate 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 gradeappropriate content-area texts developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions 	 related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) multiple paragraphs containing a variety of sentences on gradeappropriate content-area text increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing) 	 complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation} multiple paragraphs, chapters, and essays on gradeappropriate content-area text accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events
How much information is packed within a sentence structure (clause) or sentence?	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, 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

Level What is the range and specificity of words, phrases, and expressions used? •	limited (i.e., nitial) range of imple vocabulary ncluding: 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 contentrelated terms, cognates, and expressions and some contentspecific 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 a opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity
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(CCSSO 2013, pp.1-5).

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

OVERVIEW OF THE NEW ELP STANDARDS

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

Performance targets by proficiency levels

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

Standard 1, Grade 4-5

Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing.

By the end of each English language proficiency level, an ELL can							
Level 1	Level 2	Level 3	Level 4	Level 5			
Use a very limited set of strategies to identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic; retell a few key details from read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to determine the main idea or theme, and retell a few key details; retell familiar stories from readalouds, 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,	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.			
			written texts, and oral presentations.				

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

Grade Level ELP Standards with Correspondences to Content Standards

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

- 1. Correspondences with the Common Core State Standards (CCSS) for Mathematics and Next Generation Science Standards (NGSS) Practices Following the guidance found in the CCSSO Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards (the "CCSSO ELPD Framework") (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The CCSS for Mathematical Practices a.k.a., the Mathematical Practices are the first eight standards for the CCSS for Mathematics and the NGSS Science and Engineering Practices are one of three dimensions in every NGSS standard. A set of ELA "Practices" was created for the CCSSO ELPD Framework since the CCSS for ELA & Literacy did not include specific practices in their original form.
- 2. Correspondences with the CCSS for ELA & Literacy Standards A second type of correspondence analysis was conducted to show the relationship between the ELP Standards and the language demands found in the CCSS for ELA & Literacy. This second set of correspondences is particularly useful as the ELP Standards and the CCSS for ELA & Literacy Standards have a similar internal construction (based on reading, writing, speaking, listening, and language).

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

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

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

Grades 4-5 ELP Standards with Grade 5 Correspondences

Grade 5: Standard 1

	By the end of each English language proficiency level, an ELL can					
Level 1	Level 2	Level 3	Level 4	Level 5		
use a very limited set of	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:		
 identify a few key words 	 identify the main topic 	 determine the main idea 	determine the main idea	determine two or more		
and phrases	 retell a few key details 	or theme, and	or theme, and	main ideas or themes		
		 retell a few key details 	 explain how some key 	 explain how key details 		
		 retell familiar stories 		support the main ideas		
			idea or theme	or themes		
			 summarize part of a text 	summarize a text		
			1	from read-alouds, written		
'		· ·	I '	texts, and oral		
presentations.	presentations.	presentations.	presentations.	presentations.		
		1	·	SP1. Ask questions and		
	Ü	izing ideas from toxts		define problems.		
			tileiii.			
when enga	aging in tasks aligned with t	the following Grade 5 ELA	Standards:			
		Informational Text				
				lain how they are		
	llenges or how the speaker in					
	**************************************	-				
			1 1	r technical text based on		
				ources, demonstrating		
		efficiently.				
ely from a text when explaining	g what the text says explicitly a	nd when drawing inferences	from the text.			
n text read aloud or informatic	n presented in diverse modia a	and formate including viewall	y quantitatively and orally			
ii text read aloud or informatio	m presented in diverse media a	ind formats, including visuali	y, quantitatively, and orally.			
	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. when eng range of grade-level complex tents from evidence and critiqueledge from research by integrated for the sand articulate his or how the sand two or more characters, set specific details in the text (e.g., and multimedia elements continuous proposition of the sand multimedia elements continuous proposition of the sand multimedia elements continuous proposition of the sand multimedia proposition of the sand multimedia elements continuous proposition of the sand multimedia elements continuous proposition of the sand multimedia elements continuous proposition of the sand multimedia proposition of the sand multimedia elements continuous proposition of the sand multimedia elements continuous proposition of the sand multimedia elements continuous propositions are sand multimedia elements continuous proposition of the sand multimedia elements continuous propositions are sand	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. when engaging in one or more of the range of grade-level complex texts with evidence. ents from evidence and critique the reasoning of others. wledge from research by integrating, comparing, and synthes of others and articulate his or her own ideas when working co when engaging in tasks aligned with the text, including story, drama, or poem from details in the text, including story or drama respond to challenges or how the speaker in on a topic; summarize the text. ast two or more characters, settings, or events in a story or specific details in the text (e.g., how characters interact), and multimedia elements contribute to the meaning, tone, or specific details in the text (e.g., how characters interact), and multimedia elements contribute to the meaning, tone, or specific details in the text (e.g., how characters interact) and multimedia presentation of fiction, folktale, ely from a text when explaining what the text says explicitly are strategies to: strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations. from read-alouds, simple written texts, and oral presentations.	use a very limited set of strategies to: use an emerging set of strategies to: identify a few key words and phrases identify the main topic retell a few key details if rom read-alouds, simple written texts, and oral presentations. from read-alouds, simple written texts, and oral presentations. when engaging in one or more of the following content-specific range of grade-level complex texts with evidence. ents from evidence and critique the reasoning of others. wledge from research by integrating, comparing, and synthesizing ideas from texts. of others and articulate his or her own ideas when working collaboratively. when engaging in tasks aligned with the following Grade 5 ELA informational Text RI.2. Determine two or supported by key of ast two or more characters, settings, or events in a story or specific details in the text (e.g., how characters interact). and multimedia elements contribute to the meaning, tone, or specific details in the text (e.g., how characters interact). and multimedia elements contribute to the meaning, tone, or specific information presentation of fiction, folktale, eley from a text when explaining what the text says explicitly and when drawing inferences details in the text when explaining what the text says explicitly and when drawing inferences are strategies to: determine the main idea or theme, and retell a few key details retell a fe	use a very limited set of strategies to: use an emerging set of strategies to: identify a few key words and phrases identify the main topic retell a few key details retell familiar stories from read-alouds, simple written texts, and oral presentations. when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in the reasoning of others. widege from research by integrating, comparing, and synthesizing ideas from texts. when engaging in tasks aligned with the following Grade 5 ELA Standards: Informational Text. RI.2. Determine the main idea or theme, and explain how some key details from read-alouds, simple written texts, and oral presentations. when engaging in one or more of the following content-specific practices: MP1. Make sense of problems and persevere in solving them. MP1. Make sense of problems and persevere in solving them. Informational Text. RI.2. Determine the main idea or theme, and explain how some key details from read-alouds, simple written texts, and oral presentations. Prom read-alouds, simple written texts, and oral presentations. MP1. Make sense of problems and persevere in solving them. Informational Text. RI.2. Determine two or more main ideas of a text and exp supported by key details; summarize the text. Explain the relationships or interactions between twe events, ideas, or concepts in a historical, scientific, o specific details in the text (e.g., how characters interact). and multimedia elements contribute to the meaning, tone, or theme, and determine the main idea or theme explains or theme. # determine the main idea or theme explains or theme. # determine the main idea or theme explains or theme. # determine the main idea or theme explains or theme. # determine the main idea or theme explains. # determine the main idea or theme explains. # determine		

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)

Comprehensive 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: http://siop.pearson.com/about-siop/

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

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

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

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

The grade level charts are provided on the following pages.

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

Grade K: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
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 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 readalouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to identify main topics in readalouds 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 readalouds, picture books, and oral presentations, and retell events from stories.	with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics, answer questions about key details in readalouds, picture books, and oral presentations, and retell familiar stories
	Sample Conte	nt-based Participatio	n Goals – English	Language Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the story, The Little Red Hen. Students will identify key idea and details using a retelling glove. Ohio English Language Arts Model Curriculum StrandReading: Literature Topic: Key Idea and Details p. 1-2. http://education.oh	After listening to multiple read alouds of the story, match the animal word upon hearing the word to a picture card or replica of the character in the story (hen, pig, cat, and dog).	After listening to a few read alouds of the story, use a retelling glove to identify key ideas (characters and setting). Use the glove to retell the story to peer/teacher. Identify the setting and 2-3 characters.	After listening to a read aloud of the story, use the retelling glove to identify key ideas (characters, setting, problem, and solution). Use the glove to retell the story to peer/teacher. Identify all characters, the setting, and the problem with support as needed.	After listening to a read aloud of the story, use the retelling glove to identify key ideas (characters, setting, problem, and solution). Identify all characters, setting, problem, and solution with support as needed.	After listening to a read aloud of the story, answer questions about the story. Retell the story expressing key ideas and details using the retelling glove and or visual cards as needed.
io.gov/getattachm		Sample instru	ictional strategies a	nd supports	ı
ent/Topics/Acade mic-Content- Standards/English/ Kindergarten EL A Model Curricu lum October2013. pdf.aspx	Provide native language support if available. Refer to pictures of animals when reading the story aloud.	Demonstrate the use of a retelling glove. Have students practice retelling story with a partner.	Provide a sample graphic organizer that students can use to provide information about the story.	Provide a sample graphic organizer that students can use to provide information about the story.	Have students practice asking and answering questions about the story in pairs.

Grade K: Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	listen with limited	participate in	participate in short	participate in	participate in
	participation in	short	conversations	conversations and	conversations and
	short conversations	conversations	about familiar	discussions about a	discussions about a
participate in grade-	about familiar	about familiar	topics, follow	variety of topics,	variety of topics,
appropriate oral and	topics, and respond	topics, and	some rules for	follow increasing	follow rules for
written exchanges of information, ideas,	to simple questions	respond to simple	discussion, and	number of rules for	discussion, and ask
and analyses,	and some wh-	questions and wh-	respond to simple	discussion, and ask	and answer
responding to peer,	questions.	questions.	questions and wh-	and answer simple	questions.
audience, or reader			questions.	questions	
comments and					
questions.					
1	Sample Co	ntent-based Partic	cipation Goals - Ma	thematics	
T T70	T 14	T 10	- 12	T 14	T 15
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Analyze and compare	With a partner,	With a partner,	Participate in	Participate in shape	Participate in shape
two- and three-	participate in a shape hunt; with	participate in a	shape hunt; locate several 2D/3D	hunt; locate several	hunt; locate several
dimensional shapes, in different sizes and	teacher support,	shape hunt; with teacher support,	shapes with a	2D/3D shapes with a partner. In a group,	2D/3D shapes with a partner. In a
orientations, using	locate a few 2D/3D	locate a few	partner. In a group,	sort shapes by	group, sort shapes
informal language to	shapes in the	2D/3D shapes in	sort shapes by	attributes such as	by attributes such
describe their	classroom.	the classroom.	attributes such as	size, dimension,	as size, dimension,
similarities.	Respond to simple	Respond to	size, dimension,	number of sides, and	number of sides,
differences, parts (e.g.,	questions with	simple questions	number of sides,	corners. Ask and	and corners. Ask
number of sides and	yes/no or one-word	about their	and corners.	answer simple	and answer a
vertices/"corners") and	responses. (e.g. Is	attributes. (e.g	Answer simple	questions with	variety of questions
other attributes (e.g.,	this a circle? What	Which shapes	questions posed by	partners. (e.g. How	with partners while
having sides of equal	shape is this?)	have four sides?)	partners. (e.g Is	many corners does a	completeing task.
length). Model shapes			this a 2D shape or	cube have?) Record	Record in math
in the world by			3D shape?)	answers in math	journal and share
building shapes from				journal.	out.
components.			tructional strategies	s and supports	
	Introduce and	Introduce and	Demonstrate how	Demonstrate how to	Provide
(Ohio Kindergarten	demonstrate key	demonstrate key	to use graphic	use graphic	opportunities for
Math Model	vocabulary terms	vocabulary terms	organizer to record	organizer to record	students to discuss
Curriculum, Geometry,	such as "flat",	such as "flat",	information about	information about	with partner the
Instructional Strategies,	"solid", "corners",	"solid",	shapes of objects.	shapes of objects.	procedure for
pg 19)	and "angles".	"corners", "sides"			constructing
	Provide native language support if	and "angles". Provide native			shapes.
http://education.ohio.g	available.	language support			
ov/getattachment/Topic	avanavie.	if available.			
s/Academic-Content-		ii avaiiaoic.			
Standards/Mathematics					
/Kindergarten-Model-					
Curriculum-Math-					
Master-May-					
2014 CG.pdf.aspx					

Grade K: Standard 3

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	communicate simple	communicate	communicate	tell or dictate	make simple oral
	information or	simple	information or	simple messages	presentations and
angels and vinite about	feelings about	information or	feelings about	about a variety	compose short
speak and write about grade-appropriate	familiar topics or	feelings about	familiar topics,	of topics or	written texts about a
complex literary and	experiences.	familiar topics,	experiences, or	experiences.	variety of topics,
informational texts and		experiences,	events.		experiences, or
topics.		events, or objects			events.
topics.		in the			
		environment.			
	Sample C	Content-based Part	icipation Goals Sc	ience	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Match pictures or	Verbally identify	Identify	Select one	Select two weather
	actual tools with	tools to measure	corresponding	weather tool and	tools and write 1-2
Make or use different	corresponding	weather in a	tools used to	write 1-2	sentences describing
weather tools	picture cards. For	whole group	measure various	sentences	the tools and their
throughout the weather	example, match a	discussion.	weather patterns.	describing the	purpose. Record in
unit (rain gauge,	picture card of the	Illustrate tools and	Complete science	tool and its	science journal.
thermometer,	wind to an	weather in science	journal, using the	purpose. Record	Present information
anemometers).	anemometer, and	journal.	prompt" I use a	in science	to large group.
Recognize that	precipitation to a		to	journal. Share	
temperature, wind and	rain gauge. Record		measure	with a partner.	
precipitation are	picture cards in		."		
different ways to	science journal.		Illustrate and		
measure weather.			share with a		
			partner.		
Ohio New Learning					
Standards - Science		Sample instru	ictional strategies	and supports	
http://education.ohio.go	Use picture cards to	Use picture cards	Model both oral	Model both oral	Provide criteria of
v/getattachment/Topics/	teach weather related	to teach names of	and written	and written	effective
Ohio-s-New-Learning-	vocabulary	tools to measure	sentences to	sentences to	presentations. Allow
Standards/Science/Scien		weather. Allow	describe purpose	describe purpose	students to practice
ce_Standards.pdf.aspx		students to discuss	of a weather tool.	of a weather	presentations in
		weather tools with		tool.	small-groups and
		a partner.			evaluate
					presentations using
					criteria

Grade K: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	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 C	Content-based Partic	cipation Goals Soc	cial Studies	l
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Read the story, No Room For A Sneeze. Use the story as a discussion on scarcity and wants. People have many wants and make decisions to satisfy those wants. These decisions impact others. Ohio Social Studies Kindergarten Model Curriculum Strand: Economics. Topic: Scarcity p. 11 http://education.ohio.g ov/getattachment/Topi cs/Academic-Content- Standards/Social- Studies/Kindergarten- Social-Studies-Model-	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 needs and wants on a chart.	With teacher support, sort picture cards into categories needs and wants. With modeling, communicate about the pictures in basics sentences (e.g. I want toys. I need food.)	With modeling or sentences frames, write sentences about basic needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner. Tructional strategical Write down on chart or Smart board the ideas generated in the discussion.	In journal, write simple sentences about needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner.	In journal, write grade appropriate sentences about needs and wants. (e.g I want toys. I need food). Illustrate. Discuss with partner Express differences between needs and wants. Demonstrate appropriate language to give reasons for one's opinions.
Curriculum April2014 _pdf.aspx EconEdLink – No Room for a Sneeze http://www.econedlink. org/lessons/index.php? lid=560&type=educato r					

Grade K: Standard 5

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting	with prompting	with prompting and	with prompting and	with prompting and
	and support from	and support from	support from	support from	support from adults,
1 4 1	adults, recall	adults, recall	adults, recall	adults, recall	recall information
conduct research and	information from	information from	information from	information from	from experience or
evaluate and	experience or	experience or use	experience or use	experience or use	use information from
communicate findings	from a provided	information from	information from	information from	provided sources to
to answer questions or	source.	a provided source	provided sources to	provided sources to	answer a question.
solve problems.		to answer a	answer a question.	answer a question.	-
		question.	-	_	
	Sample C	ontent-based Parti	icipation Goals – M	athematics	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Directly compare two	Standing back-to-	Standing back-to-	Standing back-to-	Standing back-to-	Standing back-to-
objects with a	back with	back with	back with	back with	back with
measurable attribute in	outstretched arms,	outstretched arms,	outstretched arms,	outstretched arms,	outstretched arms,
common, to see which	compare the	compare the	compare the	compare the	compare the lengths
object has "more	lengths of arm	lengths of arm	lengths of arm	lengths of arm	of arm spans with a
of"/"less of" the	spans with a	spans with a	spans with a fellow	spans with a fellow	fellow students.
attribute, and describe	fellow student,	fellow students,	students, then	students. Record	Record findings in a
the difference.	then determine	then determine	determine who has	findings in a chart.	chart. Present the
	who has the	who has the	the shortest arm	Respond to	results to the class.
Have students work in	shorter arm span.	shortest arm span.	span. Record	multiple questions	
pairs to compare their		Record findings	findings in a chart.	about activity,	
arm spans.		in chart. Respond	Respond to	referencing the	
Measure arm spans of		to simple	multiple questions	chart.	
students.		questions. (e.g.	about activity,		
		Who has the	referencing the		
Ohio Kindergarten		longest arm span?)	chart		
Model Math		Sample ins	structional strategie	s and supports	
Curriculum.					
Measurement and Data	Pre-teach selected	Pre-teach selected	Demonstrate how	Demonstrate how	Demonstrate how to
p. 13	vocabulary, such	vocabulary, such	to use a chart to	to use a chart to	use information in
	as "larger,"	as "larger,"	record information.	record information.	chart when giving an
http://education.ohio.g	"smaller," arm	"smaller," arm			oral presentation.
ov/getattachment/Topi	span"	span". Model			
cs/Academic-Content-		questions and			
Standards/Mathematic		answers related to			
s/Kindergarten-Model-		targeted			
Curriculum-Math-		information.			
Master-May-					
2014_CG.pdf.aspx					

Grade K: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
analyze and critique the arguments of others orally and in writing.	[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.
Sa	mple Content-based	Participation Go	oals – Science		
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Design an environment that will support a classroom pet. Provide for all of its needs including but not limited to food, water, air, shelter, cleanliness and safety. Ohio's New Learning Standards – Science, Kindergarten,p.15 http://education.ohio.gov/getattachment/Topics/Ohio-	NA	NA	NA	Listen to a teacher presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can get exercise).	Listen to a teacher presentation about creating a proper environment for a class pet. Identify muliple reasons why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can exercise. It will need to be kept in an enclosed space so that it doesn't get loose.)
s-New-Learning- Standards/Science/Science Standards.pdf.aspx		Sample instr	uctional strategie	s and supports	10050.)
·				Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.	Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.

Grade K: Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	[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 Co	ntent-based Parti	cipation Goals –	Social Studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
After listening to a read aloud about careers, organize the classroom to represent the larger community with various career-based learning centers (e.g., reading center: communications; toy animals: animal care; kitchen: agriculture or hospitality; dress-up: textiles or retail; toy cars: automotive). Students will role play, recognizing their responsibilities within	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.
each center as those of the respective career fields. 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				Demonstrate examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/ contrasting.	Elicit from the class examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/contrasting.

Grade K: Standard 8

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting	with prompting and	with prompting	with prompting	with prompting
	and support	support (including	and support	and support	and support
determine the massine	(including	context and visual	(including context	(including	(including context
determine the meaning	context and	aids), recognize the	and visual aids),	context and	and visual aids),
of words and phrases in oral presentations and	visual aids),	meaning of some	answer questions	visual aids),	answer and ask
literary and	recognize the	frequently occurring	to help determine	answer and	questions about
informational	meaning of a	words and phrases in	the meaning of	sometimes ask	the meaning of
imormational	few frequently	simple oral	some words and	questions about	words and phrases
	occurring words	presentations and read-	phrases in simple	the meaning of	in simple oral
	in simple oral	alouds about familiar	oral presentations	words and	presentations and
	presentations	topics, experiences, or	and read-alouds	phrases in simple	read-alouds about
	and read-alouds about familiar	events	about familiar	oral presentations and read-alouds	a variety of topics, experiences, or
	topics,		topics, experiences, or	about a variety of	events.
	experiences, or		events.	topics,	events.
	events.		events.	experiences, or	
	evenus.			events.	
	Sample Conter	nt-based Participation (Goals – English Lai		
	2 4 p.0 0000	.v austa i mi dicipation	30013 Zinginan Zun	-ggv 1-1-100	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Provide experiences that	Students point	Create a graphic	Complete the	Take turns	Take turns asking
explore understanding of	to pictures in	organizer to help	sentence frame	answering	and answering
word and word	the text by	identify items from the		questions about	questions about
categories by using the	responding to	story that have a house.	A is a	shelter and	shelter and
book A House is a	the question,	For example:	house for a	protection.	protection. Discuss
House for Me by Mary	"What animal		·	Discuss details	details about
Ann Hoberman. The	lives in a web?'	pea and pea pod		about different	different habitats, locations of
story focuses on habitats and shelter.		corn and a husk	Begin to discuss	habitats, locations of	habitats, and
and sheller.	When viewing	bee and a hive	different types of	habitats, and	reasons people,
A ften listening to the	a picture of a		house dwellings	reasons people,	animal, and things
After listening to the read aloud a few times,	web, the student will	Use picture cards as	(apartment, house,	animal, and	may live in various
students will be exposed	point to a	needed.	trailer, duplex,).	things may live	habitats.
to the word	picture of a			in various	
"shelter/house/	spider.			habitats.	
habitat". New	spider.				
vocabulary		Sampla instru	ıctional strategies a	nd cupports	
(shelter/house) and word		Sample instru	ectional strategies a	na supports	
categories will be	Pre-teach	Pre-teach selected	Lead whole class	Provide	Provide
discussed.	selected	vocabulary. Use	discussion on	opportunities for	opportunities for
	vocabulary.	bilingual resource (if	different kinds of	students to	students to
Ohio English Language	Use bilingual	available) and pictures	houses/shelters.	practice	practice
Arts Model Curriculum	resource (if	to aide comprehension		communication	communication
Strand: Language	available) and	D		skills in small	skills in small
Topic: Vocabulary acquisition and usage	pictures to aide	Provide a model of a		group settings.	group settings.
p. 35	comprehension	chart that can be used			
p. 33		to record key			
http://education.ohio.gov		information.			
/getattachment/Topics/A					
cademic-Content-					
Standards/English/Kinde					
rgarten_ELA_Model_Cu					
rriculum October2013.p					
<u>df.aspx</u>					

Grade K: Standard 9

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	[Standard	[Standard	retell several events	retell a simple	retell a short
	introduced at	introduced at	from experience or	sequence of events	sequence of events
create clear and	Level 3.]	Level 3.]	a familiar story,	from experience or a	from experience or
			with support	familiar story, with	a familiar story,
coherent grade- appropriate speech and			(including visual	support (including	with a beginning,
text.			aids, context), with	visual aids, context),	middle, and end,
text.			developing control	with increasingly	with support
			of some frequently	independent control	(including visual
			occurring linking	of frequently	aids), using
			words (e.g., and,	occurring linking	frequently
			then).	words.	occurring linking
					words.
	Sample Conter	nt-based Participat	ion Goals – English	Language Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
			Use photographs to	Create an	Create an
Students will create an			retell a sequence of	autobiography book	autobiography
autobiography book	NA	NA	events from an	retelling a sequence	book of life events
using photos, drawings,	IVA	IVA	experience such as a	of events using	(birth to current)
and writing depicting			vacation. In the	photos and	using photos and/or
their life history. They			retelling, students	drawings. In the	drawings. Student
will share their			will use linking	retelling, students	will use linking
personal history			words either orally	will use linking	words to sequence
through stories and			or in writing.	words either orally	events.
pictures.				or in writing.	
1					
Ohio Social Studies		Sample ins	structional strategies	and supports	
Model Curriculum,		•			
Personal Histories,			Model using	Model using	Provide students
Content Elaboration, pg			autobiography book	autobiography book	opportunities to
2			to retell a past	to retell a series of	practice telling
			experience. Point	events. Point out	about events in
http://education.ohio.go			out use of key	use of key	their personal
v/getattachment/Topics			vocabulary and	vocabulary and	history and give
/Academic-Content-			linking words.	linking words.	feedback for
Standards/Social-			_		making
Studies/Kindergarten-			Provide	Provide	improvements.
Social-Studies-Model-			opportunities for	opportunities for	•
Curriculum April2014.			students to practice	students to practice	
		I			
pdf.aspx -			retelling in small	retelling in small	

Grade K: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize and	recognize and use	recognize and use	recognize and use	use frequently
	use a small	frequently	frequently occurring	frequently occurring	occurring regular
make accurate use of	number of	occurring nouns	regular plural nouns	regular plural nouns,	plural nouns, verbs,
standard English to	frequently	and verbs and	(-s, -es), verbs, and	verbs, and	prepositions, and
communicate in	occurring nouns	short phrases;	prepositions; use	prepositions;	question words; ask
grade-appropriate	and verbs, and	respond to yes/no	and respond to	use and respond to	and answer questions
speech and writing.	understand and	and wh-	question words; and	question words; and	using interrogatives;
speech and writing.	respond to	questions; and	produce simple	produce and expand	and produce and
	simple	produce a few	sentences in shared	simple sentences in	expand simple
	questions, with	simple sentences in shared	language activities,	shared language activities, with	sentences, in shared
	support		with support	support (context,	language activities and with increasing
	(including context and	language activities, with	(including context, visual aids).	visual aids).	independence.
	visual aids).	support	visuai aius).	visuai aius).	macpenaence.
	visuai aids).	(including			
		context, visual			
		aids).			
	Sample Cont	/	oation Goals – Englis	sh Language Arts	
	<u>-</u>		_		
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Sort picture	Sort picture	Sort picture cards in	Sort picture cards in	Sort nouns word
	cards in	cards in	categories of	categories of person,	cards independently
	categories of	categories of	person, place, thing, and animal.	place, thing, and animal.	into categories of singular and plural
	person, place, thing, and	person, place, thing, and animal.	and animal.	allillal.	nouns
Noun Sort and shared	animal.	tilling, allu allillar.	With a partner,	With a partner,	nouns
writing experience	ammai.	Doutiningto in	develop an oral	develop an oral story	Weite a shound story
writing experience	Participate in	Participate in writing a shared	story using some of	using some of the	Write a shared story as a whole group.
Students will sort	writing a shared	story as a class	the nouns from the	nouns from the sort.	Select words from
with a partner noun	story as a class	using nouns from	sort.		the sort to use in the
picture cards into the	using nouns	the sort.		Retell the story to	story writing.
categories	from the sort.			other classmates.	
ELA Model	As a class circle	State orally three		After the retelling,	After being given a
Curriculum	all nouns in	sentences using		answer questions	copy of the story
	blue.	nouns from the		about the retelling.	with some blank
Ohio English		shared story. ("A			spaces, fill in the
Language Arts Model	Repeat orally	lion roared in the			missing nouns using
Curriculum Strand:	sentences using	night.")			the words from the
Language	several of the				sort. Circle singular
Topic: Conventions	nouns. ("A lion				words in red and
of Standard English	is an animal,")				plural words in
pp.34-35					purple.
http://education.ohio.		Sample i	 instructional strateg	l ies and supports	
gov/getattachment/To		Sample	mon ucuonai su ateg	res and supports	
pics/Academic-	Pre-teach	Pre-teach selected	Model the	Model the	As a practice, tell a
Content-	selected	vocabulary. Use	development of an	development of an	story to the students;
Standards/English/Ki	vocabulary. Use	bilingual resource	oral story.	oral story. Retell the	during the story
ndergarten_ELA_Mo	bilingual	(if available) and	,	story to whole class,	telling, have the
del Curriculum Octo	resource (if	pictures to aide		elicit and answer	students raise their
ber2013.pdf.aspx	available) and	comprehension		questions about the	right hand when they
	pictures to aide			story.	hear a singular noun,
	comprehension	Model using			and their left hand
	.	words to make			when they hear a
	Model using	statements.			plural noun.
	words to make				
	statements.				

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

Grade 1: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting	use an emerging set	use a developing	use an increasing	use a wide range of
	and support	of strategies to	set of strategies	range of strategies	strategies to identify
	(including context	identify key words	to identify main	to identify main	main topics; ask and
construct meaning from	and visual aids),	and phrases in	topics, answer	topics; ask and	answer questions
oral presentations and	use a very limited	read-alouds, simple	questions about	answer questions	about key details in
literary and	set of strategies to	written texts, and	key details from	about an increasing	read-alouds, written
informational text	identify a few key	oral presentations.	read-aloud texts,	number of key	texts, and oral
through grade-	words in read-		simple written	details in read-	presentations; and
appropriate listening,	alouds, picture		texts, and oral	alouds, written	retell stories,
reading, and viewing.	books, and oral		presentations,	texts, and oral	including key
	presentations.		and retell some	presentations; and	details.
			key details or	retell familiar	
I			events from	stories or episodes	
 		175 / 1	stories.	of stories.	
	Sample Content-	pased Participation	Goals – English I	Language Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
listen to a read aloud of	Recall one animal	Recall one animal	Recall some of	Engage in a	Engage in a
Near One Cattail:	from the story.	that lives in the	the animals that	discussion	discussion
Turtles, Logs, and	Using pictures and	wetlands. In simple	live in the	regarding the needs	regarding the needs
Leaping Frogs (Jennifer	simple words,	words and phrases,	wetlands. In	of some of the	of the different
Dirrubio). Identify	identify one need	students state the	small groups,	different plants and	plants and animals
adaptive features that	of that animal	needs/characteristi	discuss how the	animals featured in	featured in the
help animals survive in	(E.g., draw a	cs of that animal.	wetlands meet	the book. In small	book. In small
that environment.	picture of a frog	Record in science	the needs of one	groups, describe in	groups, describe
	eating mosquitoes).	journal.	animal in the	simple terms how	how the wetlands
Ohio Science Standards,			story. Create a	the wetlands are	are meeting those
Grade 1, page 36			chart to record	meeting those	needs. Share out.
http://education.ohio.go			information.	needs. Share out.	
v/getattachment/Topics/		Sample instru	uctional strategies	s and supports	
Ohio-s-New-Learning-				1	T =
Standards/Science/Scien	Pre-teach selected	Pre-teach selected	Provide a model	After reading the	Demonstrate
ce Standards.pdf.aspx	vocabulary;	vocabulary;	of a chart that	informational	examples of
ce Standards.pdr.aspx	provide bilingual	provide bilingual	can be used to	selection, in a large	questions that can
	resource (if	resource (if	record key	group setting asks	be used to clarify
Ohio Resource Center,	available) and	available) and	information.	students to identify	information
Science Bookshelf, Life	pictures to aid	pictures to aid		main ideas and key details.	provided in an oral
Science)	comprehension.	comprehension.		uetalis.	reading,
http://www.ohiorc.org/b					
ookshelf/detail.aspx?id=					
21&gid=2					
210giu-2					

Grade 1: Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can	participate by	participate in	participate in short	participate in	participate in			
	listening to short	short	discussions,	discussions,	extended			
participate in grade-	conversations about	conversations	conversations, and	conversations,	discussions,			
appropriate oral and	familiar topics, and	about familiar	short written	and written	conversations, and			
written exchanges of	respond to simple	topics, take turns,	exchanges about	exchanges about	written exchanges			
information, ideas, and	yes/no and some	and respond to	familiar topics;	a variety of	about a variety of			
analyses, responding to	wh- questions.	simple and wh-	follow rules for	topics and texts;	topics and texts;			
peer, audience, or reader		questions.	discussion; and ask	follow rules for	follow rules for			
comments and questions.			and answer simple	discussion;	discussion; build on the comments of			
_			questions about the topic.	respond to the comments of	others and			
			topic.	others and make	contribute his or			
				comments of his	her own; and ask			
				or her own: and	and answer			
				ask and answer	questions.			
				questions.	questions			
	Sample Content-based Participation Goals – Mathematics							
¥ ¥70	T 14	T 10	T 10	T 14	T 1.5			
Lesson Vignette Demonstrate an	Level 1 Use pasta shapes to	Level 2 Answer basic	Level 3 Answer a range of	Level 4 Create a "take-	Level 5 Create a "take-			
understanding of	model subtraction	questions about a	questions about a	away" story,	away" story,			
subtraction as an	problem after	simple "take-	"take-away" story	modeling it with	modeling with			
unknown addend problem	listening to the	away" story	provided by the	pasta shapes.	pasta shapes.			
by participating in the	teacher tell simple	provided by	teacher. Explain to	Participate in	Participate in			
game, "How Many Left?"	take-away story.	teacher. Use	the teacher, using	discussion and	discussion and			
		words and	pasta shapes to	respond to the	respond to the			
(Mathematics Model		phrases to retell	model.	comments of	comments of			
Curriculum Grade 1,		the story to		others. Present to	others. Present			
Domain Operations and		teacher, modeling		teacher and write	story to new			
Algebraic Thinking,		with pasta shapes.		out problem in	partner, who writes			
Standard 4, pg 4-5;				numbers.	out problem in numbers.			
http://education.ohio.gov/		Comple instr	uctional strategies a	and supposets	numbers.			
getattachment/Topics/Aca demic-Content-		Sample mstr	uctional strategies a	ma supports				
Standards/Mathematics/G	Have students write	Have students	After reading the	Provide students	Provide students			
rade_1 Math_Model_Cur	the numbers they	work with a	math problem, have	the opportunity	opportunities to			
riculum May-	hear when listening	partner to develop	students discuss	to share their	practice presenting			
2014.pdf.aspx	to oral reading of	a retelling of the	with a partner their	take-away	their word			
	word problems.	word problem.	understanding of	problems in	problems and			
ORC#3978 From the	_	_	the problem.	small groups.	provide feedback			
National Council of				_ ^	for improvements.			
Teachers of Mathematics,								
Illuminations: How Many								
Left?)								
http://illuminations.nctm.								
org/Lesson.aspx?id=679								

Grade 1: Standard 3

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	communicate	communicate	deliver short	deliver short	deliver oral
	simple	simple messages	simple oral	simple oral	presentations and
	information or	about familiar	presentations and	presentations and	compose written
speak and write about	feelings about	topics,	compose short	compose written	texts which include
grade-appropriate	familiar topics or	experiences,	written texts about	texts about a	a few descriptive
complex literary and	experiences.	events, or objects	familiar topics,	variety of texts,	details about a
informational texts and	•	in the	stories,	topics,	variety of texts,
topics.		environment.	experiences, or	experiences, or	topics, experiences,
			events.	events, using	or events.
				simple sentences	
				and drawings or	
				illustrations.	
	Sample Content-b	ased Participation	Goals – English La		
-	[• • • • • • • • • • • • • • • • • • •	T		[• • • • • • • • • • • • • • • • • • •	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Use pictures and	Use pictures and	Use pictures and	Referring to	Referring to various
	body gestures	key words to	key words to	various resources	resources (books,
Participate in shared	demonstrate how	demonstrate how	demonstrate how to	(books,	magazines, and
research and writing	to carry out a	to carry out a	carry out a familiar	magazines, and	videos), follow
projects (e.g., explore a	familiar and	familiar and	and simple task	videos), follow	teacher guidelines
number of "how-to"	simple task	simple task	(brushing teeth,	teacher	to write about a
books on a given topic	(brushing teeth,	(brushing teeth,	calling a friend,	guidelines to	three to five step
and use them to write a	calling a friend,	calling a friend,	checking a book	write about a	task (e.g making
sequence of instructions).	checking a book	checking a book	out from the school	three-step task	pancakes). Present
	out from the	out from the	library). Place	(e.g making a	to class using visual
English Language Arts	school library).	school library).	pictures in	sandwich).	aides.
Model Curriculum, Grade	Place pictures in	Place pictures in	appropriate	Present to class	
1, Writing, Research to	appropriate	appropriate	sequence. Write	using visual	
Build Knowledge,	sequence and	sequence and talk	about them in a	aides.	
Standard Statement 7, pg	practice saying	about them using	journal using		
25	new vocabulary	key words and	simple sentences.		
http://education.ohio.gov/	words.	phrases.	Share with partner.		
getattachment/Topics/Aca demic-Content-		Sample insti	ructional strategies	and supports	
Standards/English/Grade_	Demonstrate how	Demonstrate how	Demonstrate how	Have students	Allow students to
1 ELA Model Curriculu	to search "how to"	to search "how to"	to search "how to"	work with a	practice giving
m October2013.pdf.aspx	topics on Internet	topics on Internet	topics on Internet	partner to	PowerPoint
iii Getober2015.pur.uspx	and how to use	and how to use	and how to use	develop	presentations in
Scholastic lessons for	PowerPoint to	PowerPoint to	PowerPoint to	PowerPoint	small group
	share information.	share information.	share information.	presentation.	settings.
How-To Books	Same mistinumon.	Share information.	Have students	Allow students to	Soungs.
How-To Books					
http://www.scholastic.co					
http://www.scholastic.co m/teachers/lesson-			work with a partner	practice giving	
http://www.scholastic.co			work with a partner to develop	practice giving PowerPoint	
http://www.scholastic.co m/teachers/lesson-			work with a partner	practice giving	

Grade 1: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
construct grade- appropriate oral and written claims and support them with reasoning and evidence.	express a preference or opinion about a familiar topic.	express an opinion about a familiar topic.	express an opinion about a familiar topic or story, and give a reason for the opinion.	express opinions about a variety of texts and topics, and give a reason for the opinion.	express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure.
	Sample	ontent-based Par	ticipation Goals –	Matnematics	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
In groups, choose common objects (paperclip, eraser, candy bars) as unconventional units of measurement to determine length of classroom objects (desk, bookshelf, carpet, pencil). With teacher prompting, write a journal entry to discuss how why they chose these units. (Mathematics Model Curriculum Grade 1, Measurement and Data, Standard 2, pg 17; http://education.ohio.gov/getattachment/Topics/Academic-Content-	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.
Standards/Mathemati		Sample in	structional strateg	gies and supports	
cs/Grade 1 Math M odel Curriculum Ma y-2014.pdf.aspx Science Net Links: Estimation and Measurement http://sciencenetlinks.com/lessons/estimation-and-measurement/	Have students work with a partner on the measuring task.	Have students work with a partner on the measuring task.	Demonstrate how to use graphic organizer to record information.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries. Model how to support opinions with reasons.

Grade 1: Standard 5

Standard	Lovel 1	Lovel 2	Lovel 2	Lavel 4	Loyal 5
Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting	with prompting and	with prompting	with prompting and	with prompting and
	and support from	support from	and support from	support from	support from adults,
conduct research and	adults, participate	adults, participate	adults, participate	adults, participate	participate in shared
evaluate and	in shared research	in shared research	in shared	in shared research	research projects,
communicate findings	projects, gathering	projects, gathering	research projects,	projects, gathering	gathering information
to answer questions or	information from	information from	gathering	information from	from provided sources
solve problems.	provided sources	provided sources	information from	provided sources	and answering a
r	and labeling	and summarizing	provided sources	and answering a	question or
	information.	some key	and summarizing	question or	summarizing
		information.	information.	summarizing	information.
				information.	
	Sample Co	ontent-based Partic	ipation Goals – So	cial Studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Lesson vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Students will conduct	Using picture	Comprehend and	Using questions	Following teacher	Following teacher
a workplace visit to	cards, identify	rehearse one or two	provided by the	guidelines, conduct	guidelines, conduct
their school cafeteria	some of the	basic questions to	teacher, conduct	interviews (in	interviews (in person,
where they will	related jobs	ask a related	a short interview	person, phone, or	phone, or Skype) with
explore the location	(farmer, truck	worker during their	(in person,	Skype) with a	a related worker.
where lunch is	driver), and match	interview (e.g.	phone, or Skype)	related worker.	Summarize main
consumed. Research	pictures with	What do you	with a related	Summarize main	points on poster board
related careers that	related objects	grow? How much	worker. Choose a	points on poster	or PPT template and
are involved in the	(farmer-tractor;	is the milk?). With	couple of	board or PPT	share with class.
many aspects of	truck driver-	support, use words	interesting points	template and share	
consumption (e.g.,	delivery cart).	and phrases to	on a poster and	with class.	
agriculture: farmers,		record answers.	share with class.		
logistics: shipping and			ructional strategi	es and sunnorts	
receiving companies,		Sample hist	detional strategi	cs and supports	_
transportation: truck	Use picture cards	Model how to ask	Discuss with	Discuss with class	Demonstrate how to
drivers and delivery	to teach related	questions.	class the kinds of	the kinds of	take notes during an
drivers, business and	vocabulary.	Demonstrate how	questions to ask	questions to ask in	interview.
marketing: retail	vocasulary.	to use graphic	in an interview.	an interview.	meer vie w.
sales).		organizer to record	in an interview.	an interview.	
,		key information.	Provide	Provide	
(Social Studies Model		key information.	opportunities for	opportunities for	
Curriculum, Grade 1,			students to role	students to role	
Content Statement 12,			play and practice	play and practice	
,			interview with a	interview with a	
Instructional			partner.	partner.	
Strategies, pg12)			partiter.	partitor.	
http://education.ohio.					
gov/getattachment/To					
pics/Academic-					
Content-					
Standards/Social-					
Studies/Grade-1-					
Social-Studies-					
Model-					
Curriculum April201					
4.pdf.aspx					
Ĺ					

Grade 1: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	[Standard	with prompting and	identify one or	identify reasons an	identify reasons an
	introduced at	support, identify a	two reasons an	author or a speaker	author or a speaker
analyze and critique	Level 2.1	reason an author or	author or a	gives to support the	gives to support the
the arguments of		a speaker gives to	speaker gives to	main point.	main point.
others orally and in		support a point.	support the main	•	•
writing.			point.		
witting.					
	Sample Co	ontent-based Partici	pation Goals – So	ocial Studies	l
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a police		Using a sentence	Using simple	Using more	Write a journal entry
officer give a		frame and word list,	sentences, write	elaborated	about two laws/rules
presentation about		tell about one	a journal entry	sentences, write	mentioned in the
following rules and		law/rule mentioned	about one	about two	presentation, stating
laws and being a good		in the presentation,	law/rule	laws/rules	the reason for their
citizen. Identify		stating why it's	mentioned in the	mentioned in the	importance and
reasons for these laws		important.	presentation,	presentation,	consequences for
and consequences for		Phrases/simple	stating the	stating the reason	breaking them
breaking them.		sentences. Discuss	reason for its	for their	(descriptive
		with partner.	importance and	importance and	sentences). Discuss
(Social Studies Model			consequences	consequences for	with small group or
Curriculum, Grade 1,			for breaking it.	breaking them.	class.
Content Statement 8.			Discuss with	Discuss with small	
Instructional			small group.	group or class.	
Strategies, pg 8)		Sample instr	ructional strategi	es and supports	
http://education.ohio.					
gov/getattachment/To		Review vocabulary	Demonstrate	Demonstrate how	Provide time for
pics/Academic-		related to rules,	how to take	to take notes	sharing drafts with
Content-		laws, appropriate	notes during an	during an oral	peers and getting their
Standards/Social-		behavior in a	oral	presentation. Give	feedback before
Studies/Grade-1-		community. Model	presentation.	feedback on	completing final draft
Social-Studies-		how to ask	Model how to	students' initial	of summary.
Model-		questions for	ask questions for	drafts and make	
Curriculum April201		clarification.	clarification.	suggestions for	
4.pdf.aspx				improvements.	

Grade 1: Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	[Standard	[Standard	show a	show awareness	shift appropriately
	introduced at Level	introduced at Level	developing	of differences	between informal,
adant languaga	3.]	3.]	awareness of the	between informal,	'playground speech'
adapt language choices to purpose,			difference	'playground	and language
task, and audience			between	speech' and	appropriate to the
when speaking and			appropriate	language	classroom most of the
writing.			language for the	appropriate to the	time; use words
witting.			playground and	classroom; use	learned through
			language for the	some words	conversations, reading,
			classroom.	learned through	and being read to.
				conversations,	
				reading, and being	
				read to.	
	Sample Conten	t-based Participatio	on Goals – English	Language Arts	
T 77° 44	T 14	T 12	T 12	T 14	T 15
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a read aloud			Participate in a	Participate in a	Participate in a
of Yo! Yes. By Chris			classroom	classroom	classroom discussion
Raschka. Demonstrate			discussion about	discussion about	about the informal
an awareness of			the informal	the informal	speech used in the
informal speech and			speech used in	speech used in the	book. Write an
formal speech.			the book. Create	book. Write an	alternate dialog for the
			a t-chart	alternate dialog	part of the story,
(Adapted from			comparing the	for the part of	pretending that one of
English Language			informal	story, pretending	the characters is a
Arts Model			language in the	that one of the	teacher/doctor.
Curriculum Grade 2,			books and the	characters is a	
Language,			formal equivalent	teacher/doctor.	
Knowledge, Standard			(e.g. Yo, What's		
3, pg 34)			up! /Hello, how		
http://education.ohio.			are you?)	-	
gov/getattachment/To pics/Academic-		Sample inst	ructional strategie	s and supports	
Content-			Demonstrate how	Have students	Provide opportunities
Standards/English/Gr			to use a T-chart	work with	for peer feedback on
ade 2 ELA Model			to illustrate	partners in writing	initial drafts.
Curriculum October2			differences. Have	alternate dialog.	/
013.pdf.aspx			students work	and	
отограниори			with partners to		
			complete the T-		
			chart.		
	I	l	Citatt.	I	

Grade 1: Standard 8

Standard	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can	with prompting	with prompting and	answer and	answer and ask	answer and ask				
	and support	support (including	sometimes ask	questions to help	questions to help				
1.4 1.41	(including context	context and visual	questions to help	determine the	determine or clarify				
determine the	and visual aids),	aids), answer and	determine the	meaning of less	the meaning of				
meaning of words and phrases in oral	recognize the	sometimes ask	meaning of some	common words,	words, phrases, and				
presentations and	meaning of a few	simple questions to	less frequently	phrases, and	idiomatic				
literary and	frequently	help determine the	occurring words	simple idiomatic	expressions in oral				
informational text.	occurring words	meaning of	and phrases in oral	expressions in oral	presentations and				
informational text.	and phrases in	frequently occurring	presentations, read-	presentations and	written texts about a				
	simple oral	words and phrases	alouds, and simple	written texts about	variety of topics,				
	presentations and	in simple oral	texts about familiar	a variety of topics,	experiences, or				
	read-alouds about	presentations and	topics, experiences,	experiences, or	events, using				
	familiar topics,	read-alouds about	or events, using	events, using	context, some visual				
	experiences, or	familiar topics,	sentence-level context and visual	sentence context,	aids, and knowledge				
	events.	experiences, or events.	aids.	visual aids, and some knowledge	of morphology (e.g., simple				
		events.	aius.	of frequently	inflectional endings				
				occurring root	such as -ed, -ing,				
				words and their	and some common				
				inflectional forms.	prefixes).				
	Sample Content-based Participation Goals – English Language Arts								
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5				
While reading Julius,	Listen to the	Listen to the teacher	Listen to the teacher	Listen to the	Listen to the teacher				
Baby of the World by	teacher read the	read the story. With	read the story. With	teacher read the	read the story. With				
Kevin Henkes,	story. Follow oral	teaching prompting,	teaching prompting,	story. With	teaching prompting, use illustrations and				
students will use	directions to draw	use illustrations and	use illustrations and	teaching					
context clues to help define story	a picture of a mouse. (e.g.Draw	simple clues in the story to guess the	simple clues in the story to answer	prompting, use illustrations and	context clues to answer questions				
vocabulary.	the ears. Draw the	meaning of a few	questions about the	context clues to	about the meanings				
vocabulary.	eyes.)	new words (e.g. fur,	meanings of a larger	answer questions	of words (e.g				
	Cycs.)	diaper)	range of new words	about the meanings	insulting, chimed,				
(F. 11.1.1			(e.g. fur, diaper,	of words (e.g	constantly) . Give				
(English Language			disgusting,	insulting, chimed,	an example of				
Arts Model			insulting)	constantly) . Give	another situations in				
Curriculum, Grade 1, Language,			<i>C</i> ,	an example of	which that word				
Vocabulary				another situations	might be used.				
Acquisition and Use,				in which that word					
Standard 4, pg 34				might be used.					
http://education.ohio.		Sample inst	ructional strategies a	and supports					
gov/getattachment/T			T .		T				
opics/Academic-	Pre-teach selected	Demonstrate how to	Demonstrate how to	Have students	Provide				
Content-	vocabulary;	use illustrations and	use illustrations and	work with partners	opportunities for				
Standards/English/Gr	provide bilingual	context clues to	context clues to	on using clues to	students to share				
ade 1 ELA Model	resource if	determine meaning	determine meaning	determine magnines of	their examples in				
Curriculum October	available and illustrations to aid	of words.	of words.	meanings of unknown words.	small groups.				
2013.pdf.aspx	comprehension.		Have students work	ulikilowii Words.					
	comprehension.		with partners on						
ReadWriteThink,			using clues to						
Classroom			determine meanings						
Resources, Lesson			of unknown words.						
Plans, Julius, the			or anniown words.						
Baby of the World									

Grade 1: Standard 9

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	[Standard	retell an event, and	retell (in speech	recount two or	recount a more
	introduced at	present simple	or writing) a	three events in	complex sequence of
create clear and	Level 2.]	information, with	simple sequence	sequence, and	events in the correct
coherent grade-		support (including	of events in the	present simple	order, using temporal
appropriate speech		visual aids, modeled	correct order, and	information about	words to signal the
and text.		sentences) using, with	present simple	a topic, using,	event order, and
and text.		emerging control,	information, with	with increasingly	introduce a topic and
		some frequently	support	independent	provide some facts
		occurring linking	(including	control, some temporal words	about it, using
		words.	modeled sentences), using,	(e.g., next, after)	frequently occurring conjunctions and
			with developing	to signal event	connecting words.
			control, some	order and some	connecting words.
			frequently	frequently	
			occurring linking	occurring linking	
			words (e.g., and,	words (and, so) to	
			so) and temporal	connect ideas.	
			words (e.g., first,		
			then).		
	Sample Cont	ent-based Participation	on Goals – English	Language Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Practice the concepts		After reading the	After reading the	After reading the	After reading the story,
of time and hours by		story, use visual aids	story, sort the	story, review the	review the activities
talking about the		to sort the activities	activities that the	activities that the	that the ladybug did
book The Grouchy		that the ladybug did	ladybug did by	ladybug did	morning, afternoon,
Lady Bug, (Eric Carle) and writing		by morning, afternoon, and	morning, afternoon, and	morning, afternoon, and	and evening. Following the prompt, "Yesterday
about the events in		evening. Using	evening. Write	evening.	was no ordinary
their day		pictures and words	simple sentences	Following the	day" write a creative
		complete a chart	about what one	prompt,	story including a
(Mathematics Model		about what one would	would do during	"Yesterday was	complex sequence of
Curriculum Grade 1,		do during different	different times of	no ordinary	events. Share with
Domain		times of the day.	the day. Share	day" write a	small group or class.
Measurement and		Share with partner.	with partner.	creative story including at least	
Data, Standard 3, pg				one event that	
18-19); http://education.ohio.				happened during	
gov/getattachment/T				the morning,	
opics/Academic-				afternoon, and	
Content-				evening. Share	
Standards/Mathemati				with small group	
cs/Grade 1 Math M				or class.	
odel Curriculum M ay-2014.pdf.aspx		Sample instr	ructional strategie		
		Demonstrate the use	Demonstrate the	Provide examples	Provide feedback on
		of a graphic organizer	use of a graphic	of creative stories	initial drafts of story
#ORC 4328 from the		to share information.	organizer to	written by other	and allow students to
National Council of		II 1 1	share	students.	make revisions for final
Teachers of		Have students work	information.	Diagnas the same of	draft.
Mathematics, Illuminations:		with partners in completing the chart.		Discuss the use of transitional	
Grouchy Lessons of		completing the chart.		phrases to connect	
Time)				ideas.	
http://www.ohiorc.or					
g/standards/common					
core/mathematics/res					
ources.aspx?id=5171					

Grade 1: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	understand and	recognize and use	use some	use an increasing	use singular and plural
1111 222 0111 1 1 1	use a small	frequently occurring	singular and	number of	nouns with matching
make accurate use of	number of	nouns, verbs,	plural nouns,	singular and	verbs, verb tenses (e.g.,
standard English to	frequently	prepositions, and	verbs in the	plural nouns with	present, past, future)
communicate in	occurring nouns	conjunctions (e.g.,	present and past	matching verbs,	and frequently
grade-appropriate	and verbs, and	and, but, or), and	tenses, frequently	verb tenses (e.g.,	occurring prepositions
speech and writing.	very simple	produce simple	occurring	present, past), and	and conjunctions, and
of the same waster.	sentences; and	sentences, with	prepositions and	frequently	produce and expand
	respond to	support (including	conjunctions, and	occurring	simple and compound
	simple questions,	visual aids and	produce and	prepositions and	sentences in response to
	with support	sentences).	expand simple	conjunctions, and	prompts.
	(including		sentences in	produce and	
	context and		response to	expand simple	
	visual aids).		prompts, with	and some	
			support	compound	
			(including	sentences in	
			modeled	response to	
			sentences).	prompts.	
		ole Content-based Pa			T
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
listen to a read aloud	While reading	Participate in	Participate in	While listening to	While listening to the
of I Fall Down	the book, use	activities taken from	some activities in	the story, engage	story, engage in
(Vicki Cobb) and	hand gestures to	the story, and then	the story and	in conversations	conversations about
make inferences on	indicate the	discuss what	explain what	about	observations made.
how objects move	meaning of some	happened using	happened; fill in	observations	Write a story that
(e.g. higher to lower,	of the movement	frequently occurring	a cloze passage	made. Write a	correctly uses many of
in a straight line)	words (<i>up</i> , <i>down</i> , <i>pull</i>). Participate	words and phrases. Write a few simple	that correctly uses many of the	about a part in the story correctly	the words in the story (up, down, pull, weight,
	in a game of	sentences correctly	words in the	using targeted	and heavier).
Ohio Science	Simon Says.	using a few words	story (up, down,	vocabulary (up,	and neuvier).
Standards, Grade 1,	Sillion Says.	from the story (up,	pull, weight,	down, pull.)	
p.35		down.)	heavier.)	down, pun.)	
http://education.ohio.gov/getattachment/T			ructional strategic	ac and cunnorte	
opics/Ohio-s-New-		Sample mst	uctional strategic	es and supports	
Learning-	Demonstrate the	Provide examples of	Provide	Have students	Provide criteria of a
Standards/Science/S	game of Simon	sentences describing	examples of	work with a	well-written story that
cience Standards.pd	Says. Have	past events.	descriptive	partner in writing	students can use for self
f.aspx	students take	F	writing that	the story.	evaluation during the
	turns being the		illustrate use of	J .	writing process.
	leader.		prepositional		6 F
Ohio Resource			phrases and		
Center, Science			conjunctions.		
Bookshelf, Physical			, ,		
Science					
http://www.ohiorc.or					
g/bookshelf/					
	i				

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

Grade 2: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set	use an emerging	use a developing set	use an increasing	use a wide range
construct meaning	of strategies to	set of strategies to	of strategies to	range of strategies	of
from oral	identify a few key	identify the main	identify the main	to determine the	strategies to
presentations and	words and phrases in	topic or	topic or message,	main idea or	determine the
literary and	read-alouds, simple	message/lesson (of	answer questions	message, and	main idea or
informational text	written texts, and	a story) and some	about and retell some	identify or answer	message, and tell
through grade-	oral presentations.	key words and	key details in read-	questions about	how key details
appropriate		phrases in read-	alouds, simple	some key details	support the main
listening, reading,		alouds, simple	written texts, and	that support the	idea in read-
and viewing.		written texts, and	oral	main idea/message	alouds, written
		oral presentation.	presentations.	in read-alouds,	texts, and oral
				written texts, and	communications;
				oral presentations;	and retell a
				and	variety of stories.
				retell a variety of	
				stories.	
	Sample Content	t-based Participation	on Goals – English La	inguage Arts	
T T71	T 14	7 10	1.0		7 75
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Use the story	After listening to a	After listening to a	After listening to the	After listening to	Write 5 or more
"Danny and The	teacher read aloud	story read aloud,	story, complete story	the story, write 3-5	sentences
Dinosaur" to use in	multiple times, sort	sort picture cards	map graphic	complete sentences	summarizing key
asking and	story pictures cards	by key ideas and	organizer on story	summarizing the	ideas and details.
answering questions	by two of the five	details into 5	elements to indicate	story and use as an	Share retellings
as who, what,	areas who, what,	categories of who,	key ideas and details.	aide for a retelling.	during a formal
where, when, why,	where, when, and	what, where,	Use a combination of	Include key ideas	presentation
and how to demonstrate	why to indicate key ideas and details	when, and why. Complete graphic	illustrations and sentences for detail	and details in the retelling.	incorporating a PowerPoint.
understanding of	orally to the teacher.	organizer and	recall and share with	reteiling.	PowerPollit.
key details in text.	orally to the teacher.	illustrate	a small group.		
key details in text.		categories sharing	a sman group.		
(OL: E 1:1		orally with a			
(Ohio English		partner.			
Language Arts		partner.			
Model Curriculum		G 1		7 .	
2.1 page 1) Literature: Key idea		Sample instr	uctional strategies ar	d supports	
and details ALSO	D 4 1 1 4 1	A.C. 1: 41	D '1 11 C	36 111 4 4	D :1 4: C
EXPLORE ELA PG	Pre-teach selected	After reading the	Provide a model of a	Model how to take	Provide time for
10	vocabulary; provide	story, in a large	chart that can be	notes while	sharing drafts
http://education.ohio	bilingual resource (if	group setting asks	used to record key	listening to a story.	with peers and
.gov/getattachment/	available) and	students to identify main ideas and key	information.		getting their feedback before
Topics/Academic-	pictures to aid	_	Have students week		completing final
Content-	comprehension.	details.	Have students work with a partner to		draft of
Standards/English/G		Provide a model of	complete graphic		PowerPoint.
rade 2 ELA Model		a chart that can be	organizer.		1 OWC11 OIIIt.
Curriculum Octob		used to record key	organizer.		
er2013.pdf.aspx		information.			
		miorinanon.			
L	l .	I	l .	1	I

Grade 2: Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	listen to and	participate in short	participate in short	participate in	participate in
participate in grade-	occasionally	conversations,	discussions and	discussions,	extended
appropriate oral and	participate in	discussions, and	written exchanges	conversations, and	discussions,
written exchanges of	short	written exchanges	about familiar topics	written exchanges	conversations, and
information, ideas,	conversations	about familiar	and texts; follow the	about a variety of	written exchanges
and analyses,	about familiar	topics; take turns;	rules for discussion;	topics and texts;	about a variety of
responding to peer,	topics, and	and respond to	respond to the	follow the rules for	texts and topics;
audience, or reader	respond to simple	simple and wh-	comments of others	discussion; build on	follow the rules for
comments	yes/no and some	questions.	and contribute his or	the ideas of others	discussion; build on
and question.	wh- questions.		her own; and ask	and contribute his	the ideas of others,
_			questions to gain	or her own; and ask	and express his or
			information or	and answer	her own; and ask
			clarify	questions about the	and answer
			understanding.	topic or text.	questions about the
					topic or text.
	Sample (Content-based Parti	cipation Goals – Soci	ial Studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Paired with an	Paired with a	Participate	Participate	Participate
	English speaking	partner, contribute	independently in an	independently in an	independently in an
	peer model,	to an email	email exchange with	email exchange	email exchange
	participate in a	exchange with an	international pen pal,	with an	with an
	Skype conversation	international pen	including simple sentences and	international pen	international pen pal, describing the
Using pen pals and	with an	pal, including 2-3 basic sentences and	questions about the	pal, describing the characteristics of	characteristics of
Skype, students will	international pen	questions about	physical	their regions and the	their regions and
communicate with	pal, responding to	who they are and	characteristics of	impact they have on	the impact they
students in distant	basic questions,	where they live,	their region, "e.g.,	jobs.	have on jobs.
locations to get	e.g., "What is	e.g., "I live in Ohio.	Ohio has four	Joos.	nave on jobs.
information about the	your name?"	What languages do	seasons. Do you live	At a later date,	At a later date,
human and physical		you speak?"	near an ocean?"	engage in a Skype	engage in a Skype
characteristics of that				conversation with	conversation with
place and the kinds		At a later date, with	At a later date,	pen pal, further	pen pal, further
of jobs performed		a partner engage in	engage in a Skype	elaborating on the	elaborating on the
there.		a Skype	conversation with	topic.	topic.
		conversation with	pen pal, coming up	topie.	-
(Ohio Social Studies.		pen pal, coming up	with 3-5 questions to		
Model Curriculum		with 1-2 simple	ask ahead of time		
Content Statement 6,		questions to ask	and recording the		
pg 6) http://education.ohio.		ahead of time.	answers.		
gov/getattachment/T		Sample ins	tructional strategies	and supports	
opics/Academic-	Provide sample	Provide sentence	Guide students in	Guide students in	Conduct large
Content- Standards/Social-	sentence	structures that can	using the Internet	using the Internet	group
Standards/Social- Studies/Grade-2-	structures for	be used for asking	and other resources	and other resources	brainstorming
Social-Studies-	asking questions	questions and	to find out	to find out	session on
Model-	and sharing	sharing	information about	information about	information about
Curriculum_April20	information.	information.	the country where	the country where	Ohio that students
14.pdf.aspx			the international pen	the international pen	can share with their
_ принцора	Provide time for	Model a	pals live.	pals live.	international pen
	students to	conversation on			pals.
	practice asking	Skype.			
	questions and				
	sharing				
	information with a				
	partner.				

Grade 2: Standard 3

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	communicate simple	deliver simple oral	deliver short oral	deliver short oral	deliver oral
speak and write	information about	presentations and	presentations and	presentations and	presentations and
about grade-	familiar texts, topics,	compose written	compose written	compose written	compose written
appropriate complex	experiences,	texts about	narratives or	narratives and	narratives and
literary and	or events	familiar texts,	informational	informational texts	informational texts,
informational		topics,	texts about	about a variety of	with some details,
texts and topics.		experiences, or	familiar texts,	texts, topics,	about a variety of
		events.	topics,	experiences or	texts, topics,
			experiences or	events.	experiences, or
			events.		events.
	Sample Co	ntent-based Partic	ipation Goals = Ma	athematics	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
To review the	Act out part of the	Retell a part of the	Retell part of the	Retell part of the	Retell part of the
concept of	story using counters	story using simple	story using simple	story using more	story using more
subtraction, students	and hand gestures	words and phrases.	sentences with	elaborate	elaborate vocabulary
will listen to a telling	(e.g. counting on	Draw a picture of	some temporal	vocabulary and	and sentence
of the story Ten Sly	fingers). Count the	that part of the	words and linking	sentence structures.	structures. After
Piranhas: A	number of piranhas	story and write	words. Write	After being given a	being given a
Counting Story in	on a given page. With	one sentence about	subtraction	subtraction problem	subtraction problem
Reverse. Students	support, write a	it using numbers	sentences for the	by the teacher (e.g.	by the teacher (e.g.
will retell the story	subtraction problem	words.	page using	7-3=4), student will	7-3=4), student will
and write a related	using numbers.		appropriate math	work with a partner	work independently
subtraction problem			vocabulary	or in a small group	to write our own
for each page.			(minus,	to write our own	scenario.
		9 11	difference, equal).	scenario.	
(Ohio Mathematics		Sample instr	uctional strategies	and supports	
Model Curriculum,					
Instructional	Pre-teach selected	Provide sentence	Review with the	Provide	Provide time for
Resources and Tools,	vocabulary; provide	structures that can	class key	opportunities for	sharing draft
pg 5; National	bilingual dictionary	be used for	vocabulary for	students to practice	scenarios with peers
Council of Teachers of Mathematics:	or online translation	retelling.	mathematical	doing retellings in small group	and getting their feedback before
Finding Fact	tool if available.		problems.	sitian group settings.	completing final
Families)				settings.	draft.
http://education.ohio.					diait.
gov/getattachment/T					
opics/Academic-					
Content-					
Standards/Mathemati					
cs/Grade 2 Math M					
odel Curriculum Oc					
tober2013.pdf.aspx					

Grade 2: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	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 Co	ontent-based Partic	cipation Goals – So	ocial Studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Write an opinion piece on justifying a school, home, and or community rule. Demonstrate an understanding of the different rules in different settings. There are different rules that govern behavior in different settings. (Ohio Social Studies Model Curriculum, Standard 12, pg 12) http://education.ohio.gov/getattachment	View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior.	View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior Use key words and phrases to talk about good behavior at school.	Write a few sentences about a school rule, giving one reason for its importance. (e.g It is important to be quiet while the teacher is talking so that everyone can learn.). Discuss with a partner.	Write about a school rule. giving two or more reasons for its importance. Engage in a class debate about which rules are the most important and why.	Write about a school rule, giving multiple reasons for its importance. Engage in a class debate about which rules are the most important and why. Rank rules according to their importance.
/Topics/Academic- Content-		Sample liist	ructional strategie	s and supports	
Standards/Social- Studies/Grade-2- Social-Studies- Model- Curriculum April20 14.pdf.aspx	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 5

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting and	with	with prompting		with prompting and
conduct research	support (at Grade 2),	prompting and	and support (at	ith prompting and support	support (at Grade 2),
and evaluate and	carry out short	support (at	Grade 2), carry out	(at Grade 2), carry out	carry out short
communicate	individual or shared	Grade 2),	short individual or	short individual or shared	individual or shared
findings to answer	research projects,	carry out short	shared research	research projects,	research projects,
questions or solve	gathering	individual or	projects, recalling	recalling information	recalling
problems.	information from	shared	information from	from experience or	information from
	provided sources	research	experience or	gathering information	experience and/or
	and labeling	projects,	gathering	from multiple	gathering
	information.	recalling	information from	sources.	information
		information from	provided sources, and recording		from multiple sources.
		experience or	information/		sources.
		gathering	observations in		
		information	orderly notes.		
		from provided	orderry notes.		
		sources, and			
		recording			
		some			
		information/ob			
		servations in			
		simple notes.			
T Y': 44			d Participation Goa Level 3		T16
Lesson Vignette Deliver an oral	Level 1 With teacher support	Level 2 In pairs and	In pairs, find 2-3	Level 4 In pairs, explore and	Level 5 In pairs, explore and
presentation and	and second language	with second	similarities	compare the relationship	compare the
compose a written	support, find	language	between elephants	between elephants and	relationship between
report on an extinct	pictures on the	support, find	and mammoths	mammoths using a	elephants and
organism,	Internet of an	2-3 similarities	using a few	variety of sources (books,	mammoths using a
comparing it to an	elephant and	between	sources (books,	websites, photographs,	variety of sources
organism that is	mammoth. Label	elephants and	websites,	videos). Following the	(books, websites,
alive today (e.g. the	these pictures on	mammoths.	photographs,	teacher's written	photographs,
relationship	paper or in	Using simple	videos). Record	guidelines, create a 3-5	videos). Following
between elephants	PowerPoint. Identify	words and	findings in a	slide PowerPoint	the teacher's written
and mammoths).	a few basic characteristics of the	phrases, and pictures,	simple PowerPoint template provided	presentation on two animals' environments	guidelines, create a 3-5 slide PowerPoint
(Ol-:- C-:	animals (e.g. eyes,	complete a	by the teacher and	and their similarities.	presentation on the
(Ohio Science Standards, Grade	ears, and trunk).	chart template	type a few simple	and then similarities.	two animals'
two, Life Science,)	,	in PowerPoint	sentences about		environments and
http://education.ohi		(2 slides).	the animals (2-3		their similarities.
o.gov/getattachmen			slides).		
t/Topics/Ohio-s-		Sample	instructional strate	gies and supports	
New-Learning-		_		-	
Standards/Science/	Pre-teach selected	Demonstrate	Provide sentence	Provide list of academic	Provide time for
Science Standards.	vocabulary; provide	the use of a	structures for	terms that would be	sharing drafts of
<u>pdf.aspx</u>	bilingual dictionary	chart or other	describing animals	appropriate for describing	PowerPoint
	or online translation	graphic	and have student	animal characteristics.	presentations with
	tool if available.	organizer to show	practice using structures to share		peers and getting their feedback
		snow similarities	information.		before completing
		and	miormation.		final presentation.
		differences.			ımaı presentation.
		differences.			

Grade 2: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting	with prompting	tell how one or two	tell how one or two	describe how reasons
	and support (at	and support (at	reasons support the	reasons support the	support the specific
analyze and critique the	Grade 2),	Grade 2),	main point an author	specific points an	points an author or a
arguments of others	identify a point	identify a reason	or a speaker makes.	author or a speaker	speaker makes.
orally and in writing.	an author or a	an author or a		makes.	
,	speaker makes,	speaker gives to			
	using a few	support the main			
	frequently	point.			
	occurring words and phrases.				
	Sample Con	ntent-based Parti	icipation Goals – Soc	ial Studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Listen to an	Listen to an	Listen to an article	With teacher	With teacher support
	article being	article being	being read aloud	support (whole	(whole group or
	read aloud about	read aloud about	about the debate to	group or guided	guided reading) read
	the debate to	the debate to	stop using pennies in	reading) read an	an article about the
	stop using	stop using	the United States	article about the	debate to stop using
	pennies in the	pennies in the	(Time for Kids	debate to stop	pennies in the United
	United States	United States	article, "Waiting for	using pennies in	States (Time for Kids
	(Time for Kids	(Time for Kids	Change", Feb 2013).	the United States	article, "Waiting for
.	article, "Waiting	article, "Waiting	On a sheet of paper,	(Time for Kids	Change", Feb 2013).
Investigate current-event	for Change",	for Change",	cite one reason to	article, "Waiting	Using chart, classify
issue and have students	<u>Feb 2013)</u> .	<u>Feb 2013)</u> . On a	stop using pennies	for Change", Feb	each point the author
describe the positive and	With support,	sheet of paper,	and one reason to	<u>2013</u>). Using chart,	makes as pro-penny,
negative effects of these activities. (e.g. Time for	identify key	cite one reason	continue. Share with	identify some of	anti-penny, or
Kids article, "Waiting for	vocabulary	to stop using	a partner or in a	the points the	neutral. Following
Change", Feb 2013)	words from the	pennies. Share	small group.	author makes as	this assignment,
http://www.timeforkids.c	story (e.g. penny	with a partner or		pro-penny, anti-	break into groups of
om/news/article-waiting-	coin, money).	in a small group.		penny, or neutral.	three and defend one
change/98991	Draw a picture			Following this	of the three positions.
<u> </u>	illustrating one key idea or			assignment, break	
	detail from the			into groups of three and defend	
(Ohio Social Studies	article.			one of the three	
Model Curriculum,	article.				
Content Statement 7, pg				positions.	
7)		Sample i	 nstructional strategi	es and sunnorts	
http://education.ohio.gov/getattachment/Topics/Ac		Sample	nsti uctionai sti ategi	es and supports	
ademic-Content-	Pre-teach	Pre-teach	Demonstrate and	Provide a model of	Have a large group
Standards/Social-	selected	selected	model how to take	a chart that can be	discussion about the
Studies/Grade-2-Social-	vocabulary;	vocabulary;	notes during an oral	used to record key	importance of
Studies-Model-	provide bilingual	provide	presentation.	information as one	providing reasons to
Curriculum_April2014.p	dictionary or	bilingual		reads an article.	support an idea or
df.aspx	online	dictionary or			point of view.
	translation tool if	online			
	available.	translation tool			
		if available			
		Provide			
		sentence			
		structures and			
		have student			
		practice using			
		structures to			
		give reasons.			

Grade 2: Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	show increasing	compare examples	adapt language	adapt language
	meaning of	awareness of	of the formal and	choices, as	choices, as
adapt language choices	some words	differences	informal use of	appropriate, to	appropriate, to
to purpose, task, and	learned through	between informal,	English, and (at	formal and informal	formal and informal
audience when speaking	conversations,	'playground	Grade 3) use an	contexts, and (at	contexts, and (at
and writing	reading, and	speech' and	increasing number	Grade 3) use a	Grade 3), use a
	being read to.	language	of general	wider range of	wide variety of
		appropriate to the	academic and	general academic	general and content-
		classroom; use	content-specific words in	and content-specific words in	specific academic
		some words learned through	conversations and	conversations and	words and phrases in conversations or
		conversations,	discussions.	discussions.	in short written
		reading, and being	discussions.	discussions.	texts.
		read to.			terts.
	Sample	Content-based Par	ticipation Goals – S	Science	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Observe cloud	Observe cloud	Observe cloud	Observe cloud	Observe cloud
	patterns over a	patterns over a	patterns over a	patterns over a	patterns over a
	given time and	given time and	given time and	given time and	given time and
	document in	document in	document in	document in science	document in science
	science journal	science journal	science journal	journal using	journal using
	using pictures.	using pictures,	using informal	informal vocabulary	informal vocabulary
	Discuss in	basic words, and	vocabulary and	and pictures. Use	and pictures. Use
	whole group the	sentences. Label	pictures. Use	results to write a	results to write a
G 1 1'66	differences	the types of clouds	results to write a	report on weather	detailed report on
Compare the different	between formal	in the type of	short report on	patterns and clouds	weather patterns
appearances of clouds (shapes, sizes, shades of	and informal language used	journal using vocabulary list	weather patterns and clouds using	using a wider range academic	and clouds using a wide range of
white/gray). Document	in the journal	provided by	an increasing	vocabulary (cloud	academic
the observations over a	and report.	teacher. Complete	range academic	names,	vocabulary (cloud
period of time to find if		sentence frames	vocabulary (cloud	precipitation).	names,
there is a relationship		about clouds. Share	names,	Discuss in whole	precipitation).
between the		with partner.	precipitation).	group the	Discuss in whole
characteristics of the			Discuss in whole	differences between	group the
clouds and the weather			group the	formal and informal	differences between
(storms, precipitation			differences	language used in the	formal and informal
types and/or amounts).			between formal	journal and report.	language used in
			and informal		the journal and
Ohio Science Standards,			language used in the journal and		report.
Grade two)			report.		
http://education.ohio.gov/getattachment/Topics/Ohi		Sample inc	structional strategie	e and cunnorts	
o-s-New-Learning-		Sample ins	ni ucuonai sirategi	es and supports	
Standards/Science/Scienc	Have students	Provide and	Demonstrate the	Lead a whole-group	Provide criteria of a
e Standards.pdf.aspx	share informal	discuss both	use of a graphic	brainstorming	well-written report
	language they	scientific and	organizer to report	session on ways to	using formal
	hear/use with friends and with	informal words and	information.	describe a cloud formation to a	vocabulary, and show students how
	the teacher.	phrases that can be used to describe		friend compared to	to use criteria as
	the teacher.	clouds.		the way to describe	self-evaluation tool
	Provide and	Ciouds.		a cloud formation in	when writing a
	discuss words			a science report.	report.
	and phrases that			seremee reports	
	can be used to				
	describe clouds.				

Grade 2: Standard 8

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	ask and answer	determine the	determine the	determine the
1111 222 0111 000	meaning of a	questions about the	meaning of less-	meaning of less-	meaning of less-
	few frequently	meaning of	frequently	frequently	frequently occurring
determine the meaning	occurring words,	frequently	occurring words	occurring words	words, phrases, some
of words and phrases in oral presentations and	simple phrases,	occurring words,	and phrases,	and phrases, some	idiomatic
literary and	and formulaic	phrases, and	content-specific	idiomatic	expressions, and (at
informational text.	expressions in	expressions in	words, and some	expressions, and	Grade 3) some
informational text.	simple oral	simple oral	idiomatic	(at Grade 3) some	general academic and
	discourse, read-	discourse, read-	expressions in	general academic	content-specific
	alouds, and	alouds, and written	oral discourse,	and content-	vocabulary in oral
	written texts about familiar	texts about familiar	read-alouds, and written texts	specific vocabulary in oral discourse,	presentations and written texts about a
	topics,	topics, experiences, or events, using	about familiar	read-alouds, and	variety of topics,
	experiences, or	context, visual aids,	topics,	written texts about	experiences, or
	events, relying	and knowledge of	experiences, or	a variety of topics,	events, using context,
	heavily on	morphology in his	events, using	experiences, or	reference materials,
	visual aids,	or her native	context, some	events, using	and morphology
	context, and	language.	visual aids,	context, some	(e.g., root words,
	knowledge of		reference	visual aids,	simple inflectional
	morphology in		materials, and a	reference materials,	endings such as - ed,
	his or her native		developing	and an increasing	-ing, and some
	language.		knowledge of	knowledge of	common prefixes).
			English	morphology (root	
			morphology.	words, some	
	Sample Co	ontent-based Partic	ination Goals - Mo	prefixes).	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Listen to a read	Listen to a read	Listen to read	Listen to read	Listen to a whole
	aloud of How	aloud of How Long	aloud. Sort words	aloud. Sort	group reading of
	Long and How	and How Wide?	into teacher	measurement	story. Sort
	Wide?. Create a	Create a chart of	directed	vocabulary words	vocabulary words
	chart of new	new words, such as	categories.	into self created	independently into
Ohio Mathematics Model	words, such as	measure, inch, and	Explain	categories. Create a	self generated
Curriculum, grade two,	measure, inch,	foot. Sort words	justifications to	measurement	groups. Create a
p. 12	and foot.	with a partner by	teacher. Illustrate	dictionary.	measurement
Measurement Cluster	Provide picture	tools used to	in math		dictionary explaining
	support and sort words with a	measure and unit of measurement ways	vocabulary journal.		concepts.
http://education.ohio.gov	partner by tools	to measure.	journai.		
/getattachment/Topics/A	used to measure	Illustrate sorts in			
cademic-Content-	micubulo				
<u>caacinic content</u>	and units of	math vocabulary			
Standards/Mathematics/	and units of measure.				
Standards/Mathematics/ Grade 2 Math Model		math vocabulary			
Standards/Mathematics/ Grade 2 Math Model Curriculum October201		math vocabulary			
Standards/Mathematics/ Grade 2 Math Model		math vocabulary journal.	tructional strategie	es and supports	
Standards/Mathematics/ Grade 2 Math Model Curriculum October201		math vocabulary journal. Sample inst	tructional strategio	es and supports	
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx	measure. Provide native	math vocabulary journal. Sample inst	Have students	Have students	Provide sentence
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How	Provide native language	math vocabulary journal. Sample inst	Have students work with	Have students work with partners	structures that can be
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx	Provide native language support if	math vocabulary journal. Sample inst Provide picture support as needed.	Have students work with partners in	Have students work with partners in creating	structures that can be used to explain
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How Long and How Wide? by	Provide native language	math vocabulary journal. Sample inst Provide picture support as needed. Demonstrate note-	Have students work with partners in creating chart	Have students work with partners in creating measurement	structures that can be
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How Long and How Wide? by Brian Cleary. Sort vocabulary words (rulers, yard stick, meter,	Provide native language support if available.	math vocabulary journal. Sample inst Provide picture support as needed. Demonstrate note-taking strategies	Have students work with partners in creating chart with measurement	Have students work with partners in creating	structures that can be used to explain
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How Long and How Wide? by Brian Cleary. Sort vocabulary words (Provide native language support if available.	math vocabulary journal. Sample inst Provide picture support as needed. Demonstrate note-taking strategies while listening to	Have students work with partners in creating chart	Have students work with partners in creating measurement	structures that can be used to explain
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How Long and How Wide? by Brian Cleary. Sort vocabulary words (rulers, yard stick, meter,	Provide native language support if available. Provide list of key words for	math vocabulary journal. Sample inst Provide picture support as needed. Demonstrate note-taking strategies	Have students work with partners in creating chart with measurement	Have students work with partners in creating measurement	structures that can be used to explain
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How Long and How Wide? by Brian Cleary. Sort vocabulary words (rulers, yard stick, meter,	Provide native language support if available. Provide list of key words for students to note	math vocabulary journal. Sample inst Provide picture support as needed. Demonstrate note-taking strategies while listening to oral information.	Have students work with partners in creating chart with measurement	Have students work with partners in creating measurement	structures that can be used to explain
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How Long and How Wide? by Brian Cleary. Sort vocabulary words (rulers, yard stick, meter,	Provide native language support if available. Provide list of key words for students to note when listening	math vocabulary journal. Sample inst Provide picture support as needed. Demonstrate note-taking strategies while listening to oral information. Guide students on	Have students work with partners in creating chart with measurement	Have students work with partners in creating measurement	structures that can be used to explain
Standards/Mathematics/ Grade 2 Math Model Curriculum October201 3.pdf.aspx Oral reading of How Long and How Wide? by Brian Cleary. Sort vocabulary words (rulers, yard stick, meter,	Provide native language support if available. Provide list of key words for students to note	math vocabulary journal. Sample inst Provide picture support as needed. Demonstrate note-taking strategies while listening to oral information.	Have students work with partners in creating chart with measurement	Have students work with partners in creating measurement	structures that can be used to explain

Grade 2: Standard 9

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	communicate	recount two events	recount two events	recount a	recount a coherent
	simple	in sequence, and	in sequence, and	sequence of	sequence of events,
1 1	information about	communicate	communicate	events, using	using temporal words
create clear and	an event or topic,	simple information	simple information	temporal words	to signal event order
coherent grade-	with support	about a topic, with	about a topic, with	(before, after,	clearly, and introduce
appropriate speech and	(including context	support (including	support (including	soon), and	an informational topic
text.	and visual aids),	visual aids and	visual aids and	introduce an	and present facts
	using non-verbal	modeled	modeled	informational	about it using linking
	communication	sentences), using,	sentences), using,	topic and present	words (e.g., because,
	and, with limited	with emerging	with emerging	facts about it,	and, also) to connect
	control, a narrow	control, frequently	control, frequently	using, with	ideas and provide a
	range of	occurring linking	occurring linking	increasingly	concluding statement.
	vocabulary and	words (e.g., and,	words (e.g., and,	independent	
	syntactically	then).	then).	control, linking	
	simple sentences.			words (e.g.,	
				because, and,	
				also) to connect	
				ideas or events.	
	Sample Conten	t-based Participatio	on Goals – English	Language Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Write narratives in	Illustrate a	Write about the	Write about the	Write about the	Following teacher
which students recount	memory about the	best day of school,	best day of school,	best day of	guidelines. write a
a well-elaborated event	best day of	recounting two	recounting two	school,	coherent paragraph
or short sequence of	school. Use basic	events. Use key	events. Use	recounting 2-4	about the best day of
events, include details	vocabulary words	words and modeled	complete	events in the	school. The paragraph
to describe actions,	to label and	sentences. Ilustrate	sentences and	correct sequence.	must include a topic
thoughts, and feelings,	discuss picture	and share with a	correct sequence.	use temporal	sentences, 3 details,
use temporal words to		partner	Share with class.	words and linking	and a concluding
signal event order, and				words correctly.	sentence. Edit and
provide a sense of				Share with class.	revise in pairs.
closure.		Sample inst	ructional strategies	s and supports	
Oho English Language	Model the telling	Provide examples	Provide	Model using	Provide feedback on
Arts Model	about a past	of sentence	opportunities to	transition phrases	initial drafts of both
Curriculum, Writing,	event.	structures that can	practice their	to connect	oral and written
Text Types and	Afterwards,	be used to tell	telling of their best	sentences and	narratives, and allow
Purposes pg 22	highlight and	about a past event.	day at school;	paragraphs.	students to make
http://education.ohio.go	discuss key words	acout a past event.	provide feedback	paragrapus	revisions for final oral
v/getattachment/Topics/	in the narrative.		to help students	Provide	and written
Academic-Content-	Retell the past		improve language	opportunities for	recounting.
Standards/English/Grad	event and have		use and fluency.	students to	Č
e 2 ELA Model Curri	students listen for		_	practice	
culum_October2013.pd	the key words.			pronouncing	
<u>f.aspx</u>				certain words and	
				phrases.	
http://www.uen.org/Les					
sonplan/preview.cgi?LP					
<u>id=13889</u>					

Grade 2: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
make accurate use of standard English to communicate in grade-appropriate speech and writing.	understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions with support (including context and visual aids).	recognize and use some frequently occurring collective nouns (e.g., group), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences, with support (including modeled sentences).	use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.	use collective and commonly occurring abstract nouns (e.g., childhood), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.
	Sample Conte	ent-based Participa	ation Goals – English	Language Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrate an	Using Smart	Using Smart	Using Smart board	Using Smart board	Using Smart board
understanding of	board	board technology,	technology, read the	technology, read the	technology, read the
regular and irregular	technology, read	read the eBook	eBook Penguins by	eBook Penguins by	eBook Penguins by
verbs after reading	the eBook	Penguins by	Penelope Arlon.	Penelope Arlon.	Penelope Arlon.
Penguins by Penepe	Penguins by	Penelope Arlon.	match regular past	Determine if the	Determine if a wide
Arlon. Use the verbs	Penelope Arlon.	Demonstrate	tense verbs with	past tenses of the	range of past tense
correctly in speech and	Students will	understanding of	present tense verbs	verbs are regular or	verbs are regular or
writing.	learn a few	a number of verbs in a story using	and drag them to a T- Chart. Write	irregular and drag them to a T-Chart.	irregular and drag them to a T-Chart.
	common action verbs from the	simple sentences.	sentences about a	Write a short story	Students will write a
	book.	Write a few	penguin using	about a penguin	story about a
	Demonstrate	simple verbs in	regular past tense	using both regular	penguin using a
(Ohio English	understanding of	sentences.	verbs.	irregular verbs	wide range of
Language Arts Model	selected action	schichees.	veros.	provided by the	vocabulary and
Curriculum, Grade 2,	words in the			teacher.	sentence structures.
pg 32)	book by			toucher.	someree structures.
http://education.ohio.g	performing the				
ov/getattachment/Topi	actions during a				
cs/Academic-Content-	game of "Simon				
Standards/English/Gra	Says".				
de 2 ELA Model Cu rriculum October2013		Sample ii	nstructional strategie	s and supports	
.pdf.aspx	Provide list of	Provide list of	Model how to use a	In whole group	Provide criteria of a
	key words for	key words for	T-chart to compare	setting, lead the	well-written story
	students to note	students to note	and contrast. Have	students in the	that student can use
Scholaste Common	when listening to	when listening to	ELL work with	development of a	for self evaluation.
Core Book Lists-	the story.	the story.	partner to complete	story about a past	
Grades 2-3 Nonfiction		J .	T-Chart.	event,	
http://commoncore.sch		Have students		demonstrating the	
olastic.com/teachers/b ooks/literature		work with a	In whole group	use of a variety of	
ooks/merature		partner in writing	setting, lead the	adjectives,	
		sentences with	student's	compound and	
		the selected	development of a	complex sentences.	
		verbs.	story about a past		
			event, demonstrating		
			the use of past tense		
			and conjunctions.		

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

Grade 3: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited	use an emerging set	use a developing	use an	use a wide range
construct meaning from oral	set of strategies to:	of strategies to:	set of strategies	increasing range	of strategies to:
presentations and literary and	identify a few key	identify some key	to:	of	determine the
informational text through grade	words and phrases	words and phrases	identify the main	strategies to:	main idea or
appropriate listening, reading,	from read-alouds,	identify the main	topic or message	determine the	message
and viewing	simple written	topic or	answer questions	main idea or	tell how key
	texts, and oral	message/lesson	retell some key	message	details
	presentations.	from read-alouds,	details from read-	identify or	support the main
		simple written	alouds, simple	answer	idea retells a
		texts, and oral	written texts, and	questions about	variety of stories
		presentations.	oral	some key details	from read-
			presentations.	that support the	alouds, written
				main	texts, and oral
				idea/message	communications.
				retell a variety	
				of stories from	
				read-alouds,	
				written texts,	
				and oral	
				presentations.	
	Sample Content-ba	sed Participation G	oals Language Ar	ts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Teacher reads "Charlotte's Web" to	Match pictures to a	Complete a graphic	Complete a	Retell	Retell
students using visual aids and	few key words	organizer with 3	graphic organizer	"Charlotte's	"Charlotte's
expression to add to understanding.	from "Charlotte's	boxes to identify	to identify the	Web" using a	Web" by
Students retell "Charlotte's Web"	Web" after	the beginning,	main idea of	graphic	completing a
using a graphic organizer to identify	listening to the	middle and end	"Charlotte's	organizer	graphic organizer
the main idea, details, characters,	teacher read it.	after listening to the	Web" and		
and theme of the story.		unter insterning to the	web and	showing the	with main idea,
	E.g "pig, spider,	teacher read	identify some	main idea,	with main idea, important details,
•	web, word", with	teacher read "Charlotte's Web".	identify some important details	main idea, important details	important details, characters,
(Ohio's English Language Arts RL	web, word", with bilingual	teacher read "Charlotte's Web". Student may use a	identify some important details with visual	main idea,	important details, characters, correct sequence
	web, word", with bilingual assistance if	teacher read "Charlotte's Web". Student may use a combination of	identify some important details with visual supports as	main idea, important details	important details, characters, correct sequence and identify the
(Ohio's English Language Arts RL	web, word", with bilingual	teacher read "Charlotte's Web". Student may use a	identify some important details with visual	main idea, important details and characters, and correct sequence of	important details, characters, correct sequence and identify the theme
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard	web, word", with bilingual assistance if	teacher read "Charlotte's Web". Student may use a combination of	identify some important details with visual supports as	main idea, important details and characters, and correct sequence of events with	important details, characters, correct sequence and identify the
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1)	web, word", with bilingual assistance if	teacher read "Charlotte's Web". Student may use a combination of words and pictures.	identify some important details with visual supports as needed.	main idea, important details and characters, and correct sequence of events with limited support.	important details, characters, correct sequence and identify the theme
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard	web, word", with bilingual assistance if	teacher read "Charlotte's Web". Student may use a combination of words and pictures.	identify some important details with visual supports as	main idea, important details and characters, and correct sequence of events with limited support. d supports	important details, characters, correct sequence and identify the theme
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1) http://education.ohio.gov/getattachment/Topics/Academic-Content-	web, word", with bilingual assistance if	teacher read "Charlotte's Web". Student may use a combination of words and pictures.	identify some important details with visual supports as needed.	main idea, important details and characters, and correct sequence of events with limited support.	important details, characters, correct sequence and identify the theme
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1) http://education.ohio.gov/getattach	web, word", with bilingual assistance if available.	teacher read "Charlotte's Web". Student may use a combination of words and pictures. Sample teachi	identify some important details with visual supports as needed.	main idea, important details and characters, and correct sequence of events with limited support. d supports	important details, characters, correct sequence and identify the theme independently.
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELAModel Curriculum October2013.p	web, word", with bilingual assistance if available.	teacher read "Charlotte's Web". Student may use a combination of words and pictures. Sample teachi Demonstrate how	identify some important details with visual supports as needed. ng strategies and Have student	main idea, important details and characters, and correct sequence of events with limited support. d supports Provide time to	important details, characters, correct sequence and identify the theme independently.
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA	web, word", with bilingual assistance if available. Pre-teach selected vocabulary;	teacher read "Charlotte's Web". Student may use a combination of words and pictures. Sample teachi Demonstrate how to use a graphic	identify some important details with visual supports as needed. In strategies and Have student work with a	main idea, important details and characters, and correct sequence of events with limited support. I supports Provide time to practice retelling	important details, characters, correct sequence and identify the theme independently. Allow student to redo retelling
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELAModel Curriculum October2013.p	web, word", with bilingual assistance if available. Pre-teach selected vocabulary; provide bilingual	teacher read "Charlotte's Web". Student may use a combination of words and pictures. Sample teachi Demonstrate how to use a graphic organizer with	identify some important details with visual supports as needed. In strategies and Have student work with a	main idea, important details and characters, and correct sequence of events with limited support. I supports Provide time to practice retelling in a small group	important details, characters, correct sequence and identify the theme independently. Allow student to redo retelling after receiving
(Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELAModel Curriculum October2013.p	web, word", with bilingual assistance if available. Pre-teach selected vocabulary; provide bilingual dictionary or	teacher read "Charlotte's Web". Student may use a combination of words and pictures. Sample teachi Demonstrate how to use a graphic organizer with	identify some important details with visual supports as needed. In strategies and Have student work with a	main idea, important details and characters, and correct sequence of events with limited support. I supports Provide time to practice retelling in a small group	important details, characters, correct sequence and identify the theme independently. Allow student to redo retelling after receiving feedback on a

Grade 3: Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	listen to and	participate in	participate in	participate in	participate in
All ELL call	occasionally	short	short discussions	discussions,	extended
	participate in	conversations,	and written	conversations,	discussions,
participate in grade-appropriate	short	discussions, and	exchanges about	and written	conversations,
oral and written exchanges of information, ideas, and	conversations	written exchanges	familiar topics	exchanges about	and written
analyses, responding to peer,	about familiar	about familiar	and texts; follow	a variety of topics	exchanges about
audience, or reader comments	topics, and	topics; take turns;	the rules for	and texts; follow	a variety of texts
and questions.	respond to simple	and respond to	discussion;	the rules for	and topics; follow
and questions.	yes/no and some	simple and wh-	respond to the	discussion; build	the rules for
	wh- questions.	questions.	comments of	on the ideas of	discussion; build
			others and	others and	on the ideas of
			contribute his or	contribute his or	others, and
			her own; and ask	her own; and ask	express his or her
			questions to gain	and answer	own; and ask and
			information or	questions about	answer questions
			clarify	the topic or text.	about the topic or
			understanding.		text.
	Sample Content-	based Participatio	n Goals – Social S	tudies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Take part in a	Take part in the	Actively	Actively listen to	Fully participate
	small group	small group	participate in the	others in the	in the small group
	discussion of	discussion and	small group	small group, ask	discussion by
	classroom rules	write one simple	discussion by	questions about	asking and
	with translation	sentence using a	sharing at least 3	their ideas and	answering
	support (e.g.,	computer/iPad to	ideas and asking	show	questions and
With teacher guidance, students	Google	show appropriate	questions to	comprehension	contribute
discuss and draft a classroom	Translate) or	classroom	clarify	by building upon	towards writing
contract to establish rules and	visuals, and	behavior	understanding.	those answers.	the classroom
responsibilities within the	demonstrate	following a	Write 2-3	Write 3-4	contract on a
classroom. Help students make connections between the rules	understanding of	model. E.g.,	sentences on a	sentences on a	computer. Then
in the classroom and the need	common	"Walk in the	computer stating	computer that is	contribute ideas
for laws in the local community.	classroom instructions, e.g.,	classroom", "Listen to the	classroom rules following the	mostly correct. Take an active	to the discussion about laws in the
for laws in the local community.	"raise hand",	teacher." Answer	discussion.	part in a	community and
(Ohio's Social Studies Model	"take turns", "be	questions about	Contribute an	discussion of	why laws are
Curriculum Content Statement	quiet".	appropriate	idea to discussion	laws in the local	necessary.
11, page 15)	quiet .	behavior.	of laws in the	community and	necessary.
11, page 13)		001111	local community.	why laws are	
http://education.ohio.gov/getatta				necessary.	
chment/Topics/Academic-					
Content-Standards/Social-					
Studies/Grade-3-Social-Studies-					
Model-		Sample teac	ching strategies a	and supports	
Curriculum April2014.pdf.aspx					
	Pre-teach	Have ELL work	Model asking	Model using	Have ELL work
	selected	with a partner to	questions during	transition phrases	with a partner on
	vocabulary;	orally generate	a group	to add ideas to	writing a
	provide bilingual	classroom	discussion.	statements in a	classroom
	dictionary or	behavior rules.		group discussion	contract.
	online translation			(E.g., "Another	
	tool if available.			example is")	

Grade 3: Standard 3

Grade 3: Standard 3	T 14	T 10	7 12	7 14	T 15
Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	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 Participa	ation Goals – Scier	nce	l
	-	_			
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Students will write a report explaining how a behavioral or physical characteristic is an advantage of a specific animal or plant for surviving in its environment. (Ohio's New Learning Standards - Science, page 76) http://education.ohio.gov/getattachment/Topics/Ohio-s-New-	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 using the correct features of informational writing. Then share the report with a partner or small group.
<u>Learning-</u>		Sample teac	ching strategies a	and supports	
Standards/Science/Science Standards.pdf.aspx	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures that can be used to show relationship of animal characteristic to survival.	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Have ELL work with a partner on writing the report.	Provide feedback on initial drafts of report and allow students to make revisions based on final drafts.

Grade 3: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	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.
San	nple Content-base	d Participation G	oals – English Lan	guage Arts	1
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Write an opinion piece on whether students should wear school uniforms supporting this point of view with reasons. Introduce the topic, state the reasons and provide a concluding statement. Ohio's English Language Arts W 3.1 Model Curriculum Standard Statement page 21.)	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.
http://education.ohio.gov/getatt achment/Topics/Academic-		Sample tead	ching strategies a	and supports	
Content- Standards/English/Grade 3 EL A Model Curriculum October 2013.pdf.aspx	Provide sample sentence structures to express opinions (I like, I don't like, I prefer).	Model both oral and written statements expressing opinions with reasons.	Have ELL work with partner on writing an opinion piece with supporting reasons.	Provide opportunities for peer feedback on initial drafts.	Provide criteria of a well-written opinion piece that student can use for self evaluation.

Grade 3: Standard 5

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting				
	and support (at				
conduct research and evaluate	Grade 2), carry				
and communicate findings to	out short				
answer questions or solve	individual or				
problems.	shared research				
	projects,	projects, recalling	projects, recalling	projects, recalling	projects, recalling
	gathering	information from	information from	information from	information from
	information from	experience or	experience or	experience or	experience and/or
	provided sources	gathering	gathering	gathering	gathering
	and labeling	information from	information from	information from	information from
	information.	provided sources,	provided sources,	multiple sources.	multiple sources.
		and recording	and recording		
		some	information/obser		
		information/obser	vations in orderly		
		vations in simple	notes.		
		notes.			
	Sample Content	-based Participati	on Goals – Mathei	natics	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
3	Measure	Measure	Measure	After measuring	Independently
	classroom objects	classroom	classroom objects	classroom objects	measure
	then draw and	objects, draw, and	and compute	and determining	classroom
	label the objects	label and	perimeters.	the perimeters,	objects,
	with dimensions	compute	Display	students will	determine the
Find and compare the	and compute	perimeters.	information in a	compare their	perimeters.
perimeters of various	perimeters. Use	Record	logical order on a	answers with	Discuss their
classroom items (e.g. doors,	simple	observations on	chart or in a math	other groups, and	findings and write
cabinets, desktops, rugs,	descriptive	perimeters in	journal using	communicate	1 0 1
computer monitors, bulletin	adjectives (e.g.,	math journal	comparative	their findings in	real world
boards, and whiteboards) and	big, small, long	using 2-3 simple	language (e.g.,	their math	applications (e.g.,
communicate their findings	short) to label the	sentences and	bigger than,	journals and	cutting
through illustrations and charts	drawings.	including at least	larger, smaller	explain any	construction
in their math journals.		one math specific	than) in order to	reasons for	paper for a border
		vocabulary word	compare objects.	differences.	for a bulletin
(Ohio's Mathematics Model		(e.g., inches,			board).
Curriculum 3 MD.8 Standards,		perimeter,			
page 25)		measure).			
		Sample tead	ching strategies a	nd supports	<u> </u>
http://education.ohio.gov/getatt		~ 		supp	
achment/Topics/Ohio-s-New-	Have ELL work	Pre-teach math	Have ELL work	Provide	Conduct large
<u>Learning-</u>	with a partner on	specific	with two or three	opportunities for	group
Standards/Mathematics/Grade_	measuring and	vocabulary for	partners on	students to	brainstorming
3 Math Model Curriculum O	labeling task.	this task.	creating a chart	practice giving	session on
ctober2013-1.pdf.aspx			showing results	oral summary	possible real
			of measurement.	reports of their	world
				findings.	applications of
				Ü	tasks requiring
					measurements
					and calculation of
					perimeter.

Grade 3: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	with prompting	with prompting	tell how one or	tell how one or	describe how
	and support (at	and support (at	two reasons	two reasons	reasons support
analyze and critique the	Grade 2), identify	Grade 2), identify	support the main	support the	the specific points
arguments of others orally and	a point an author	a reason an	point an author or	specific points an	an author or a
in writing.	or a speaker	author or a	a speaker makes.	author or a	speaker makes.
	makes, using a	speaker gives to		speaker makes.	
	few frequently	support the main			
	occurring words	point.			
	and phrases.				
	Sample Content-	based Participation	on Goals – Social S	Studies	
T T T T					T 10
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Students will receive a	Listen to a	Listen to	Listen to	After listening to	Cite reasons to
theoretical allowance of \$20.00	classmate talk	classmates talk	classmates talk	classmates	agree or disagree
a month. Each student will	about how he or	about how they	about how they	explain how they	with classmate's
decide how to spend this	she would spend the allowance and	would spend their allowance and	would spend their allowance and fill	would spend the \$20 allowance,	decisions to
amount. Students will analyze and critique their classmates'	identify and	identify how one	out a chart of at	the student will	spend their allowance using
choices.	illustrate 2-3 key	classmate wants	least one thing	participate in a	grade appropriate
choices.	words (e.g.,	to spend the \$20	that each child	discussion and	conversational
	candy, game, and	and why.	wants to do with	express his	and academic
(Ohio's Social Studies	toy).	alid wily.	the \$20.00 and	opinion of the	vocabulary (e.g.,
Standards. Economics Content	toy).		why.	students' choices.	I agree, but; I
Statement of the MCS, 19 page			wity.	students enoices.	disagree,
23)					because).
http://education.ohio.gov/getatt					a constant
achment/Topics/Academic-		Sample tead	ching strategies a	nd supports	
Content-Standards/Social-		-			
Studies/Grade-3-Social-	Pre-teach	Demonstrate	Provide a model	Give	Demonstrate how
Studies-Model-	content-related	note-taking	of a chart that can	opportunities for	to use written
Curriculum April2014.pdf.asp	vocabulary.	strategies while	be used to record	ELLs to practice	notes when
<u>X</u>		listening to oral	key information.	communication	giving an oral
=		information.		skills in small	presentation.
				group	
				discussions.	

Grade 3: Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	show increasing	compare	adapt language	adapt language
	meaning of some	awareness of	examples of the	choices, as	choices, as
adapt language choices to	words learned	differences	formal and	appropriate, to	appropriate, to
purpose, task, and audience	through	between informal,	informal use of	formal and	formal and
when speaking and writing.	conversations,	'playground	English, and (at	informal contexts,	informal contexts,
	reading, and	speech' and	Grade 3) use an	and (at Grade 3)	and (at Grade 3),
	being read to.	language	increasing	use a wider range	use a wide variety
		appropriate to the	number of	of general	of general and
		classroom; use	general academic	academic and	content-specific
		some words	and content-	content-specific	academic words
		learned through	specific words in	words in	and phrases in
		conversations,	conversations and	conversations and	conversations or
		reading, and	discussions.	discussions.	in short written
		being read to.			texts.
	Sample Conto	ent-based Particip	ation Goals – Scie	nce	
T 77. 44	T 14	T 10	T 10	T 14	T 15
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Show	Write then deliver	Choose formal	Take an active	Actively participate in
	understanding of words such as	formal practiced sentences to	English and	part in preparing	1
	"recycle, reuse,		content-specific words (e.g.,	the presentation for the principal	writing the plan for the principal
	waste" by	explain a step in the plan to the	waste, recycle,	and be part of	and orally
	illustrating the	principal. (E.g.,	compost) in	delivering the	presenting the
	words. Use	"Place a recycle	writing, then	presentation.	plan. Then
	learned phrases	container in each	orally, to explain	Then adapt the	actively
The students will design a plan	to introduce the	classroom.")	the steps to the	presentation to	participate in
to reduce or recycle waste in	plan to the	Then explain the	principal with a	suit younger	writing a plan for
the school. Students will orally	principal.	same step to a	moderate degree	students, making	Kindergartners
present the plan to the principal	(E.g., "This is	Kindergarten	of accuracy. Then	conscious word	and orally
and to younger students.	our plan to	classroom. (E.g.,	explain to	choices for the	presenting it,
	recycle in our	"Put used paper	Kindergarten	audience.	using appropriate
(Ohio's New Learning	school.")	in this bin.")	students how to	dadience.	sentence structure
Standards - Science, page 76)	Jeneon ,	in uni o ini ')	use the recycle		and academic
Standards - Science, page 70)			bin using less		vocabulary.
			formal English.		, some many.
http://education.ohio.gov/getatt					
achment/Topics/Ohio-s-New-		<u> </u>	1	1 4	
Learning-		Sample tead	ching strategies a	ına supports	
Standards/Science/Science Sta	D	I a · ı ·		l n	I D
ndards.pdf.aspx	Provide list of	Guide students on	Have ELL work	Provide	Provide feedback
	key words for	creating a chart to	with a partner to	opportunities for	on initial drafts of
	students to note	sort words into	create written	students to	proposal and
	when listening to	categories	notes to use for	practice giving	allow students to
	information	appropriate for	presenting	presentations in	make revisions
	about recycling.	presenting	information to	small group	for final draft.
		information to	principal and to	settings.	
		different audience	kindergarten		
		(principal vs.	students.		
		kindergarten			
		student).			

Grade 3: Standard 8					
Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	ask and answer	determine the	determine the	determine the
	meaning of a few	questions about	meaning of less-	meaning of less-	meaning of less-
determine the meaning of	frequently	the meaning of	frequently	frequently	frequently
words and phrases in oral	occurring words,	frequently	occurring words	occurring words	occurring words,
presentations and literary and	simple phrases,	occurring words,	and phrases,	and phrases,	phrases, some
informational text.	and formulaic	phrases, and	content-specific	some idiomatic	idiomatic
informational text.	expressions in	expressions in	words, and some	expressions, and	expressions, and
	simple oral	simple oral	idiomatic	(at Grade 3) some	(at Grade 3) some
	discourse, read-	discourse, read-	expressions in	general academic	general academic
	alouds, and	alouds, and	oral discourse,	and content-	and content-
	written texts	written texts	read-alouds, and	specific	specific
	about familiar	about familiar	written texts	vocabulary in oral	vocabulary in oral
	topics,	topics,	about familiar	discourse, read-	presentations and
	experiences, or	experiences, or	topics,	alouds, and	written texts
	events, relying	events, using	experiences, or	written texts	about a variety of
	heavily on visual	context, visual	events, using	about a variety of	topics,
	aids, context, and	aids, and	context, some	topics,	experiences, or
	knowledge of	knowledge of	visual aids,	experiences, or	events, using
	morphology in	morphology in	reference	events, using	context, reference
	his or her native	his or her native	materials, and a	context, some	materials, and
	language.	language.	developing	visual aids,	morphology (e.g.,
	iniguage.	imiguage:	knowledge of	reference	root words,
			English	materials, and an	simple
			morphology.	increasing	inflectional
			111111111111111111111111111111111111111	knowledge of	endings such as
				morphology (root	- <i>ed</i> , - <i>ing</i> , and
				words, some	some common
				prefixes).	prefixes).
	Sample Content	-based Participati	on Goals – Mathe		promes).
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Solve word problems using	Recognize	Understand	Understand the	Uses various	Independently
multiplication and division.	numerals	simple key words	idiom "get into	strategies to	reads and solves
(E.g. Tom wants to get into	independently	like days of the	shape" when	determine word	the word problem
shape. On Monday, Tuesday,	and understand	week and "Tom"	teacher acts out	meanings	using reference
and Wednesday he ran 4 miles	the problem	and ask questions	the meaning, and	including a	material if needed
each day. On Thursday and	when presented	to determine the	can understand	dictionary and	to understand the
Friday he ran 5 miles each day.	in pictures or	meaning of	the rest of the	context clues.	idiom.
How many total miles did he	when translated.	unknown words.	story problem	Then solve the	
run?)		Use this	using context	problem.	
		information to	clues and		
(Ohio Mathematics Model		solve the word	decoding skills		
Curriculum 3 OA.3 Standards,		problem.	(e.g.: total, each).		
page 23 CCSS)			Solve the		
page 25 (CDD)			problem.		
	1		1 *	1	

Provide examples

Sample teaching strategies and supports

Demonstrate how

Have ELL work

Have students

http://education.ohio.gov/getatt achment/Topics/Ohio-s-New-

Standards/Mathematics/Grade
3_Math_Model_Curriculum_O

ctober2013-1.pdf.aspx

Have students

Learning-

w	rite the	of question	to use context	with peer to	underline
nı	umbers they	structures and	clues to try to	create ongoing	unknown words
he	ear when	model how to ask	figure out	list of idioms and	and expressions
lis	stening to oral	for clarification	unknown words	meanings.	in word problems
re	eading of word	when	and phrases in a		and indicate what
pı	roblems.	encountering an	text.		the meaning
		unknown word.			might be given
					contextual and
					grammatical
					clues.

DRAFT

Grade 3: Standard 9

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	communicate	recount two	recount a short	recount a sequence of	recount a coherent
	simple	events in	sequence of	events, using temporal	sequence of
create clear and	information	sequence, and	events, and	words (before, after, soon),	events, using
coherent grade-	about an event	communicate	present a few	and introduce an	temporal words to
appropriate speech and	or topic, with	simple	pieces of	informational topic and	signal event order
text.	support	information	information	present facts about it,	clearly, and
	(including	about a topic,	about a topic,	using, with increasingly	introduce an
	context and	with support	with support	independent control,	informational
	visual aids),	(including visual	(including	linking words (e.g.,	topic and present
	using non-	aids and modeled	modeled	because, and, also) to	facts about it
	verbal	sentences),	sentences), using,	connect ideas or events.	using linking
	communication	using, with	with developing		words (e.g.,
	and, with	emerging	control, common		because, and,
	limited control,	control,	linking words		also) to connect
	a narrow range	frequently	(e.g., and, but,		ideas and provide
	of vocabulary	occurring linking	next, after) to		a concluding
	and	words (e.g., and,	connect ideas or		statement.
	syntactically	then).	events.		
	simple				
	sentences.				
	Sample Conte	nt-based Particip	ation Goals – Eng	lish Language Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Use visuals,	Write about 2	Write about	Writes about several	Writes then orally
	basic words	important events	several important	important events in the	presents a clear,
Write and present a book	and 1-2 simple	from the book	events in correct	hools in someot someon	and the second second
	_			book in correct sequence	coherent, and
	learned	using pictures,	sequence. Present	Presents to the class or a	creative book
report with appropriate facts and relevant	learned sentences to	using pictures, props, and	sequence. Present the book report to	Presents to the class or a small group by speaking	creative book report which is
report with appropriate facts and relevant	learned sentences to write and tell	using pictures, props, and modeled	sequence. Present the book report to the class or a	Presents to the class or a small group by speaking clearly and demonstrating	creative book report which is logically
report with appropriate facts and relevant descriptive details,	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences.	sequence. Present the book report to the class or a small group,	Presents to the class or a small group by speaking clearly and demonstrating developing control over	creative book report which is logically organized and
report with appropriate facts and relevant	learned sentences to write and tell	using pictures, props, and modeled sentences. Present to class	sequence. Present the book report to the class or a small group, speaking clearly	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use	creative book report which is logically organized and contains very few
report with appropriate facts and relevant descriptive details, speaking clearly at an	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group.	sequence. Present the book report to the class or a small group, speaking clearly and	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate.	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will	sequence. Present the book report to the class or a small group, speaking clearly and demonstrating	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use	creative book report which is logically organized and contains very few grammar errors and an effective
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using	sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking	sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing control over	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using	sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing control over grammar.	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking	sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing control over grammar. Demonstrate use	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31)	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking	sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing control over grammar. Demonstrate use of common	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking	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	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking	sequence. Present the book report to the class or a small group, speaking clearly and demonstrating developing control over grammar. Demonstrate use of common	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA Model Curricu	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking	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	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words.	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.	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency.	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA Model Curricu	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words.	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.	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA Model Curriculum October2013.pdf.as	learned sentences to write and tell about a favorite	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words.	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.	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency.	creative book report which is logically organized and contains very few grammar errors and an effective concluding
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA Model Curriculum October2013.pdf.as	learned sentences to write and tell about a favorite book.	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words.	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.	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency.	creative book report which is logically organized and contains very few grammar errors and an effective concluding statement.
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA Model Curriculum October2013.pdf.as	learned sentences to write and tell about a favorite book.	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words. Sample	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.	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency. gies and supports Provide opportunities to	creative book report which is logically organized and contains very few grammar errors and an effective concluding statement.
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA Model Curriculum October2013.pdf.as	learned sentences to write and tell about a favorite book. Read aloud a book, and then	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words. Sample Have student work with a	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. Provide ELLs opportunity to	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency. gies and supports Provide opportunities to practice giving reports in	creative book report which is logically organized and contains very few grammar errors and an effective concluding statement. Provide feedback on students'
report with appropriate facts and relevant descriptive details, speaking clearly at an understandable rate. (Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 3 ELA Model Curriculum October2013.pdf.as	Read aloud a book, and then have ELL	using pictures, props, and modeled sentences. Present to class or small group. Students will begin using common linking words. Sample Have student work with a partner in writing	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. e teaching strate; Provide ELLs opportunity to listen to reports	Presents to the class or a small group by speaking clearly and demonstrating developing control over grammar. Demonstrate use of common linking words and fluency. gies and supports Provide opportunities to practice giving reports in	creative book report which is logically organized and contains very few grammar errors and an effective concluding statement. Provide feedback on students' practice of giving

Grade 3: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	understand and use	recognize and use	use some	use collective	use collective and
	a small number of	some frequently	collective nouns,	nouns, an	commonly
make accurate use of	frequently	occurring	frequently	increasing number	occurring abstract
standard English to	occurring nouns and	collective nouns	occurring	of adjectives,	nouns (e.g.,
communicate in grade-	verbs, and respond	(e.g., group),	adjectives,	adverbs, and	childhood), the
appropriate speech and	to simple questions	verbs, adjectives,	adverbs, and	conjunctions, and	past tense of
writing.	with support	adverbs, and	conjunctions, and	the past tense of	frequently
	(including context	conjunctions, and	the past tense of	frequently	occurring
	and visual aids).	produce simple	some frequently	occurring	irregular verbs,
		sentences in	occurring	irregular verbs,	coordinating and
		response to	irregular verbs,	and produce and	commonly used
		prompts, with	and produce and	expand simple,	subordinating
		support (including	expand simple	compound, and	conjunctions,
		visual aids and	and some	(at Grade 3) a few	adjectives, and
		modeled	compound	complex	adverbs, and
		sentences).	sentences, with	sentences.	produce and
			support (including		expand simple,
			modeled		compound, and
			sentences).		(at Grade 3) some
					complex
					sentences.
	Sample Conten	t-based Participati	on Goals – Social	Studies	
	Sumple Conten	o buseu i ui diciput			
Laggar Wigneste	Level 1	Level 2	Level 3	Level 4	Level 5
Lesson Vignette	Use visuals, write	Write 3-4 simple	Write a paragraph	Writes a mostly	Independently
The students write a	words and learned	sentences based	on how and when	coherent 1-2	writes a coherent
cultural heritage report to	sentences about	on a model with	your family came	paragraph report	2-3 paragraph
explain their family's	their cultural	attempts at using	to the U.S. using	starting to include	report, following
cultural background in order to demonstrate how	background with	verbs, adjectives	some correct past	complex	teacher
	bilingual or	and conjunctions	tense verbs,	sentences (E.g.,	guidelines) with
diverse our communities	translation support	and provide	adjectives,	"When I came to	grade appropriate
are.	(if available). E.g. /	illustrations to add	adverbs and	the U.S., I was	use of grammar
	"I come from	to the meaning.	conjunctions	surprised to see	and conventions
(Ohio Social Studies	India."		including some	snow!") with	exhibiting
Model Curriculum.	"We eat curry."		compound	increasing control	compound and
Geography Content			sentences, with a	over grammar	complex
Statement of the MC 8			model.	with little teacher	sentences.
page 11)				support.	
		Sample teach	hing strategies ar	nd supports	
http://education.ohio.gov/		-	0		
getattachment/Topics/Aca	Pre-teach key	Provide examples	Provide criteria	Provide	Provide feedback
demic-Content-	vocabulary and	of descriptive	for writing	opportunities for	on drafts of
Standards/Social-	provide descriptive	sentences	cohesive	peer review and	report, and
Studies/Grade-3-Social-	sentence structures.	pertaining to	paragraphs (main	feedback on draft	provide
Studies-Model-	Provide bilingual	different cultures.	idea, supporting	reports.	opportunity to
Curriculum April2014.pd	dictionary or online		details); share	•	make revisions for
<u>f.aspx</u>	translation tool if		examples of		final draft.
	available and		model paragraphs.		•
	appropriate.		1 F		

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

Grade 4: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very	use an emerging	use a developing	use an increasing	use a wide range
	limited set of	set of strategies to	set of strategies to	range of	of strategies to
	strategies to	identify the main	determine the	strategies to	determine two or
construct meaning from oral	identify a few	topic and retell a	main idea or	determine the	more main ideas
presentations and literary and	key words and	few key details of	theme, and retell	main idea or	or themes, and
informational text through	phrases in read-	read-alouds,	a few key details	theme, and	explain how key
grade-appropriate listening,	alouds, simple	simple written	of read-alouds,	explain how	details support in
reading, and viewing.	written texts, and	texts, and oral	simple written	some key details	read-alouds,
	oral	presentations.	texts, and oral	support the main	written texts, and
	presentations.		presentations; and	idea or theme in	oral
			retell familiar	read-alouds,	presentations; and
			stories.	written texts, and	summarize a text.
				oral	
				presentations; and	
				summarize part	
				of a text.	
Sam	ple Content-based	d Participation Go	als - English Lan	guage Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Use a picture	Use a simplified	Use a simplified	using the teacher	Independently
	dictionary, match	version of the	version of the	prepared outline,	complete the
As part of their Earth Science	pictures with	outline to identify	outline to identify	identify main	outline,
curriculum, students read	simple weather	at least one main	2 key topics and	ideas and key	identifying 2 or
Hurricanes: Earth's Mightiest	words such as	topic and 2 key	supporting details	details and write	more main ideas
Storms by Patricia Lauber.	"rain, thunder,	details with	using a bilingual	a simple	and relate how
They write a summary	lightning,	bilingual or	dictionary (if	summary with	the details
including the main idea and key	hurricane" with	translation	available) then	some teacher	support the main
details using a teacher prepared	assistance from a	support (if	share this	assistance then	idea then write
outline then share this	teacher.	available) then	information in a	share the	and share a grade
information in a small group.		share this	small group.	summary in a	appropriate
		information in a		small group.	summary of the
(Ohio English Language Arts		small group.			text.
RI 4.2 Model Curricula, p.12					
and Science ESS, Solar System)		Somple instr	 uctional strategies	and supports	
1		Sample msu (uctional strategies	and supports	
http://education.ohio.gov/getatta	Due 41	M-1-14- C	H EI I 1	D	Durani da 41 C
chment/Topics/Academic-	Pre-teach	Model the use of	Have ELL work	Provide feedback	Provide time for
Content- Standards/English/Grade 4 El	selected	an outline to	with a partner.	on students' draft	sharing drafts
Standards/English/Grade 4 EL	vocabulary;	show main idea and details of		outlines.	with peers and
A Model Curriculum October	provide bilingual				getting their
2013.pdf.aspx	dictionary or online translation	another written			feedback before
	tool if available.	text.			completing final draft of summary.
	tooi ii avallable.				uran or summary.

Grade 4: Standard 2

Standard 2	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	participate in	participate in	participate in	participate in	participate in		
	short	short	short	conversations.	extended		
participate in grade-appropriate	conversational	conversational	conversations,	discussions, and	conversations,		
oral and written exchanges of	and written	and written	discussions, and	written exchanges	discussions, and		
information, ideas, and	exchanges about	exchanges about	written exchanges	about a variety of	written exchanges		
analyses, responding to peer,	familiar topics,	familiar topics,	about familiar	topics and texts,	about a variety of		
audience, or reader comments	actively listening	actively listening	topics and texts,	building on the	topics and texts,		
and questions.	to others and	to others and	responding to	ideas of others	building on the		
and questions.	responding to	responding to	others' comments	and expressing	ideas of others		
	simple questions	simple questions	and adding some	his or her own,	and expressing		
	and some wh-	and wh-	comments of his	asking and	his or her own		
	questions.	questions.	or her own, and	answering	ideas clearly,		
			asking and	relevant	posing and		
			answering	questions, and	responding to		
			questions about	adding relevant	relevant		
			the topic or text.	information and	questions, adding		
				evidence.	relevant and		
					detailed		
					information,		
					using evidence,		
					and summarizing		
					the key ideas		
					expressed.		
Sample Content-based Participation Goals – Social Studies							
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5		
	After viewing	With extensive	Student takes a	Student takes an	Student takes part		
	multimedia	preparation,	role in the	active role in the	in the role play in		
After studying Ohio's role in	presentations	student takes part	discussion with	discussion,	a grade		
the Underground Railway,	about slavery,	in the role play,	some preparation	building on the	appropriate way,		
students work in small groups	students answer	listening to	and support,	ideas of others,	building on the		
and are assigned roles-slave,	simple questions	others,	responds to	and adding	ideas of others,		
slave owner, abolitionist,	using visual and	contributing a	others, and adds	evidence to	and expressing		
conductor and free black man	bilingual support	few simple	some original	support their	his or her		
and discuss their viewpoints on	(if available).	sentences, and	comments, asking	arguments (E.g.,	opinion, and then		
slavery.		answering a few	questions to	"I should be free,	summarizes the		
		simple questions.	clarify answers.	because" or "I	discussion for the		
(Ohio Social Studies Model				need slaves,	class or teacher.		
Curriculum History 4.7, page				because") with			
13)				minimal support.			
http://education.ohio.gov/getatta Sample instructional strategies and supports							
http://advention.chio.com/getette		Sample instri	uctional strategies	and supports			
http://education.ohio.gov/getatta		Sample instru	uctional strategies	and supports			
chment/Topics/Academic-	Pre-teach	•			Provide		
chment/Topics/Academic- Content-Standards/Social-	Pre-teach selected	Provide sentence	Model sharing	Model using			
chment/Topics/Academic- Content-Standards/Social- Studies/Grade-4-Social-Studies-	selected	•	Model sharing information and	Model using transition phrases	opportunities for		
chment/Topics/Academic- Content-Standards/Social- Studies/Grade-4-Social-Studies- Model-	selected vocabulary;	Provide sentence structures and have student	Model sharing information and asking questions	Model using transition phrases to add ideas to	opportunities for students to		
chment/Topics/Academic- Content-Standards/Social- Studies/Grade-4-Social-Studies-	selected	Provide sentence structures and	Model sharing information and	Model using transition phrases to add ideas to statements in a	opportunities for students to practice role play		
chment/Topics/Academic- Content-Standards/Social- Studies/Grade-4-Social-Studies- Model-	selected vocabulary; provide bilingual	Provide sentence structures and have student practice using	Model sharing information and asking questions during a group	Model using transition phrases to add ideas to statements in a group discussion	opportunities for students to		
chment/Topics/Academic- Content-Standards/Social- Studies/Grade-4-Social-Studies- Model-	selected vocabulary; provide bilingual dictionary or	Provide sentence structures and have student practice using structures to	Model sharing information and asking questions during a group	Model using transition phrases to add ideas to statements in a	opportunities for students to practice role play in small group		

Grade 4: Standard 3

Grade 4: Standard 3	7 14	T 10	T 12	7 14	T 15
Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	communicate	deliver short oral	deliver short oral	deliver short oral	deliver oral
	simple	presentations and	presentations and	presentations and	presentations and
speak and write about grade-	information	compose written	compose written	compose written	compose written
appropriate complex literary	about familiar	texts about	narratives or	narratives or	narrative or
and informational texts and	texts, topics,	familiar texts,	informational	informational	informational
topics.	events, or objects	topics, and	texts about	texts about a	texts about a
_	in the	experiences.	familiar texts,	variety of texts,	variety of texts,
	environment.		topics, and	topics, and	topics, and
			experiences,	experiences,	experiences,
			including a few	including some	developing the
			details.	details.	topic with details
					and examples.
Sam	ple Content-base	d Participation Go	als – English Lan	guage Arts	
	-	-	· ·		
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	With bilingual	Use a	Use a	Complete the	Complete the
	and translation	differentiated	differentiated	teacher-supplied	chart comparing
	help to	chart to write	chart to write 2-3	regular chart	the 2 poems
A.C. 1: 1.1:	understand the	about 1 or 2 key	key differences	comparing the 2	giving details
After reading and discussing 2	poem "Fog",	differences in the	between the	poems, giving 3-4	with examples in
poems, "Fog" by Carl Sandberg	show	2 poems with	poems with	details using	a grade
and "They Were my People" by	comprehension	some bilingual \	minimal support.	structural element	appropriate way
Grace Nichols, students	by drawing a	and translation	Then share	vocabulary with	and using grade
compare the different structural	picture with key	support. Then	examples of 2	some assistance if	appropriate
elements of the poems, e.g.,	words labeled	share an example	poetic devices in	needed. Then	academic terms.
verse, rhythm, meter, using a	such as "fog, cat,	of 1 poetic device	a small group.	share these	Then share these
teacher supplied chart, then	and city".	in a small group.		examples in a	examples in a
share their examples of each				small group.	small group.
poetic device in a short oral					
presentation to a small group.					
(Ohio English Language Arts		Sample instru	uctional strategies	and supports	
RL 4.5, Model Curriculum,					
page 3)	Read poems	Provide examples	Have ELL work	Provide feedback	Allow students to
http://advantion.chis.com/ast-tt-	aloud and point	of charts used to	with partner to	on initial drafts of	practice giving
http://education.ohio.gov/getatta	out features of	show different	complete chart.	charts containing	oral reports and
chment/Topics/Academic-	each poem.	structural		information, and	provide feedback
Content- Standards/English/Grade 4 EL	Provide bilingual	elements of other		allow students to	for
	dictionary or	poems.		make revisions	improvements.
A Model Curriculum October	online translation			based on	
2013.pdf.aspx	tool if available			feedback.	
	to assist				
	understanding of				
	key words and				
	phrases.				

Grade 4: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	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	on Goals – Mather	natics	<u> </u>
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Students complete a multi-step math problem and then explain how they approached and solved the problem giving reasons for their approach. Here is a sample problem: Your class is collecting bottled water for a service project. The goal is to collect 300 bottles of water. On the first day, Max brings in 3 packs with 6 bottles in each pack. Sarah wheels in 6 packs with 6 bottles in each pack About how many bottles of water still need to be collected? Show your work.	With bilingual and/or translation support (if available) to understand the word problem, student will use pictures or numerals to solve the problem in a math journal.	Use visuals, simple sentences, and numerals to explain how to approach the problem and state one reason to support their approach, with bilingual or translation support (if available). E.g., "Max brings 3 x 6 = 18 bottles. Sarah brings 6 x 6 = 36 bottles"	In a math journal, describe the steps taken to solve the problem using equations, visuals and sentences then provide 1-2 reasons for their approach.	In a math journal, describe the steps taken to solve the problem and give 2 - 3 reasons to support their approach and make a concluding statement.	In a math journal, explain the approach taken and give logical reasons for each step and conclude with a strong statement. Student may write a paragraph use visuals and/or equations.
(Oho Mathematics Model Curriculum 4.OA.3, p.29)		Sample instr	uctional strategies	and supports	
http://education.ohio.gov/getatta chment/Topics/Academic- Content- Standards/Mathematics/Grade 4_Math_Model_Curriculum_Oc tober2013.pdf.aspx	Read aloud the word problem. Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Provide sentence structures for explaining steps in solving problem (e.g., "First, multiply; then add).	Have ELL work with partner on writing steps to solve word problem.	Provide opportunities for practice in small groups.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 4: Standard 5

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	recall information from experience and/or gather information from a few provided sources, and label some key information.	recall information from experience and/or gather information from provided sources, and record some information.	recall information from experience and/or gather information from print and digital sources to answer a question; and identify key information in orderly notes.	recall information from experience and/or gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.	recall information from experience and/or gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.
	Sample Conte	nt-based Participa	ation Goals – Sciei	ıce	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Students conduct independent research into fossils using print and digital sources e.g. http://www.ucmp.berkeley.edu/education/explorations/tours/intro/Introkto4b/tour1nav.php taking orderly notes using charts, tables, etc. (Oho New Learning Standards – Science – 4 th grade, p.106)	Label pictures of fossils from a simple text or with bilingual or translation support (if available), or with other assistance from teacher/peer.	Gather 2-3 facts about fossils from simple texts and websites and record the information with words and pictures in a science notebook, with translation and/or bilingual help (if available).	Gather 4-6 facts about fossils from text and digital sources and present the information in a chart or in a science notebook with some help from the teacher.	Gather multiple facts about fossils from text and digital sources, then record the research and sources in graphic form either in print or on a computer.	Gather multiple facts about fossils from text and digital sources, and then summarize the research in charts adding a list of sources in graphic form either in print or on computer.
http://education.ohio.gov/getatta chment/Topics/Ohio-s-New- Learning- Standards/Science/Science Stan dards.pdf.aspx	Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary	Have ELL work with a partner on this task.	Have ELL work with two or three partners on creating a chart with information about fossils.	Provide feedback on initial drafts and allow students to make revisions.	Provide criteria of a well-written summary of research findings that students can use as self- evaluation.

Grade 4: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can analyze and critique the arguments of others orally and in writing.	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-b	pased Participatio	n Goals – Social S	tudies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
The class reads an article that proposes that all American citizens should be required to vote. The students identify the writer's point, analyze the arguments and give reasons for their opinions using a teacher prepared chart. After completing the chart, students share their ideas. (Oho Social Studies Model Curriculum. 4.16 Government, p. 26 http://education.ohio.gov/getattachment/Topics/Academic-	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.
Content-Standards/Social-		Sample instr	uctional strategies	and supports	
Studies/Grade-4-Social-Studies-Model-Curriculum April2014.pdf.aspx)	Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Provide sentence structures for showing agreement or disagreement (e.g., I agree that; I don't believe).	In large group setting, elicit students' statements and create a chart showing the number who agree and disagree with the author.	Give opportunities for ELLs to practice communication skills in small group discussions.	. Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 4: Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	adapt language	adapt language	adapt language	adapt language
III BIL Can	meaning of	choices to different	choices according	choices and style	choices and
-d	some words	social and	to purpose, task,	(includes register)	style according
adapt language choices to purpose, task, and audience	learned	academic contents,	and audience,	according to	to purpose, task,
when speaking and writing.	through	with emerging	with developing	purpose, task, and	and audience,
when speaking and writing.	conversations,	control, and use	control, and use	audience, with	and use a wide
	reading, and	some words	an increasing	increasing ease, and	variety of
	being read to.	learned through	number of	use a wider range of	general
		conversations,	general academic	general academic	academic and
		reading, and being	and content-	and content-specific	content-specific
		read to.	specific words,	words and phrases	words and
			phrases, and	in speech and	phrases in
			expressions in	writing.	speech and
			conversation,	C	writing.
			discussions, and		_
			short written text.		
	Sample Cor	ntent-based Partici	pation Goals – Sci	ence	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Participate in	Participate in the	Participate in the	Participate in the	Participate fully
	the science	science experiment	experiment and in	experiment and the	in the
	experiment.	and in the small	the small group	small group	experiment and
After investigating what	Then use a	group discussion in	discussion using	discussion using	the small group
happens to the total amount of	learned and	a limited way.	informal	informal language.	discussion using
mass/weight during many types	practiced	Contribute ideas	language. Then	Then take an active	informal
of changes (e.g., ice melting,	phrase to	towards the oral	contribute 3-4	part in the group	language.
salt dissolving, paper tearing,	introduce the	report. Then use	sentences	preparation of the	Contribute to the
candle burning, Alka-Seltzer®	topic during	2-3 memorized	containing	oral report,	oral report on
in water), small groups will	an oral report.	sentences	content- specific	choosing specific	the experiment
discuss their findings using	E.g., "We put	containing some	words like	language and formal	using grade
appropriate informal language,	salt in water."	academic language	"weight, dissolve,	sentence structure to	appropriate
then present an oral report		about the	solution" using	describe the	academic
discussing their findings using		experiment during	formal sentence	experiment referring to the scientific	vocabulary and
formal academic language.		an oral report. E.g., "We mixed	structure with some assistance	method with	formal register
		the salt and water.	from the teacher.	minimal assistance	adding specific details. Then
		It dissolved in the	Take part in	from the teacher.	take an active
(Ohio New Learning Standards		water."	presenting the	Take part in	part in
- Science PS Matter and Forms		water.	oral report, using	presenting the oral	delivering the
of Energy, p. 106 and ELA SL			formal language.	report using formal	oral report,
4.4 and 4.6)			Tormar language.	language.	speaking clearly.
,					-pounting cicuity.
http://education.ohio.gov/getatta		~			
chment/Topics/Ohio-s-New-		Sample inst	ructional strategie	es and supports	
Learning-				<u> </u>	
Standards/Science/Science Stan	Provide	In large group	Provide list of	Have students self-	Provide criteria
dards.pdf.aspx	sentence	setting, have	academic terms	evaluate their	of a well-written
	structures that	students share their	that would be	participation in the	report of science
	students can	findings and write	appropriate for	small group	experiment that
	use to	them down in	reporting results	discussion.	students can use
	describe	computer. Then	of scientific		as self-
	findings.	give written copies	experiments.		evaluation.
		to students.			

Grade 4: Standard 8

Standard	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	recognize the	determine the	determine the	determine the	determine the		
	meaning of a few	meaning of some	meaning of	meaning of	meaning of		
datarmina the meaning of	frequently	frequently	frequently	general academic	general academic		
determine the meaning of words and phrases in oral	occurring words,	occurring words,	occurring words	and content-	and content-		
presentations and literary and	phrases, and	phrases, and	and phrases and	specific words,	specific words		
informational text.	formulaic	expressions in	some idiomatic	phrases, and a	and phrases and		
informational text.	expressions in	simple oral	expressions in	growing number	figurative		
	simple oral	discourse, read-	texts about	of idiomatic	language (e.g.,		
	discourse, read-	alouds, and	familiar topics,	expressions in	metaphors,		
	alouds, and written	written texts	experiences, or	texts about a	similes, adages,		
	texts about	about familiar	events, using	variety of topics,	and proverbs) in		
	familiar topics,	topics,	context, visual	experiences, or	texts about a		
	experiences, or	experiences, or	aids, reference	events, using	variety of topics,		
	events, relying	events, using	materials, and a	context, reference	experiences, or		
	heavily on context,	context, some	developing	materials, and an	events, using		
	visual aids, and	visual aids,	knowledge of	increasing	context, reference		
	knowledge of	reference	English	knowledge of	materials, and		
	morphology in his	materials, and	morphology (e.g.,	morphology.	knowledge of		
	or her native	knowledge of	affixes, roots, and	1	morphology.		
	language.	morphology in	base words).		1		
		his or her native					
		language.					
Sample Content-based Participation Goals - Mathematics							
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5		
	Using translation	Using translation	Complete a Quiz	Ask for	Actively listen to		
Students listen to the teacher	and/or bilingual	and/or bilingual	let	clarification	the teacher's		
present a lesson on addition	support (if	support (if	(www.quizlet.co	during the	presentation and		
and subtraction of fractions	available),	available),	m) exercise using	teacher's oral	read the text book		
using visual supports. Students	students will	students will	a dictionary,	presentation.	explanation. Use		
then read the textbook	match words and	match 4-6 words	visual aids in the	E.g "What does	dictionaries and		
explanation. Complete	numbers/symbols	with	classroom, and	'Fractions are a	word knowledge		
differentiated vocabulary	to show	numbers/symbols	their word	piece of cake.'	to determine the		
activities to show	understanding of	to show	knowledge. (e.g	mean?"	meaning of		
understanding of content	vocabulary such as	understanding of	add/addition,	Complete the	unknown words.		
specific academic vocabulary	"fraction, adds,	"fractions,	equal/equals)	Quiz let using a	Show		
from the lesson. Differentiated	subtracts, equals".	addition,	with some	dictionary and	understanding by		
activities include matching		subtraction,	assistance from	their developing	independently		
words and symbols, and		numerator, and	the teacher	skills in	completing a		
completing an online Quiz let		denominator".		morphology.	Quiz let		
activity.					vocabulary		
					activity.		
(Ohio Mathematics Model		<u> </u>		1			
Curriculum 4.NF.3A)		Sample instru	ctional strategies	and supports			
http://education.ohio.gov/getatt	Write key words	Write key words	Have ELL work	Demonstrate how	Provide examples		
achment/Topics/Academic-	on whiteboard.	on whiteboard.	with a partner the	to use context	of figurative		
Content-	Provide bilingual	Provide bilingual	first several times	clues to try to	language		
	dictionaries or	dictionaries or	when doing the	figure out	(metaphors,		
Standards/Mathematics/Grade	online translation	online translation	Quiz let.	unknown words	similes, adages,		
4 Math Model Curriculum O	tool if available, or	tool if available,	Quiz ict.	and phrases in a	proverbs).		
ctober2013.pdf.aspx	assist students'	or assist students'		text.	proveros).		
	comprehension of	comprehension of		ICAL.			
	_	-					
	key words.	key words.					

Grade 4: Standard 9

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Draw a picture	Write 3 sentences	Write a short	Write a 3	Write and edit a
	and write words	showing	paragraph	paragraph	multi-paragraph
Students write a narrative about	or a simple	sequence of	showing a	coherent narrative	narrative with
a time they went to their	sentence about a	activities at their	sequence of	with a clear	coherence,
favorite place. They are to	favorite place.	favorite place	activities at their	beginning,	details, good
include sensory details and	E.g., "I like the	with visual	favorite place,	middle and end	word choice and
sequencing words. After	zoo. I like the	supports and	using some	that contains	a strong
revising and editing, they share	lion." Student	modeled	descriptive	details,	conclusion with
their stories with an audience	will read their	sentences. E.g.,	language and	transitional	grade appropriate
(classmates, parents or buddies)	story during the	"I went to the	linking words.	words, and has a	sentence
during a "Writers' Cafe".	"Writers' Cafe".	park. I played on	Provide a	clear conclusion	structure.
		the swings. Then	concluding	with some editing	Then share and
Ohio English Language Arts		I went down the	statement with	assistance. Then	discuss orally
Model Curriculum Writing 4.3,		slide." Then share	some support.	share and discuss	during a
p. 25)		orally during a	Then share orally	orally during a	"Writers' Cafe".
		"Writers' Cafe".	during a	"Writers' Cafe".	
http://education.ohio.gov/getatta			"Writers' Cafe".		
chment/Topics/Academic-					
Content-					
Standards/English/Grade_4_EL					
A Model Curriculum October					
2013.pdf.aspx					

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

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Grade 4: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize and	recognize and use	use some relative	use relative	use relative
	use a small	some frequently	pronouns (e.g.,	pronouns (e.g.,	pronouns (e.g.,
make accurate use of standard	number of	occurring nouns,	who, whom,	who, whom,	who, whom,
English to communicate in	frequently	pronouns, verbs,	which, that),	which, that),	which, that),
grade-appropriate speech and	occurring nouns,	prepositions,	relative adverbs	relative adverbs	relative adverbs
writing.	noun phrases,	adjectives,	(e.g., where,	(e.g., where,	(e.g., where,
	and verbs; and	adverbs, and	when, why), and	when, why),	when, why),
	understand and	conjunctions; and	prepositional	subordinating	prepositional
	respond to simple	produce simple	phrases; produce	conjunctions, and	phrases,
	questions with	sentences in	and expand	prepositional	subordinating
	support	response to	simple and	phrases; and	conjunctions, and
	(including	prompts, with	compound	produce and	the progressive
	context and	support	sentences, with	expand simple,	and perfect verb
	visual aids).	(including visual	support	compound, and a	tenses; and
		aids and modeled	(including	few complex	produce and
		sentences).	modeled	sentences.	expand simple,
			sentences).		compound, and
					complex
					sentences.
	Sample Conte	nt-based Participa	ation Goals – Scien	nce	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Lesson vignette	Pair the level one	Pair the level two			
	student with a	students with a	Individually or with a partner,	Individually or with a partner,	Independently prepare a slide
	native speaker or	native speaker or	create multiple	create a	show about a
	a more proficient	more proficient	slides about a	slideshow with at	landform. Use
	ELL. Level one	ELL. Level two	landform using	least 10 written	grade appropriate
As part of a unit on landforms,	student will	students will	pictures with	and narrated	spoken and
students will create a slideshow	collaborate to	collaborate to	simple written	sentences, using	written language
(e.g., Power Point or Keynote)	create one or two	create several	and narrated	relative pronouns	in the narrated
consisting of visuals, text, and	slides with a title,	slides about the	sentences	and adverbs,	slideshow
narration about an assigned	pictures and	landform using	including relative	subordinating	showing use of
landform. Students will use the	words. Level	pictures with	pronouns and	conjunctions,	perfect verb tense
slide show to explain features,	one student will	simple written	adverbs,	and/or	in compound and
formation and examples of the	use simple	and narrated	prepositional	prepositional	complex
landform to the class.	practiced	sentences. E.g.,	phrases and	phrases using	sentences. E.g.,
	sentences. E.g.,	"A lake is water	compound	some compound	"Mt. Etna has
(Ohio's New Learning	"This is an	surrounded by	sentences. Some	and complex	erupted many
Standards - Science ES Earth's	island." to help	land. The largest	assistance from	sentences. E.g.,"	times." Then
Surface, p. 106 and ELA SL	present the slide	lake in the U.S.	the teacher may	Land that is	present the slide
4.5)	show to the class.	is Lake	be needed. Then	surrounded on 3	show to the class.
		Superior." The	present the slide	sides is a	
http://education.ohio.gov/getatta		student will help	show to the class.	peninsula." Then	
chment/Topics/Ohio-s-New-		present the slide		present the slide	
Learning-		show to the class.		show to the class.	
Standards/Science/Science Stan					
dards.pdf.aspx					

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

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

Grade 5: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very	use an emerging	use a developing	use an increasing	use a wide range
	limited set of	set of strategies to	set of strategies to	range of	of strategies to
	strategies to	identify the main	determine the	strategies to	determine two or
construct meaning from oral	identify a few	topic and retell a	main idea or	determine the	more main ideas
presentations and literary and	key words and	few key details of	theme, and retell	main idea or	or themes, and
informational text through	phrases in read-	read-alouds,	a few key details	theme, and	explain how key
grade-appropriate listening,	alouds, simple	simple written	of read-alouds,	explain how	details support
reading, and viewing.	written texts, and	texts, and oral	simple written	some key details	them in read-
	oral	presentations.	texts, and oral	support the main	alouds, written
	presentations.		presentations; and	idea or theme in	texts, and oral
			retell familiar	read-alouds,	presentations; and
			stories.	written texts, and	summarize a text.
				oral	
				presentations; and	
				summarize part	
				of a text.	
Sample Content-based Participation Goals - Science and English Language Arts					
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
As part of their Earth and Space	Teacher provides	Read the assigned	Read the assigned	Read the assigned	Independently
Science curriculum, students	student with a	portion of the text	portion of the text	portion of the text	read the assigned
read Discovering Mars: The	simple text about	with scaffolding,	with assistance	using a dictionary	portion of the
Amazing Story of the Red	Mars. Student	bilingual help or	from a peer and	as needed. Use	text. Complete
Planet by Melvin Berger using	uses a picture	peer assistance.	use of a	the teacher-	the outline,
the "jigsaw method*" then write	dictionary to	Or provide the student with a	dictionary. Use a	prepared outline,	identifying 2 or more main ideas
a summary of the assigned	match pictures with simple	simpler text about	simplified version of the outline to	identify main ideas and key	and relate how
portion including main idea and	with shiple words from the	Mars. Then	identify 2 main	details and write	the details
key details, using a teacher	book with	student uses a	ideas and	a simple	support the main
prepared outline. Then move to	assistance from a	simplified version	supporting details	summary with	idea. Then write
a different group and share the	teacher. E.g.,	of the outline to	from the text	some teacher	and share a grade
summary with classmates who	"planet, revolve".	identify at least	using a bilingual	assistance. Then	appropriate
read different portions. After	pranet, revolve.	one main idea	dictionary if	share the	summary of the
listening to all the summaries,		and 2 key details	needed. Then	summary with the	text with the
students will have an		from the text with	move to a	other small	other small
understanding of the entire		bilingual or	different group to	group.	group.
book.		translation	share this	g. s.p.	8
		support then	information.		
(Ohio English Language Arts		share this			
RI 5.2 Model Curricula, p.10		information with			
and Oho Science Standards		another group.			
ESS, Solar System.)		<i>U</i> 1			
1 // 1 1	Sample instructional strategies and supports				
http://education.ohio.gov/getatta					
chment/Topics/Academic-	Pre-teach	Model the use of	Have ELL work	Provide feedback	Provide time for
Content-	selected	an outline to	with a partner.	on students' draft	sharing drafts
Standards/English/Grade 5 EL	vocabulary;	show main idea		outlines.	with peers and
A Model Curriculum October	provide bilingual	and details of			getting their
2013.pdf.aspx	dictionary or	another written			feedback before

mmary.

^{*}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.

Grade 5: Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	participate in	participate in	participate in	participate in	participate in
	short	short	short	conversations.	extended
	conversational	conversational	conversations,	discussions, and	conversations,
participate in grade-	and written	and written	discussions, and	written exchanges	discussions, and
appropriate oral and written	exchanges about	exchanges about	written exchanges	about a variety of	written exchanges
exchanges of information,	familiar topics,	familiar topics,	about familiar	topics and texts,	about a variety of
ideas, and analyses,	actively listening	actively listening	topics and texts,	building on the	topics and texts,
responding to peer, audience,	to others and	to others and	responding to	ideas of others	building on the
or reader comments and	responding to	responding to	others' comments	and expressing	ideas of others
questions.	simple questions	simple questions	and adding some	his or her own,	and expressing
	and some wh-	and wh-	comments of his	asking and	his or her own
	questions.	questions.	or her own, and	answering	ideas clearly,
	questions.	questions.	asking and	relevant	posing and
			answering	questions, and	responding to
			questions about	adding relevant	relevant
			the topic or text.	information and	questions, adding
			the topic of text.	evidence.	relevant and
				evidence.	detailed
					information,
					using evidence,
					and summarizing
					the key ideas
					expressed.
	Sample Content	hasad Participatio	on Goals – Social S		expressed.
	Sample Content-	vascu i articipati	on Goals – Social S	studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
0	Take part in	Contribute a few	Take an active	Take an active	Take an active
After studying early Indian	preparing the	simple sentences	role in creating	role in creating	role in creating
Civilizations (Maya, Inca, and	infomercial by	to the infomercial	the infomercial	the infomercial,	the infomercial,
Aztec) students work in small	finding pictures	with assistance.	with some	building on the	building on the
groups to create 2-4 minute	of food eaten by	After the class	preparation and	ideas of others,	ideas of others,
infomercials explaining social	an early Indian	views the	support. Then	and adding	and adding
structure, religion, government,	Civilization with	infomercials,	ask and answer	evidence to	evidence to
agriculture, etc. of their	bilingual, teacher	student will	questions about	support their	support their
assigned civilization. Then	or peer	answer a few	the infomercials,	explanations with	explanations.
present the infomercial to the	assistance.	simple questions	adding some	minimal support.	Respond to other
class and respond to comments	After viewing the	about the other	original	Then ask and	infomercials, and
and questions.	infomercials	civilizations.	comments, and	answer questions	make appropriate
une questions.	about other	E.g., "Where did	asking questions	about the	observations of
(Ohio Social Studies Model	Indian	they live?"	to clarify	infomercials.	multiple
(Ohio Social Studies Model	Civilizations,		answers. E.g.,		commonalities
Curriculum History 5.2, page	students answer		"Why did the		and differences.
3)	simple questions		Aztecs grow		
http://education.ohio.gov/getatt	with visual and		corn?"		
achment/Topics/Academic-	bilingual support				
Content-Standards/Social-	(if available).				
Studies/Grade-5-Social-	E.g., "What did				
Studies-Model-	they eat?"				
Curriculum April2014.pdf.asp					
		Samnle instr	ı uctional strategies	and supports	<u> </u>
<u>X</u>		Sample mou	actional strategies	and public	
	Pre-teach	Provide sentence	Model sharing	Model using	Provide
	1 10 104011	. I IO VIGO SCIIICIICO	THOUGH BHAHIE		1 10 1140

Grade 5: Standard 3

Grade 5: Standard 3 Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	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	deliver short oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, including some	deliver oral presentations and compose written narrative or informational texts about a variety of texts, topics, and experiences, developing the
			details.	details.	topic with details and examples.
San	iple Content-base	d Participation Go	oals – English Lan	guage Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
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. (Ohio English Language Arts RL 5.2, Model Curriculum, page 1)	With bilingual and translations support (if available), demonstrate understanding of the poem "Dust of Snow", by drawing a picture with key words labeled such as "crow, snow, shook, heart, mood". With assistance, practice reading the poem aloud.	Draw a picture and write 2-3 sentences about the poem "Dust of Snow" with bilingual and translation support (if available). Share their writing in a small group using phrases, pictures, and gestures to communicate the idea and details of the poems.	Show developing understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, by individually completing the T-chart with teacher support. Then share their ideas in a small group by using sentences and complete explanations of ideas in the poems.	Demonstrate understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, by individually completing the T- chart with minimal teacher support. Then share and discuss evidence supporting the themes and ideas and why the poet made certain word choices.	Independently demonstrate understanding of the themes of both poems, "Dust of Snow" by Robert Frost and "Words Free as Confetti" by Pat Mora, using evidence from the text to complete the T-chart. Then discuss and defend these ideas in a small group setting.
http://education.ohio.gov/getatt		Sample instru	uctional strategies	and supports	
achment/Topics/Academic-				Γ <u>-</u>	Γ <u> </u>
Content- Standards/English/Grade 5 EL A Model Curriculum October 2013.pdf.aspx	Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Read poems aloud and point out features of each poem. Provide bilingual dictionary or online translation tool if available to assist understanding of key words and phrases.	Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete T chart.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Provide feedback on initial drafts of T-chart and allow for students to make revisions.

Grade 5: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	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	on Goals – Mather	natics	
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.	Level 1 With bilingual and/or translation support (if available), solve the problem using pictures or numerals. State the answer. Label pictures with words such as "person, chocolate". Use gestures/numeral s to explain the problem and/or solution.	Level 2 Use visuals, simple sentences, and numerals to explain how to approach the problem. Give one reason to support their approach, with bilingual or translation support (if available). Share their ideas with a partner.	Level 3 Describe the steps taken to solve the problem in a math journal, using equations and sentences. Then provide 1-2 reasons for their approach using complete sentences. Share their ideas in a small group.	Level 4 Describe the steps taken to solve the problem in a math journal. Give 2 - 3 reasons to support their approach and make a concluding statement. Share their ideas in a small group using visuals and complete sentences.	Level 5 Describe the steps taken to solve the problem in a math journal. Give 3-4 reasons to support their approach and make a concluding statement. Share and defend their ideas in a small group by supporting claims with evidence from visuals.
(Ohio Mathematics Model Curriculum 5. N.O. Fractions, 7, p. 12) http://education.ohio.gov/getatta chment/Topics/Academic- Content-	Read aloud the word problem. Provide bilingual	Sample instructions of the sentence structures for explaining steps	Have ELL work with partner on writing steps to	and supports Provide opportunities for practice in small	Provide feedback on practice presentation and
Standards/Mathematics/Grade 5_Math_Model_Curriculum_Oc tober2013.pdf.aspx	dictionary or online translation tool if available, or pre-teach key vocabulary.	in solving problem (e.g., "First, divide the fraction by 2; then).	solve word problem.	groups.	provide opportunity to make revisions before final presentation.

Grade 5: Standard 5

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

Grade 5: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can analyze and critique the arguments of others orally and in writing.	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).
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. (Ohio Social. Studies Model Curriculum. 5.9 Human Systems, p. 16 and Ohio English Language Arts Model Curriculum RI 5.2 p.10)	Level 1 With bilingual and/or translation support (if available), identify and illustrate some key words about the topic. E.g., immigration, move, USA.	Level 2 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."	Level 3 With scaffolding (bilingual dictionary, simplified explanations) to understand the article, students write 1-2 points the author makes. State whether they agree or disagree and why, both in a short written response and orally in discussion.	Level 4 Students read the article with a dictionary, if needed. State the reasons the author gave for his arguments then give evidence to agree with or refute his claims, with some help. Prepare a short written response then discuss in a group.	Level 5 Independently read the article. Determine the author's opinions. Express their opinions about the validity of the author's arguments and state whether the evidence supports the argument or not. Prepare a short written response then discuss in a group.
http://education.ohio.gov/getatta chment/Topics/Academic- Content-Standards/Social- Studies/Grade-5-Social-Studies- Model- Curriculum April2014.pdf.aspx http://education.ohio.gov/getatta chment/Topics/Academic- Content- Standards/English/Grade 5 EL A_Model_Curriculum_October 2013.pdf.aspx	Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or assist students' comprehension of key words.	Provide sentence structures for showing agreement or disagreement (e.g., I agree that; I don't believe).	In large group setting, elicit students' statements and create a chart showing the number who agree and disagree with the author.	and supports Give opportunities for ELLs to practice communication skills in small group discussions.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.

Grade 5: Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	adapt language	adapt language	adapt language	adapt language
	meaning of some	choices to	choices according	choices and style	choices and style
adapt language choices to	words learned	different social	to purpose, task,	(includes register)	according to
purpose, task, and audience	through	and academic	and audience,	according to	purpose, task, and
when speaking and writing.	conversations,	contents, with	with developing	purpose, task, and	audience,
when speaking and writing.	reading, and	emerging control,	control, and use	audience, with	and use a wide
	being read to.	and use some	an increasing	increasing ease,	variety of general
		words learned	number of	and use a wider	academic and
		through	general academic	range of general	content-specific
		conversations,	and content-	academic and	words and
		reading, and	specific words,	content-specific	phrases in speech
		being read to.	phrases, and	words and	and writing.
		8	expressions in	phrases in speech	Č
			conversation,	and writing.	
			discussions, and		
			short written text.		
	Sample Conte	ent-based Particip		nce	<u> </u>
	Sample Cont.	int-based I al theip		nee	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	With bilingual or	Use informal	Use informal	Use informal	Use informal
Solar	translation	language in group	language in group	language in group	language during
energy collection is most	support (if	discussion of the	discussion of the	discussion of the	the group
effective in areas that receive	available) to	project, then	project. Then	topic. Choose	discussion. State
direct sunlight for long periods	understand the	some memorized	contribute 4 - 6	specific	and defend the
of time. In small groups	topic, show	phrases to say 2-3	sentences to the	vocabulary and	group's
students will research specific	understanding of	sentences	recommendation	formal sentence	recommendation
locations on Earth and how	some key words	containing some	report, containing	structure to	using grade
much direct sunlight they	such as "sun,	academic	content- specific	present the	appropriate
receive. Working in small	solar, energy" by	language about	words like "solar	recommendation	academic
groups, students evaluate the	creating a	the topic during	energy, generate,	with minimal	vocabulary and
data and make a	bilingual word	an oral report.	facility, location"	assistance from	formal register
recommendation as to where	list. Use a	E.g.: "Phoenix	using formal	the teacher.	adding specific
to locate a solar energy	learned and	receives 3,872	sentence structure	the teacher.	details and
facility. Share and defend the	practiced phrase	hours of direct	with some		speaking clearly.
recommendation with the	to introduce the	sunlight each	assistance from		speaking clearry.
class.	topic during an	year."	the teacher and		
Class.	oral report. E.g.,	year.	peers.		
	"It is sunny in		pecis.		
	California."				
	Camoina.				
(Ohio New Learning					
Standards – Science, Solar					
Energy - and Ohio English		Sample instru	uctional strategies	and supports	
Language Arts Model					
Curriculum SL 5.4 and 5.6)	Provide sentence	In large group	Provide list of	Have students	Provide criteria of
	structures that	setting, have	academic terms	self-evaluate their	a well-written and
http://education.ohio.gov/getat	students can use	students share	that would be	participation in	orally-presented
tachment/Topics/Ohio-s-New-	to describe key	key concepts and	appropriate for	the small group	report that
<u>Learning-</u>	concepts	write them down	reporting key	discussion.	students can use
Standards/Mathematics/Math-		in computer.	concepts in		as self-evaluation.
Standards.pdf.aspx		_			

	Then give written	informational	
	copies to	text.	
http://education.ohio.gov/g	students.		
etattachment/Topics/Acade			
mic-Content-			
Standards/English/Grade 5			
ELA_Model_Curriculum_			
October2013.pdf.aspx			

Grade 5: Standard 8

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	determine the	determine the	determine the	determine the
	meaning of a few	meaning of some	meaning of	meaning of	meaning of
determine the meaning of	frequently occurring	frequently	frequently	general academic	general academic
words and phrases in oral	words, phrases, and	occurring words,	occurring words	and content-	and content-
presentations and literary	formulaic	phrases, and	and phrases and	specific words,	specific words
and informational text.	expressions in	expressions in	some idiomatic	phrases, and a	and phrases and
and informational text.	simple oral	simple oral	expressions in	growing number	figurative
	discourse, read-	discourse, read-	texts about	of idiomatic	language (e.g.,
	alouds, and written	alouds, and	familiar topics,	expressions in	metaphors,
	texts about familiar	written texts	experiences, or	texts about a	similes, adages,
	topics, experiences,	about familiar	events, using	variety of topics,	and proverbs) in
	or events, relying	topics,	context, visual	experiences, or	texts about a
	heavily on context,	experiences, or	aids, reference	events, using	variety of topics,
	visual aids, and	events, using	materials, and a	context, reference	experiences, or
	knowledge of	context, some	developing	materials, and an	events, using
	morphology in his	visual aids,	knowledge of	increasing	context, reference
	or her native	reference	English	knowledge of	materials, and
	language.	materials, and	morphology (e.g.,	morphology.	knowledge of
		knowledge of	affixes, roots, and		morphology.
		morphology in	base words).		
		his or her native			
		language.	G 1 15 11		
	Sample Content	-based Participati	on Goals – Mather	matics —	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
	Using translation	Using translation	Complete a Quiz	Ask for	Shows
	and/or bilingual	and/or bilingual	let	clarification	understanding of
Students listen to the	support (if	support (if	(www.quizlet.co	during the	the teacher's oral
teacher present a lesson	available), students	available),	<u>m</u>) exercise using	teacher's oral	presentation and
(with visual supports) on	will match words	students will	a dictionary,	presentation.	the textbook
place value of decimals, and	and numbers to	match 4-6 words	visual aids in the	E.g., "What does	explanation by
-				_	
then read the math textbook	show understanding	with numbers to	classroom, and	mean?"	independently
	of	show	drawing upon	mean?" Complete the	independently completing a
then read the math textbook explanation. Students them complete differentiated	of "decimal, tenth,	show understanding of	drawing upon their developing	mean?" Complete the Quiz let using	independently completing a Quiz let
explanation. Students them	of	show understanding of content specific	drawing upon their developing skills in using	mean?" Complete the Quiz let using dictionaries and	independently completing a Quiz let vocabulary
explanation. Students them complete differentiated	of "decimal, tenth,	show understanding of content specific math vocabulary	drawing upon their developing skills in using context and	mean?" Complete the Quiz let using dictionaries and their developing	independently completing a Quiz let
explanation. Students them complete differentiated vocabulary activities -a	of "decimal, tenth,	show understanding of content specific math vocabulary such as -	drawing upon their developing skills in using context and morphology. E.g.,	mean?" Complete the Quiz let using dictionaries and their developing skills in	independently completing a Quiz let vocabulary
explanation. Students them complete differentiated vocabulary activities -a matching activity and an	of "decimal, tenth,	show understanding of content specific math vocabulary such as - "decimal, decimal	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on	mean?" Complete the Quiz let using dictionaries and their developing	independently completing a Quiz let vocabulary
explanation. Students them complete differentiated vocabulary activities -a matching activity and an	of "decimal, tenth,	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth,	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths'	mean?" Complete the Quiz let using dictionaries and their developing skills in	independently completing a Quiz let vocabulary
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity.	of "decimal, tenth,	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on	mean?" Complete the Quiz let using dictionaries and their developing skills in	independently completing a Quiz let vocabulary
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model	of "decimal, tenth,	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"?	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10".	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology.	independently completing a Quiz let vocabulary
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6)	of "decimal, tenth,	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"?	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths'	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology.	independently completing a Quiz let vocabulary
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/get	of "decimal, tenth, hundredth".	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instruction	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology.	independently completing a Quiz let vocabulary activity.
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/getattachment/Topics/Academi	of "decimal, tenth, hundredth".	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instruction Write key words	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology. and supports Demonstrate how	independently completing a Quiz let vocabulary activity.
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/get attachment/Topics/Academi c-Content-	of "decimal, tenth, hundredth". Write key words on whiteboard.	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instruction Write key words on whiteboard.	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a Have ELL work with a partner the	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology. and supports Demonstrate how to use context	independently completing a Quiz let vocabulary activity. Provide examples of figurative
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/get attachment/Topics/Academi c-Content-Standards/Mathematics/Gra	of "decimal, tenth, hundredth".	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instruction Write key words	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a Have ELL work with a partner the first several times	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology. and supports Demonstrate how to use context clues to try to	independently completing a Quiz let vocabulary activity. Provide examples of figurative language
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/get_attachment/Topics/Academic-Content-Standards/Mathematics/Grade_5_Math_Model_Curricul	of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instruct Write key words on whiteboard. Provide bilingual	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a Have ELL work with a partner the first several times when doing the	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology. and supports Demonstrate how to use context	independently completing a Quiz let vocabulary activity. Provide examples of figurative language (metaphors,
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/get attachment/Topics/Academi c-Content-Standards/Mathematics/Gra	of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual dictionaries or online translation	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instructure Write key words on whiteboard. Provide bilingual dictionaries or online translation	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a Have ELL work with a partner the first several times	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology. Demonstrate how to use context clues to try to figure out unknown words	independently completing a Quiz let vocabulary activity. Provide examples of figurative language (metaphors, similes, adages,
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/get_attachment/Topics/Academic-Content-Standards/Mathematics/Grade_5_Math_Model_Curricul	of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual dictionaries or	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instruct Write key words on whiteboard. Provide bilingual dictionaries or	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a Have ELL work with a partner the first several times when doing the	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology. Demonstrate how to use context clues to try to figure out	independently completing a Quiz let vocabulary activity. Provide examples of figurative language (metaphors,
explanation. Students them complete differentiated vocabulary activities -a matching activity and an online Quiz let activity. (Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6) http://education.ohio.gov/get_attachment/Topics/Academic-Content-Standards/Mathematics/Grade_5_Math_Model_Curricul	of "decimal, tenth, hundredth". Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available, or	show understanding of content specific math vocabulary such as - "decimal, decimal point, tenth, hundredth, place value"? Sample instruct Write key words on whiteboard. Provide bilingual dictionaries or online translation tool if available,	drawing upon their developing skills in using context and morphology. E.g., "The 'th' on 'tenths' represents 1/10". ctional strategies a Have ELL work with a partner the first several times when doing the	mean?" Complete the Quiz let using dictionaries and their developing skills in morphology. Demonstrate how to use context clues to try to figure out unknown words and phrases in a	independently completing a Quiz let vocabulary activity. Provide examples of figurative language (metaphors, similes, adages,

Grade 5: Standard 9

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
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.	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."	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	Write a short paragraph about the memory with an introduction, sequence of events with linking words, and conclusion	Write a 3 paragraph coherent narrative with a clear beginning, middle and end that contains details, transitional words, and has a	Write and edit a multi-paragraph narrative with coherence, details, good word choice and a strong conclusion with grade appropriate sentence structure.
(Ohio English Language Arts Model Curriculum Writing 5.3, p. 26)	Read these sentences to the 4th graders.	exhibit. We ate lunch. It was a fun day." Then share orally with 4th graders.	with support to edit. Then share orally with the 4th graders.	clear conclusion with some peer and teacher editing assistance. Then share orally with 4th graders.	Then share and discuss orally during an orientation for 4th graders.
http://education.ohio.gov/geta ttachment/Topics/Academic- Content- Standards/English/Grade 5 E LA Model Curriculum Octo ber2013.pdf.aspx					

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

Grade 5: Standard 10

Grade 5: Standard 10			ı	I .	ı
Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize and use	recognize and use	use some relative	use relative	use relative
	a small number of	some frequently	pronouns (e.g.,	pronouns (e.g.,	pronouns (e.g.,
make accurate use of standard	frequently	occurring nouns,	who, whom,	who, whom,	who, whom,
English to communicate in	occurring nouns,	pronouns, verbs,	which, that),	which, that),	which, that),
grade-appropriate speech and	noun phrases, and	prepositions,	relative adverbs	relative adverbs	relative adverbs
writing.	verbs; and	adjectives,	(e.g., where,	(e.g., where,	(e.g., where,
	understand and	adverbs, and	when, why), and	when, why),	when, why),
	respond to simple	conjunctions; and	prepositional	subordinating	prepositional
	questions with	produce simple	phrases; produce	conjunctions, and	phrases,
	support	sentences in	and expand	prepositional	subordinating
	(including context	response to	simple and	phrases; and	conjunctions, and
	and visual aids).	prompts, with	compound	produce and	the progressive
		support (including	sentences, with	expand simple,	and perfect verb
		visual aids and	support (including	compound, and a	tenses; and
		modeled	modeled	few complex	produce and
		sentences).	sentences).	sentences.	expand simple,
					compound, and complex
					sentences.
Con	nnla Cantant haga	d Danticination Co	l als – English Lang	naga Anta	sentences.
San	iipie Content-base	u I al licipation Go	ais – English Lang	guage Al is	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Zesson vignette	Student watches a	Student watches a	Student reads Tall	Student reads Tall	Student reads Tall
	short video of a	short video of a	Tales and watches	Tales and watches	Tales and watches
	Tall Tale then	Tall Tale then	videos of Tall	videos of Tall	videos of Tall
	participates in a	participates in a	Tales. Participate	Tales. Participate	Tales. Participate
Students participate in a Tall	mini lesson where	mini lesson where	in a mini lesson	in a mini lesson	in a mini lesson
Tales Genre Study to determine	the teacher	the teacher	where the teacher	where the teacher	where the teacher
features of Tall Tales. Following	demonstrates	demonstrates	demonstrates how	demonstrates how	demonstrates how
mini lessons in good sentence	sentences with a	sentences with a	to stretch a simple	to stretch a simple	to stretch a simple
structure, they write a tall tale of	simple subject	simple subjects	sentence into a	sentence into a	sentence into a
their own, edit their writing and	and verb. Student	and verbs.	more interesting	more interesting	more interesting
publish their story in book form.	will create a Tall	Student will	sentence with the	sentence with the	sentence with the
Their tall tales are shared during	Tale consisting of	create a Tall Tale	addition of	addition of	addition of
a "Paul Bunyan Picnic" at the	one or two pages	consisting of 3 - 4	relative clauses,	relative clauses,	relative clauses,
end of the unit.	with a title,	pages with a title,	adverbs and	coordinating	coordinating
	pictures, words	pictures, words	prepositional	conjunctions,	conjunctions,
(Ohio English Language Arts	and simple	and simple	phrases. Then	adverbs and	adverbs, perfect
Model Curriculum R.L., Genre,	practiced	sentences with	create a multiple	prepositional	tenses and
p. 6 and 5.6, p. 26)	sentences with	support from the	page Tall Tale	phrases. Then	prepositional
	teacher or peer	teacher. E.g	using interesting	create a multiple	phrases. Then
http://education.ohio.gov/getatta	support and use	"The bear made a	sentences such as	page Tall Tale	create a multiple
chment/Topics/Academic-	of translation.	big mountain. He	those modeled but	using interesting	page Tall Tale
Content-	E.g"The bear	dug a tunnel with	the teacher. Share	simple, compound	using interesting
Standards/English/Grade 5 EL	made a big	his claws." Share	the Tall Tale at	and some	simple, compound
A Model Curriculum October2	mountain." Share	their story at the	the picnic.	complex	and complex
<u>013.pdf.aspx</u>	their story at the	picnic using		sentences such as	sentences such as
	picnic using	pictures, gestures,		those modeled by	those modeled by the teacher.
	pictures and	and simple		the teacher.	
	words, phrases,	sentences.		Engage in peer editing. Share the	Engage in peer editing. Share the
	and simple sentences.			Tall Tale at the	Tall Tale at the
	sentences.			ran raie at the	ran raie at the

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

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

Grade 6: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
					use a wide range
An ELL can	use a very	use an emerging	use a developing	use an increasing	_
	limited set of	set of strategies to	set of strategies to	range of strategies	of strategies to
construct meaning from oral	strategies to	identify the main	determine the	to determine two	determine central
presentations and literary and	identify a few	topic, and retell a	central idea or	or more central	ideas or themes in
informational text through	key words and	few key details in	theme in simple	ideas or themes in	oral presentations
grade-appropriate listening,	phrases in oral	oral	oral presentations	oral presentations	or written text,
reading, and viewing.	communications	communications	or written text,	or written text, and	and explain how
	and simple	and simple	and explain how	explain how they	they are
	written texts.	written texts.	it is supported by	are supported by	developed by
			specific details,	specific textual	supporting ideas
			and summarize	details, and	or evidence, and
			part of the text.	summarize a	summarize a text.
				simple text.	
	Sample Content-	based Participation	on Goals – Social S	tudies	
Loggon Vignotto	Level 1	Level 2	Level 3	Level 4	Level 5
Lesson Vignette	Level 1 Listen to			Listen to teacher's	
Social Studies Standard 1.		Listen to	Listen to		Listen to
Events can be	teacher's short	teacher's short	teacher's short	short explanation	teacher's short
arranged in order of	explanation of a	explanation of a	explanation of a	of a historical	explanation of a
occurrence using the	historical event	historical event	historical event.	event. With a	historical event.
conventions of B.C. and A.D.	and determine if	and determine if	With a partner,	partner, use	With a partner,
or B.C.E. and C.E.	the event took	the event took	use teacher	teacher prepared	use teacher
	place in B.C.E.	place in B.C.E. or	prepared websites	websites and/or	prepared websites
Create a timeline that spans	or C.E. With a	C.E. With a	and/or texts to	texts to find	and/or texts to
2000 B.C.E. to 2010 C.E. along	partner, use	partner, use	find information	information about	find information
a hallway wall or around the	teacher prepared	teacher prepared	about another	two other events in	about three other
classroom. Prepare sample	websites and/or	websites and/or	event in a	different centuries.	events in different
timeline for students with list of	texts to find	texts to find more	different century.	Correctly place	centuries.
historic events from 2000	picture, graphic,	information about	Correctly place	events on the class	Correctly place
B.C.E. to 2010 C.E. Make sure	or illustration to	the event. Write	event on the class	timeline and orally	events on the
students understand B.C.E. and	represent the	at least 1	timeline and	summarize the	class timeline and
C.E. Select a designated length	event. Correctly	compound	orally summarize	importance of the	orally summarize
to represent 100 years (possibly	place event on	sentence or 2-3	the importance of	events with at least	the importance of
1 foot = 100 years) and use tape	the class timeline	simple sentences	the event with at	3 details in own	the events with at
(masking tape or blue painter's	and tell one	about the event,	least 3 details in	words. Take notes	least 3 details in
tape) to create the timeline and	sentence about	including 2	own words.	about from other	own words. Take
mark the centuries. Have	the event using	details in own		student	notes about from
students select notable historic	the framed	words.		presentations.	other student
events, including some ancient	sentence: The				presentations.
events (e.g., building of Giza	event,,				
pyramids) and events in	occurred in				
American and Ohio history	B.C.E. /C.E. Or,				
students might be familiar with	The was				
(e.g., signing of the Declaration	built in B.C.E.				
of Independence, Ohio	/C.E.				
statehood). Have students find		Sample instr	uctional strategies	and supports	
photographs or illustrations		-	9		
representing these events and	Pre-teach	Demonstrate how	In whole group	Demonstrate how	Demonstrate
attach them to the timeline.	selected	to use Internet to	setting, discuss	to take notes during	how to use
		search for		an oral	written notes
attach them to the timeline. Encourage students to reflect on	selected vocabulary;		setting, discuss strategies for	_	

when most of the events they	provide bilingual	historical events.	identifying main	presentation, using	when giving an
are familiar with happened and	dictionary or		idea and	a graphic organizer	oral presentation,
how long ago the river	online translation	Provide sentence	supporting details	to identify main	and how to use
civilizations really were.	tool if available.	structures that can	in a text.	idea and supporting	language forms
		be used to		details.	and vocabulary
(Ohio's New Learning	Demonstrate	describe historical	Provide examples		to help listeners
Standards: English Language	how to use	event.	of information		identify main
Arts, Grade 6 Curriculum	Internet to search		about historical		idea and
Model, page 1)	for historical		events and have		supporting
http://education.ohio.gov/getatta	events.		students practice		details.
chment/Topics/Academic-			identifying main		
Content-			idea and		
Standards/English/Grade 6 EL			supporting		
A Model Curriculum October			details.		
2013.pdf.aspx					
2013.par.aspx					

Grade 6: Standard 2

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

Sample Content-based Participation Goals- Science

Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Science Content Statement:	In a small group of	In a small group	In a small group	In a small group of	In a small group
Matter and Motion:	three students	of three student	of three students	three students	of three students
Changes of state are	listen to	listens to	listen to	listen to	listen to
explained by a model of	introduction of	introduction of	introduction of	introduction of	introduction of
matter composed of atoms	measurement	measurement	measurement	measurement	measurement
and/or molecules that are	vocabulary:	vocabulary:	vocabulary:	vocabulary:	vocabulary:
in motion (page 190).	equals,	equals,	equals, equals,		equals,
	measurement,	measurement,	measurement,	measurement,	measurement,
Conservation of mass is a	metric scale, cup,	metric scale, cup,	metric scale, cup,	metric scale, cup,	metric scale, cup,
concept related to matter in	weigh, weight,	weigh, weight,	weigh, weight,	weigh, weight,	weigh, weight,
1	record, stir, grams,	record, stir,	record, stir,	record, stir, grams,	record, stir,

	T			T	1
grade six physical science.	and mass.	grams, and mass.	grams, and mass.	and mass.	grams, and mass.
Using a scale the students in	Answer "wh"	Answer "wh"	Ask and answer	Ask and answer	Ask and answer
groups of two and three will	questions	questions	relevant questions	relevant questions	relevant questions
weigh an empty one-cup	pertaining to the	pertaining to the	pertaining to the	pertaining to the	pertaining to the
measuring cup recording	materials needed	materials needed	materials used in	materials used in	materials used in
their measurements on a	in this lesson.	in this lesson.	the lesson.	the lesson.	the lesson.
measurement worksheet.	Assist in	Assist in	Predict the	Describe the	Describe the
Then they will fill the cup	measuring the	measuring the	outcome and	process and the	process and the
with ¼ cup salt, weigh it, and	materials and, with	materials and,	exchange ideas	mixture of the salt	mixture of the salt
record the measurement.	support of teacher	with support of	within the group.	water using words	water using words
Next they will set the salt	and group, records	teacher and	Record the	such as dissolve	such as dissolve
aside carefully in the bowl.	results. Completes	group, records	outcome in	and solution.	and solution.
On the worksheet they will	this framed	results. Finish	his/her own words	Predict the	Predict the
find the weight of just the	sentence:	this sentence:	of 2-3 sentences.	outcome and	outcome and
salt. Next they will add 3/4	equals	Mass of what		exchanges ideas	exchange ideas
cup of water to the empty	weight.	goes in,		within the group.	within the group.
cup and weigh it. Do not		(is less than, is		Record the	Record the
empty the water out of the		greater than, or is		outcome in his/her	outcome in
cup. Again they will		equal to) the mass		own words.	his/her own
calculate and record the		of what comes			words.
weight of the water. Then		out.			
students will add the weight		Sample instru	uctional strategies	and supports	
of the water, salt and the					
empty cup on their	If available, use	Provide examples	Provide sentence	Model using	Provide feedback
worksheet. Now students	illustrations or	of question	structures for	transition phrases	on initial drafts of
will add the salt to the water	concrete objects	structures and	indicating	to add ideas to	report and allow
that is in the cup, carefully	when introducing	model how to ask	prediction of	statements in a	students to make
stir it, and watch it dissolve.		for clarification	experiment	group discussion	revisions for final
Then students will predict	Provide bilingual	when	outcomes.	(e.g., "Another	draft.
the weight with their partners	dictionary or	encountering an		example is")	
and share out their response.	online translation	unknown word in	Model sharing		
Finally students will weigh	tool if available to	an oral	information and		
the solution that they made,	assist with	presentation or	asking questions		
concluding that the weight was the same. Students will	comprehension.	text.	during a group		
			discussion.		
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.					
men own words.					
Ohio Science Standards,					
Grade Six,					
http://education.ohio.gov/get					
attachment/Topics/Ohio-s-					
New-Learning-					
Standards/Science/Science S					
tandards.pdf.aspx					
tanuarus.pur.aspx					
G-: II : G 1: C					
Science Unit Studies for	İ	1		l	i
Homeschoolers and					

Teachers, Susan Kilbride,			
iUniverse, Inc.			

Grade 6: Standard 3

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Communicate simple information	Deliver short oral presentations and	Deliver short oral presentations and	Deliver oral presentations and	Deliver oral presentations and
speak and write about grade	about familiar	compose written	compose written	compose written	compose written
appropriate complex literary	texts, topics and	narrative or	narratives or	narratives or	narratives or
and informational texts and	experiences.	informational	informational texts	informational	informational texts
topics.		texts about familiar texts,	about familiar	texts about a	about a variety of
		topics,	texts, topics and experiences,	variety of texts, topics and	texts, topics and experiences,
		experiences or	developed with	experiences,	developed with
		events.	some details.	developed with	relevant details,
				some specific	ideas or
	ļ			details.	information.
	Sample Cont	tent-based Partici	pation Goals – Scie	nce	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Science Content	Focus on	Using pictures	Write and present	Write a narrative	Write a two-page
Statement: Rocks,	comprehension	and/or visual aids	a five- sentence	of several	report with
minerals and soils have	vocabulary, useful	including maps or	paragraph about	paragraphs about	developed details
common and practical	words, and specific academic words.	graphs of the minerals, soil and	the different types of minerals, rocks	the uses for different soils in	on the results of their experiment
uses.	Work in a small	rocks in Ohio,	and soils found	Ohio.	and present to the
Research different uses of	group of three or in	give a five-	within the	Includes a visual	class with a video
minerals,	pairs and	sentence	community.	of the Ohio soils	that they create.
Soil and rock within the	completes framed	explanation to	Produce a graph as	and their uses.	
community and within Ohio.	sentences	compare and	a supportive	Present the report	
Represent findings	(Example: "This	contrast two	graphic organizer.	and the visual to	
graphically and	rock is	different		the class. If	
discuss/present to the class.	") and	minerals, soils,		possible, use	
	graphic prompts (pictures, visual	and rocks (i.e.		blended learning and presents this	
(Ohio Science Standards,	aids, or actual	physical, chemical		report using	
Grade six	rocks), Provide	characteristics		technology.	
http://education.ohio.gov/get	simple	and uses). For		teemiology.	
attachment/Topics/Ohio-s-	explanation, based	example, provide			
New-Learning- Standards/Science/Science	on group work,	a narrative			
Standards.pdf.aspx	about the minerals,	between sandy			
<u>Startairas, partas pri</u>	soil, minerals and	and clay soil			
	rocks within Ohio	using a visual for			
	as part of a group	support.			
	presentation.	G1	4:144		
		Sample Instr	uctional strategies	and supports	
	Pre-teach selected	Have students	Demonstrate how	Provide students	Provide criteria of
	vocabulary using	work with	to produce a graph	the opportunity	a well-written
	illustrations and	partners.	to support written	practice sharing	report that students
	photos from the		information.	reports in small	can use for self
	Internet; provide			groups.	evaluation.
	bilingual				
	dictionary or online translation				
	tool if available.				
	won in available.				

Grade 6: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	express an	construct a claim	construct a	construct a claim	construct a
	opinion about	about familiar	claim about a	about a variety	claim about a
construct grade-appropriate oral and	familiar topics.	topics and give a	familiar topic:	of topics:	variety of
written claims and support them with		reason to support	introduce the	introduce the	topics:
reasoning and evidence.		the claim.	topic and	topic, provide	introduce the
			provide several	sufficient	topic, provide
			supporting	reasons or facts	compelling and
			reasons or facts	to support the	logically
			in a logical	claim, and	ordered reasons
			order, and	provide a	or facts that
			provide a	concluding	effectively
			concluding	statement.	support the
			statement.		claim, and
					provide a
					concluding
					statement.
S	ample Content-b	ased Participation	Goals - Science		
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Science Content Statement:	Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate
Changes of state are explained by a	understanding of	understanding of	understanding	understanding of	understanding
model of matter composed of atoms	the relationship	the relationship of	of the	the relationship	of the
and/or molecules that are in motion	of freezing and	freezing and	relationship of	of freezing and	relationship of
(page 190).	melting points	melting points	freezing and	melting points	freezing and
	along with the	along with the	melting points	along with the	melting points
Concepts related to states of matter;	vocabulary:	vocabulary:	along with the	vocabulary:	along with the
changes in materials are investigated	Celsius, freezing,	Celsius, freezing,	vocabulary:	Celsius,	vocabulary:
including solid-liquid phase changes.	state, melting	state, melting	Celsius,	freezing, state,	Celsius,
Teacher posts/ discusses learning	point,	point,	freezing, state,	melting point,	freezing, state,
objective and tells students that the	temperature,	temperature,	melting point,	temperature,	melting point,
temperature at which a substance	physical change,	physical change,	temperature,	physical change,	temperature,
changes from a solid to a liquid is	chemical change,	chemical change,	physical	chemical	physical
called its melting point. Teacher may	and solid, liquid.	and solid, liquid.	change,	change, and	change,
need to explain the multiple meanings	Give an opinion	Give an opinion	chemical	solid, liquid.	chemical
of state and point. Ask students	whether melting	whether melting	change, and	Give an opinion	change, and
whether this is a chemical or physical	is a chemical or	is a chemical or	solid, liquid.	whether melting	solid, liquid.
change (it is a physical property	physical change	physical change,	Give an opinion	is a chemical or	Give an
because even though it is changing	using a framed	with reasoning. "I	whether melting	physical change,	opinion
state of matter going from a solid	sentence:	think melting is a	is a chemical or	giving	whether
state to a liquid state, it is not	Melting is a	physical or	physical change	reasoning. "I	melting is a
changing its molecular structure).	chang	chemical change	giving,	think melting is	chemical or
Elicit opinions and discussion. Once	e. Work in a	because"	reasoning. "I	a physical or	physical
the melting point is reached, the	group of three	Work in a group	think melting is	chemical change	change, giving
substance will stay at the temperature	and plots the	of three and plot	a physical or	because"	reasoning. "I
until all of it has turned into liquid.	change in	the change in	chemical	Work in a group	think melting is
Teacher asks students what the	temperature on	temperature on	change	of three and plot	a physical or
freezing point is or the temperature	his/her graph.	his/her graph.	because	the change in	chemical
that a liquid turns into a solid state.	Calculate within	Calculate within	"Work in a	temperature on	change
Discuss whether freezing is a	the group the	the group the	group of three	his/her graph.	because
chemical or physical change eliciting	melting point,	melting point, and	and plot the	Calculate within	Work in a
opinions and discussion. Freezing is	and respond	respond orally in	change in	the group the	group of three
	orally in a simple	a simple sentence,	temperature on	melting point,	and plot the

	//77	(/TEX	11.7		
also a physical change and in Celsius	sentence, "The	"The melting	his/her graph.	and respond	change in
are zero degrees. Then in groups of	melting point is	point is 0	Calculate within	orally and in a	temperature on
three, give students a glass half filled	0 degrees" or in	degrees" or in a	the group the	three- five	his/her graph.
with water adding enough crushed ice	a written framed	written framed	melting point,	sentence	Calculate
to fill the glass about 1 ½ inches from	sentence, "The	sentence, "The	and respond	paragraph the	within the
the top. Place a Celsius thermometer		point	orally and in a	process,	group the
in the glass and immediately record	point is 0	is 0 degrees.	three to five	graphing results	melting point,
(every 12 minutes) the temperature on	degrees.		sentence	in logical order,	and respond
a graph that has the vertical axis			paragraph the	and the results of	orally and in a
labeled degrees Celsius and the			process in	the experiment.	three- five
horizontal axis labeled Time in			logical order,	Provide a	sentence
minutes. The melting point is the			results of the	conclusion	paragraph the
point where the temperature stays the			experiment, and	statement about	process,
same until all the ice has melted.			at least two-	the melting point	graphing
Have groups share out findings of the			three reasons to	with at least	results in
melting point using the graph and a			support.	three sufficient	logical order,
written response. Providing all the			support.	reasons of	and the results
thermometers are accurate the melting					of the
point would be 0 degrees.				support.	
point would be o degrees.					experiment. Provide a
					conclusion
					statement about
Ohio Science Standards, Grade					the melting
Six					point with at
					least three to
http://education.ohio.gov/getattachme nt/Topics/Ohio-s-New-Learning-					four reasons of
Standards/Science/Science_Standards					support.
<u>.pdf.aspx</u>		Sample instruc	tional strategies	and supports	
Science Unit Studies for	Pre-teach selected	Model both	Provide criteria	Provide criteria	Provide
Homeschoolers and Teachers, Susan	vocabulary using	oral and	for writing	for writing	feedback on
Kilbride, iUniverse, Inc.	illustrations and	written	cohesive	cohesive	students'
	photos from the	statements	paragraphs	paragraphs	written work to
	Internet; provide	expressing	(main idea,	(main idea,	assist with
	bilingual dictionary		supporting	supporting	improvements
	or online translation	-	details); share	details); share	for final report.
	tool if available.		examples of	examples of	
			model	model	
	Provide sample		paragraphs.	paragraphs.	
	sentence structures		I U F		
	to express opinions				
	("I believe that";				
	"my opinion is that				
	").				
	/.	1	1	1	1

Grade 6: Standard 5

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	gather information	gather information	gather information	gather information	gather
	from a few	from provided	from multiple	from multiple	information from
conduct research and evaluate	provided sources	sources and record	provided print and	print and digital	multiple print
and communicate findings to	and label collected	some data and	digital sources and	sources, using	and digital
answer questions or solve	information.	information.	summarize or	search terms	sources, using
problems.			paraphrase	effectively; quote	search terms
·			observations,	or paraphrase the	effectively; and
ļ			ideas, and	data and	(at Grade 8)
			information, with	conclusions of	evaluate the
			labeled	others, using	credibility of
			illustrations,	charts, diagrams,	each source;
			diagrams, or other	or other graphics,	quote or
ļ			graphics, as	as appropriate;	paraphrase the
			appropriate, and	and cite sources,	data and
ļ			cite sources.	using a standard	conclusions of
ļ				format for	others, using
				citation.	charts, diagrams,
					or other
					graphics, as
					appropriate; and
					cite sources,
					using a standard
					format for
					citation.
Y		based Participatio			
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Social Studies Standard	In small groups	In small groups	In small groups	In small groups	In small groups
Social Studies Standard 3. Globes and other	In small groups (2-3 students),	In small groups (2-3 students),	In small groups (2-3 students),	In small groups (2-3 students),	In small groups (2-3 students),
Social Studies Standard 3. Globes and other geographic tools can be used	In small groups (2-3 students), listen to	In small groups (2-3 students), listen to	In small groups (2-3 students), participate in	In small groups (2-3 students), participate in	In small groups (2-3 students), participate in
Social Studies Standard 3. Globes and other geographic tools can be used to gather process and report	In small groups (2-3 students), listen to discussion and	In small groups (2-3 students), listen to discussion and	In small groups (2-3 students), participate in searching for	In small groups (2-3 students), participate in searching for	In small groups (2-3 students), participate in searching for
Social Studies Standard 3. Globes and other geographic tools can be used to gather process and report information about people,	In small groups (2-3 students), listen to discussion and complete a note	In small groups (2-3 students), listen to discussion and complete a note	In small groups (2-3 students), participate in searching for various	In small groups (2-3 students), participate in searching for various	In small groups (2-3 students), participate in searching for various credible
Social Studies Standard 3. Globes and other geographic tools can be used to gather process and report information about people, places and environments.	In small groups (2-3 students), listen to discussion and complete a note chart using	In small groups (2-3 students), listen to discussion and complete a note chart using	In small groups (2-3 students), participate in searching for various sources/maps to	In small groups (2-3 students), participate in searching for various sources/maps to	In small groups (2-3 students), participate in searching for various credible sources/maps to
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from	In small groups (2-3 students), listen to discussion and complete a note chart using information from	In small groups (2-3 students), participate in searching for various sources/maps to complete a note	In small groups (2-3 students), participate in searching for various sources/maps to complete a note	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India,	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India,	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India,	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India,	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India,
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.	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia).	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia).	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia).	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia).	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia).
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,	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use
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,	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia).	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note- chart to create a	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a travel brochure or	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note- chart to create a travel brochure or poster of the	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note-	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the
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).	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note- chart to create a travel brochure or poster of the country. Include	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2-	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note- chart to create a travel brochure or	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a travel brochure or	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a travel brochure
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note- chart to create a travel brochure or poster of the country. Include at least 2 graphics	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2- 3 graphics with a	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note- chart to create a travel brochure or poster of the	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the country. Include at least 3-5	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a travel brochure or poster of the country. Include at least 3-5
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note- chart to create a travel brochure or poster of the country. Include at least 2 graphics with a caption for	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2- 3 graphics with a caption for each	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note- chart to create a travel brochure or	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note- chart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note- chart to create a travel brochure or poster of the country. Include at least 2 graphics	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2- 3 graphics with a	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note- chart to create a travel brochure or poster of the country. Include at least 2-3	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note-chart to create a travel brochure or poster of the country. Include at least 3-5	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a travel brochure or poster of the country. Include at least 3-5
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	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note- chart to create a travel brochure or poster of the country. Include at least 2 graphics with a caption for each graphic. The	In small groups (2-3 students), listen to discussion and complete a note chart using information from a map of one country (India, Egypt, China or Mesopotamia). With teacher support, use the information from the note-chart to create a travel brochure or poster of the country. Include at least 2- 3 graphics with a caption for each graphic. Each	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). With limited teacher support and using technology, use the information from the note- chart to create a travel brochure or poster of the country. Include	In small groups (2-3 students), participate in searching for various sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the note- chart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a caption for each	In small groups (2-3 students), participate in searching for various credible sources/maps to complete a note chart of one country (India, Egypt, China or Mesopotamia). Individually, use technology and the information from the notechart to create a travel brochure or poster of the country. Include at least 3-5 graphics with a caption for each

media technology to create	sentences of	description. If	caption will	of sentence	of sentence
electronic, Web-based or	description. If	available, use	contain a variety	structures quote	structures quote
virtual products.	available, uses	technology to	of sentence	and paraphrase the	and paraphrase
	technology to	complete this final	structures to	data about the	the data about
	complete this final	step.	summarize and	country and draw	the country and
(Ohio's New Learning	step.		paraphrase the	conclusions about	draw conclusions
Standards: Social Studies,			data about the	the country and its	about the
Grade 6 Curriculum Model,			country and draw	people. Sources	country and its
page 5)			simple	for information	people. Sources
page 3)			conclusions about	should be cited,	for information
			the country and its	using standard	should be cited,
http://education.ohio.gov/getat			people. Sources	format for	using standard
tachment/Topics/Academic-			for information	citation. If	format for
Content-Standards/Social-			should be cited. If	available, use	citation. If
Studies/Grade-6-Social-			available, use	technology to	available, use
Studies-Model-			technology to	complete this final	technology to
Curriculum_April2014.pdf.asp			complete this final	step.	complete this
<u>X</u>			step.		final step.
		Sample instru	ictional strategies :	and supports	
	D . 1 1 1				
		D (1 1 (1	D 4 1	D 4 4 1	D 1 C 11 1
	Pre-teach selected	Pre-teach selected	Demonstrate how	Demonstrate how	Provide feedback
	vocabulary using	vocabulary using	to cite sources of	to cite sources of	on students'
	vocabulary using illustrations and	vocabulary using illustrations and			on students' written work to
	vocabulary using illustrations and photos from the	vocabulary using illustrations and photos from the	to cite sources of information	to cite sources of information	on students' written work to assist with
	vocabulary using illustrations and photos from the Internet; provide	vocabulary using illustrations and photos from the Internet; provide	to cite sources of information Provide examples	to cite sources of information Provide examples	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual	vocabulary using illustrations and photos from the Internet; provide bilingual	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or	to cite sources of information Provide examples	to cite sources of information Provide examples	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements
	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information source	vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Model the use of a note chart to write key information from an oral or written information source	to cite sources of information Provide examples of travel	to cite sources of information Provide examples of travel	on students' written work to assist with improvements

Grade 6: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	identify a point an	identify the main	explain the	analyze the	analyze and
	author or a	argument and one	argument an	argument and	evaluate the
analyze and critique the	speaker makes.	reason an author	author or a	specific claims in	argument and
arguments of others orally and		or a speaker gives	speaker makes	texts or speech,	specific claims
in writing.		to support the	and distinguish	determining	in texts or
		argument.	between claims	whether the	speech/presentati
			that are supported	evidence is	ons, determining
			by reasons and	sufficient to	whether the
			evidence from those that are not.	support the claims, and cite	reasoning is sound and the
			those that are not.	textual evidence	evidence is
				to support the	relevant and
				analysis.	sufficient to
				anarysis.	support the
					claims; and cite
					textual evidence
					to support the
					analysis.
Sa	mple Content-base	d Participation Go	als – English Lang	uage Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
ELA Standards: Reading	With teacher	With teacher	With limited	Independently,	Independently,
Strand (Informational Texts) 6	support, listen for	support, listen for	teacher support,	listen for and	listen for and
and 7 and Writing Strand 1,	and write the	and write the	listen for and	write the answers	write the
and 4	answers to 1-2	answers to 2-4	write the answers	to the while-	answers to the
Reading Standard 6:	while-viewing	while-viewing	to most of the	viewing questions.	while-viewing
Determine an author's point of	questions. After	questions. After	while-viewing	After watching the	questions. After
view or purpose in a text and	watching the	watching the	questions. After	videos and	watching the
explain how it is conveyed in	videos and	videos and	watching the	participating in	videos and
the text.	listening to class	listening to class	videos and	the class	participating in
Reading Standard 7: Integrate	discussion,	discussion,	listening/participat	discussion,	the class
information presented in	complete the	complete the	ing to class	analyze the	discussion,
different media or formats	remainder of	remainder of	discussion,	arguments from	analyze the
(e.g., visually, quantitatively)	answers to	answers to	complete any	the videos that	arguments from
as well as in words to develop	questions, copying answers from the	questions, copying answers from the	remaining unanswered	identify why the Titanic sank and	the videos that
a coherent understanding of a topic or issue.	board. As a "ticket	board. As a "ticket	questions, copying	support each	identify why the Titanic sank and
Writing Standard 1: Write	out the door"	out the door"	answers from the	reason with 2-3	discusses if these
arguments to support claims	write or tell one	writes or tells one	board. As a	pieces of cited	arguments are
with clear reasons and relevant	reason why the	reason why the	"ticket out the	evidence. As a	reasonable and
evidence.	-				
Writing Standard 4: Produce	Titanic sank.	Titanic sank and	door" writes or	"ticket out the	sufficient.
clear and coherent writing in	Titanic sank.	Titanic sank and supports the	door" writes or tells two reasons	"ticket out the door" write or tell	sufficient. Support his/her
which the development,	Titanic sank.	Titanic sank and supports the reason with at			Support his/her discussion with
_	Titanic sank.	supports the	tells two reasons	door" write or tell	Support his/her
organization, and style are	Titanic sank.	supports the reason with at	tells two reasons why the Titanic	door" write or tell	Support his/her discussion with
organization, and style are appropriate to task, purpose,	Titanic sank.	supports the reason with at least one piece of	tells two reasons why the Titanic sank and supports	door" write or tell	Support his/her discussion with 2-3 pieces of
	Titanic sank.	supports the reason with at least one piece of	tells two reasons why the Titanic sank and supports each reason with	door" write or tell	Support his/her discussion with 2-3 pieces of cited evidence.
appropriate to task, purpose, and audience.	Titanic sank.	supports the reason with at least one piece of	tells two reasons why the Titanic sank and supports each reason with at least one piece	door" write or tell	Support his/her discussion with 2-3 pieces of cited evidence. As a "ticket out
appropriate to task, purpose, and audience. Ohio English Language Arts	Titanic sank.	supports the reason with at least one piece of	tells two reasons why the Titanic sank and supports each reason with at least one piece	door" write or tell	Support his/her discussion with 2-3 pieces of cited evidence. As a "ticket out the door" write
appropriate to task, purpose, and audience.	Titanic sank.	supports the reason with at least one piece of	tells two reasons why the Titanic sank and supports each reason with at least one piece	door" write or tell	Support his/her discussion with 2-3 pieces of cited evidence. As a "ticket out the door" write or tell his/her
appropriate to task, purpose, and audience. Ohio English Language Arts Model Curriculum, Grade Six	Titanic sank.	supports the reason with at least one piece of evidence.	tells two reasons why the Titanic sank and supports each reason with at least one piece	door" write or tell his/her analysis.	Support his/her discussion with 2-3 pieces of cited evidence. As a "ticket out the door" write or tell his/her
appropriate to task, purpose, and audience. Ohio English Language Arts	Titanic sank.	supports the reason with at least one piece of evidence.	tells two reasons why the Titanic sank and supports each reason with at least one piece of evidence.	door" write or tell his/her analysis.	Support his/her discussion with 2-3 pieces of cited evidence. As a "ticket out the door" write or tell his/her

Content-	vocabulary using	words for students	words for students	work with a	students can use
	illustrations and	to note when	to note when		
Standards/English/Grade 6 E				partner to write	to analyze claims
LA Model Curriculum Octob	photos from the	viewing the video.	viewing the video.	"ticket out the	and supporting
er2013.pdf.aspx	Internet; provide	TT 1	M. 11. 11	door".	reasons.
	bilingual	Have students	Model asking	D '1 1 '	
The goal of the lesson is for	dictionary or	work with a	questions during a	Provide rubric	
students to read several	online translation	partner to write	group discussion.	students can use	
selections and watch videos in	tool if available.	"ticket out the		to analyze	
order to answer reading		door".		arguments and	
comprehension questions and	Provide list of key			supporting	
compare and contrast ideas	words for students			reasons.	
presented in the different	to note when				
sources of information. As an	viewing the video.				
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. (<i>Titanic Past</i> and <i>Present</i> and <i>Disaster</i>					
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.)					

Grade 6: Standard 7

Standard 7	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	recognize the	adapt language	adapt language	adapt language	adapt language
	meaning of some	choices according	choices and style	choices and style	choices and
adapt language choices to	words learned	to task and	according to	according to	style according
purpose, task, and audience	through	audience with	purpose, task, and	purpose, task, and	to purpose, task,
when speaking and writing.	conversations,	emerging control,	audience, with	audience, with	and audience,
	reading, and	and begin to use	developing ease;	increasing ease;	with ease; use a
	being read to.	frequently	use an increasing	use a wider range	wide variety of
		occurring general	number of general	of general	complex
		academic and	academic and	academic and	general
		content-specific	content-specific	content-specific	academic and
		words and phrases	words and phrases	academic words	content-specific
		in conversations	in speech and	and phrases, and	academic words
		and discussions.	short written texts,	maintain	to express ideas
		and discussions.	and show	consistency in	precisely, and
			developing	style and tone	maintain an
			control of style	throughout most of	appropriate and
			and tone in oral or	oral or written text.	consistent style
			written text.	Siai of without text.	and tone
			written text.		throughout an
					oral or written
					text.
	Sample Content	based Participatio	n Cools Mathem	otics	text.
	Sample Content-	bascu i ai ticipatio		atics	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Ohio Mathematics Content	In a group of two	In a group of two	In a cooperative	In a cooperative	In a cooperative
Statement 6.RP: Understand	or three listen to	or three listen to	learning group of	learning group of	learning group
ratio concepts and use ratio	discussion of	discussion of	three, review the	three, orally	of three, orally
reasoning to solve problems.	specific math	specific math	math vocabulary	review vocabulary	review
http://education.ohio.gov/getat	vocabulary:	vocabulary: ratio,	with peers. Draw	with peers.	vocabulary with
tachment/Topics/Ohio-s-New-	ratio, unit,	unit, fraction,	the beads as	Complete the bead	peers.
Learning-	fraction, quantity,	quantity, recipe	directed and	activity and	Complete the
Standards/Mathematics/Math	and recipe. Draw	and any other	express in	express orally and	bead activity
-Standards.pdf.aspx	the beads as	academic phrases.	complete	in complete	and express
	another student	Draw the beads	sentences the	written sentences	orally and in
	reads to him/her.	and express the	pattern and the	the pattern and	complete
Understanding the concept of	Share the	pattern verbally to	ratio in a group	ratio in a group	written
ratio and using ratio language to	illustration as a	his/her partner.	presentation to the	presentation to the	sentences the
solve real world problems.	partner responds	Share the	class.	class. Answer	pattern and ratio
Problem is presented on the	orally to the	illustration as part	Independently	questions posed by	in a group
smart board by the teacher. A	class. Complete	of the group.	complete the	the teacher and	presentation to
necklace has two red beads for	the recipe with	Complete the	recipe questions	express strategies	the class.
every three yellow beads. How	support from	recipe with the	demonstrate and	used. Verbalize the	Answer
many beads are there if the	teacher and the	support of the	verbalize the	understanding that	questions posed
necklace has six red beads?	group.	teacher and the	understanding that	a fraction is	by the teacher
Class is in groups of two or	1	group	a fraction is	another way of	and express
Class is ill gloups of two of	Demonstrate	group.			
	Demonstrate understanding	Demonstrate the	another way of	expressing a ratio.	strategies used.
three to draw and discuss the					strategies used. Verbalize the
three to draw and discuss the problem. Groups have large	understanding	Demonstrate the	another way of	expressing a ratio.	
three to draw and discuss the problem. Groups have large size post it note for recording	understanding that a fraction is a	Demonstrate the understanding that	another way of expressing a ratio.	expressing a ratio. Write and solve a	Verbalize the
three to draw and discuss the problem. Groups have large size post it note for recording data. Students share their	understanding that a fraction is a ratio using a	Demonstrate the understanding that a fraction is	another way of expressing a ratio. Write one	expressing a ratio. Write and solve a question of his/her own based on the	Verbalize the understanding that a fraction is
three to draw and discuss the problem. Groups have large size post it note for recording data. Students share their findings and strategies.	understanding that a fraction is a ratio using a	Demonstrate the understanding that a fraction is another way to	another way of expressing a ratio. Write one question of his/her own based on the	expressing a ratio. Write and solve a question of his/her	Verbalize the understanding that a fraction is another way of
three to draw and discuss the problem. Groups have large size post it note for recording data. Students share their	understanding that a fraction is a ratio using a	Demonstrate the understanding that a fraction is another way to write a ratio with	another way of expressing a ratio. Write one question of his/her	expressing a ratio. Write and solve a question of his/her own based on the	Verbalize the understanding that a fraction is

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 solve a question of his/her own based on the recipe.
and passes out a recipe that uses ingredients measured in		Sample instru	ictional strategies	and supports	
fractions. For practice students complete questions regarding the ingredients in this recipe. As an assessment students make up their own questions/problems with solutions based on the recipe.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation	Provide list of key words for students to note when listening to the discussion of math terms.	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
Created by S. Vera	Provide list of key words for students to note when listening to the discussion of	Have students work with a partner in completing the recipe.			evaluation.
	math terms. Have students work with a partner in completing the recipe.		F		

Grade 6: Standard 8

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

http://education.ohio.gov/getat tachment/Topics/Academic-Content-Standards/English/Grade 6 E LA Model Curriculum October2013.pdf.aspx vocabulary: sing, hope (unborn), weary, forever (stand), stand (at last). vocabulary: sing, hope (unborn), weary, forever (stand), stand (at last). vocabulary: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand), stand (at last). last). stand (at last). 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. language and the theme of hope and unity despite hardships.	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/poets org/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. (Ohio's New Learning Standards: English Language Arts Grade 6 Curriculum	Level 1 With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, and example. Using a guided note sheet (word and example already completed); complete the definition and his/her own image/picture. Listen to group reading and discussion of Johnson's poem. With support, complete definition and	Level 2 With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, and example. Using a guided note sheet (word and example already completed); complete the definition and his/her own image/picture. Listen to group reading and discussion of Johnson's poem. With support, complete definition and	affixes, roots, base words). als – English Lang Level 3 With support, review vocabulary: audience, mood, tone, and theme. Using a guided note sheet, record all information from teacher model. Listen to group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc., complete vocabulary chart: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand).	Level 4 With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, example, and picture. Read and participate in group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc., complete vocabulary chart: full of the (hope, faith), past, present, hope	events, using context, reference materials, and knowledge of morphology. Level 5 With support, review vocabulary: audience, mood, tone, and theme. Use vocabulary chart to record word, definition, example, and picture. Read and participate in group reading and participate in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc., complete vocabulary chart by choosing words
	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. (Ohio's New Learning Standards: English Language Arts Grade 6 Curriculum Model, page 5) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grade 6 ELA Model Curriculum Octo	definition and his/her own image/picture. Listen to group reading and discussion of Johnson's poem. With support, complete definition and image of select vocabulary: sing, hope (unborn), weary, forever (stand), stand (at	definition and his/her own image/picture. Listen to group reading and discussion of Johnson's poem. With support, complete definition and image of select vocabulary: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand),	Johnson's poem. Using strategies such as context clues, class predictions, etc., complete vocabulary chart: full of the (hope, faith), past, present, hope (unborn), weary, forever (stand),	the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc., 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	in the discussion of Johnson's poem. Using strategies such as context clues, class predictions, etc., 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
		Pre-teach selected	Pre-teach selected	Model sharing	Model sharing	Provide
Pre-teach selected Pre-teach selected Model sharing Model sharing Provide		vocabulary;	vocabulary;	information and	information and	examples of

provide bilingual	provide bilingual	asking questions	asking questions	figurative
	-			_
dictionary or	dictionary or	during a group	during a group	language
online translation	online translation	discussion.	discussion.	(metaphors,
tool if available.	tool if available.			similes, adages,
		Demonstrate how		proverbs).
Provide list of key	Provide list of key	to use context		
words for students	words for students	clues to try to		
to note when	to note when	figure out		
listening to the	listening to the	unknown words		
poem.	poem.	and phrases in a		
		text.		
Model use of	Model use of			
vocabulary chart	vocabulary chart			
to record word,	to record word,			
definition, and	definition, and			
example.	example.			
Have students	Have students			
work with a	work with a			
partner in	partner in			
completing	completing			
vocabulary chart.	vocabulary chart.			

Grade 6: Standard 9

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Communicate	Recount a brief	Recount a short	Recount a more	Recount a
	simple information	sequence of	sequence of events,	detailed sequence of	complex
create clear and coherent	about an event or	events in order,	with a beginning,	events or steps in a	sequence of
grade-appropriate speech	topic, with support	and introduce an	middle, and an end,	process, with a	events or steps in
and text.	(including context	informational	and introduce and	beginning, middle,	a process, with a
	and visual aids)	topic, present one	develop an	and an end, and	beginning,
	using non-verbal	or two facts about	informational topic	introduce and	middle, and an
	communication	it, and provide a	with a few facts	develop an	end, and
	and, with limited	concluding	and details, and	informational topic	introduce and
	control, a narrow	statement, with	provide a	with facts and	effectively
	range of	support	conclusion, using,	details, and provide	develop an
	vocabulary and	(including	with developing	a concluding section	informational
	syntactically	sentences), using,	control, common	or statement, using,	topic with facts
	simple sentences.	with emerging	transitional words	with increasingly	and details, and
		control, some	and phrases to	independent control,	provide a
		commonly	connect events,	a variety of	concluding
		occurring linking	ideas, and opinions	transitional words	section or
		words (e.g., next,	(e.g., after a while,	and phrases to	statement, using a
		because, and,	for example, in	connect events,	wide variety of
		also).	order to, as a	ideas, and opinions	transitional words
			result).	(e.g., however, on	and phrases to
				the other hand, from	show logical
				that moment on).	relationships
					between events
					and ideas.
	Sample Conte	nt-based Participa	tion Goals – Social	Studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Social Studies Standard	Using a 5-circle	Using a 5-circle	Using a 5-circle	Using a 5-circle	Using a 5-circle
8.	Venn diagram,	Venn diagram,	Venn diagram,	Venn diagram, work	Venn diagram,
Modern cultural	work in small	work in small	work in small	in small groups to	work in small
practices and products	groups to compare	groups to	groups to compare	compare and	groups to
show the influence of	and contrast each	compare and	and contrast each	compare and contrast each of the	compare and
tradition and diffusion,	of the five major	compare and	of the five major	five major religions.	compare and contrast each of
including the impact of	religions. Listen	the five major	religions. Listen,	Listen, actively	the five major
major world religions	and record basic	religions. Listen,	actively participate,	participate, and	religions. Listen,
(Buddhism, Christianity,	words and phrases	participate, and	and record	record information	actively
Hinduism, Islam and	discussed in his/her	record basic	information	discussed in his/her	participate, and
Judaism).	group. Complete	words and	discussed in his/her	group. Complete	record
outuisii).	at least one piece	phrases discussed	group. Complete	multiple pieces of	information
Instructional Stratagica	of information in	in his/her group.	at least 2-3 pieces	information in each	discussed in
Instructional Strategies Have students design and	each circle. With	Complete at least	of information in	circle. With	his/her group.
complete a graphic	teacher support,	two pieces of	each circle. With	increasing	Complete
organizer that compares	write or tell one	information in	limited support,	independence,	multiple pieces of
the core beliefs of the	sentence about	each circle. With	compares and	compare, contrast,	information in
world's five major	each religion. The	partner or teacher	contrast 2-3 of the	and discuss at least	each circle.
religions: Buddhism,	(Buddhists,	support, write or	five religions	three of the	Independently,
Christianity, Hinduism,	Christians, etc.)	tell one sentence	(written or oral), in	religions (written or	compare, contrast
Islam and Judaism.	believe	about each	his/her own words	oral), using a	and discuss the
Islam and Judaisill.	_	religion that	and using some	variety of	religions (written
(Oh; -? - N I		compares/contras	transitional	transitional	or oral), using a
(Ohio's New Learning		ts it to another	words/phrases (for	words/phrases (for	variety of
Standards: Social Studies			r (r	

Grade 6 Curriculum		religion, using	example, however,	example, however,	transitional
Model, page 13)		the framed	also, etc.). Writing	on the other hand.	words/phrases
Model, page 13)					•
1		sentence:	or speech will	also, etc.). Writing	(for example,
http://education.ohio.gov/g		Buddhists believe	show a basic	or speech will	however, on the
etattachment/Topics/Acade		, but Hindus	beginning, middle,	include an	other hand, also,
mic-Content-		believe Or,	and end	introduction,	etc.). Writing or
Standards/Social-		Both Christians	development of	detailed examples	speech will
Studies/Grade-6-Social-		and Muslims	ideas.	and facts, and a	include an
Studies-Model-		believe		conclusion or	effective
Curriculum April2014.pdf.				concluding	introduction,
<u>aspx</u>				statement.	detailed examples
					and facts with
					proper citations,
					and an effective
					conclusion.
		Sample instr	ructional strategies	and supports	
	Pre-teach selected	Provide list of	Demonstrate use of	Demonstrate use of	Provide criteria
	vocabulary;	key words for	conjunctions to	transitional words	of a well-written
	provide bilingual	students to note	connect phrases;	and phrases; have	report that
	dictionary or online	during the	have students	students practice	students can use
	translation tool if	discussion of	practice using	using them.	for self
	available.	religions.	them.		evaluation.
				Provide students the	
	Provide list of key	Demonstrate the	Demonstrate use of	opportunity to share	
	words for students	use of a Venn	transitional words	descriptions in	
	to note during the	diagram to show	and phrases; have	small groups.	
	discussion of	differences and	students practice		
	religions.	similarities	using them.		
	Demonstrate the	Demonstrate use	Provide students		
	use of a Venn	of conjunctions to	the opportunity to		
	diagram to show	connect phrases;	share descriptions		
	differences and	have students	in small groups.		
	similarities.	practice using			
		them.			

Grade 6: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize and use	Use nouns,	Use relative	Use an increasing	Use intensive
	a small number of	pronouns, verbs,	pronouns (e.g., who,	number of intensive	pronouns and
make accurate use of	frequently	prepositions,	whom, which, that),	pronouns (e.g.,	verbs in the
standard English to	occurring nouns,	adjectives, adverbs,	relative adverbs (e.g.,	myself, ourselves)	active and
communicate in grade-	noun phrases, and	conjunctions, and	where, when, why),	and verbs in the	passive voices;
appropriate speech and	verbs, and	prepositional	subordinating	active and passive	place phrases
writing.	understand and	phrases, and	conjunctions, and	voices; place	and clauses
	respond to simple	produce simple and	prepositional	phrases and clauses	within a
	questions.	compound	phrases, and produce	within a sentence,	sentence,
		sentences, with	and expand simple,	recognizing and	recognizing and
		support (including	compound, and a few	correcting most	correcting
		visual aids and	complex sentences,	misplaced and	misplaced and
		sentences).	with support	dangling modifiers;	dangling
			(including modeled	and produce and	modifiers; and
			sentences).	expand simple,	produce and
				compound, and	expand simple,
				complex sentences.	compound, and
					complex
					sentences.
	Sample Con	ntent-based Particip	ation Goals – Mathei	natics	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
8					
Ohio Mathematics	Listen to teacher	Listen to teacher	Listen to teacher	Listen to teacher	
Ohio Mathematics Standards Content	Listen to teacher discussion of floor	Listen to teacher discussion of floor	discussion of floor	Listen to teacher discussion of floor	Listen to teache discussion of
Ohio Mathematics Standards Content Statement 6.G:	Listen to teacher discussion of floor plan model on the	Listen to teacher discussion of floor plan model on the	discussion of floor plan model on the	Listen to teacher discussion of floor plan model on the	discussion of floor plan mode
Ohio Mathematics Standards Content Statement 6.G: Students will solve	Listen to teacher discussion of floor plan model on the smart board and the	Listen to teacher discussion of floor plan model on the smart board and the	discussion of floor plan model on the smart board and the	Listen to teacher discussion of floor plan model on the smart board and the	discussion of floor plan mode on the smart
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems	Listen to teacher discussion of floor plan model on the smart board and the lesson's	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary:	discussion of floor plan model on the smart board and the lesson's vocabulary:	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary:	discussion of floor plan mode on the smart board and the
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area,	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area,	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area,	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area,	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area,	discussion of floor plan mode on the smart board and the lesson's
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area,	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width.	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width.	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width.	discussion of floor plan mode on the smart board and the lesson's vocabulary:
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume.	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width.	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner,	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio.	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner,	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, and
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio.gov/getattachment/T	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, and width.
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New-	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, and width. Independently
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning-	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning- Standards/Mathemati	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed.	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed.	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate proficiency in
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning- Standards/Mathemati cs/Math-	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support,	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently,	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate proficiency in calculating
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning- Standards/Mathemati	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support, demonstrate	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently, demonstrate	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate proficiency in calculating surface and
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Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning- Standards/Mathemati cs/Math- Standards.pdf.aspx For a practical experience in calculating area and	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines independently and identify various floor coverings,	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines, and using simple and compound sentences compare floor covering materials	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate proficiency in calculating surface and express orally when asked how to calculate area. Cut pictures out of
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Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning- Standards/Mathemati cs/Math- Standards.pdf.aspx For a practical experience in calculating area and surface area each student is given a floor	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines independently and identify various floor coverings, with support from group members and	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines, and using simple and compound sentences compare floor covering materials found in magazines or on websites.	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines and using	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines and,	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate proficiency in calculating surface and express orally when asked how to calculate area. Cut pictures out of magazines and, using simple
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Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning- Standards/Mathemati cs/Math- Standards.pdf.aspx For a practical experience in calculating area and surface area each student is given a floor plan cut from	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines independently and identify various floor coverings, with support from group members and teacher. When sharing out as a	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines, and using simple and compound sentences compare floor covering materials found in magazines or on websites. When sharing out as a group, share	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines and using simple and compound sentences	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines and, using simple and compound	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate proficiency in calculating surface and express orally when asked how to calculate area. Cut pictures out of magazines and, using simple and compound sentences,
Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume. http://education.ohio. gov/getattachment/T opics/Ohio-s-New- Learning- Standards/Mathemati cs/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	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines independently and identify various floor coverings, with support from group members and teacher. When sharing out as a group, share	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. With a partner, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines, and using simple and compound sentences compare floor covering materials found in magazines or on websites. When sharing out as a group, share calculations,	discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. With limited support, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines and using simple and compound sentences compare floor	Listen to teacher discussion of floor plan model on the smart board and the lesson's vocabulary: area, surface area, length, and width. After the teacher shows a model of a floor plan and reviews the area formula, groups of three are formed. Independently, demonstrate proficiency in calculating surface and expresses orally when asked how to calculate area. Cut pictures out of magazines and, using simple and compound sentences, compares	discussion of floor plan mode on the smart board and the lesson's vocabulary: area, surface area, length, an width. Independently demonstrate proficiency in calculating surface and express orally when asked how to calculate area. Cut pictures out of magazines and, using simple and compound sentences, compares floor
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					1
assigned a room to	formula: a=l X w.	"Area equals length	When sharing out as	websites. When	on websites.
replace the floor		times width or a=l X	a group, share	sharing out as a	When sharing
coverings and to paint		w and strategies to	calculations,	group, share	out as a group,
the ceiling and the		allow for windows.	demonstrating	calculations	share
walls. The first task is			knowledge of the	demonstrating	calculations
to calculate the floor,			formula. State that	knowledge of the	demonstrating
ceiling (8 foot ceilings)			"Area equals length	formula and	knowledge of
and wall area			times width or a=l X	describe the	the formula and
(subtracting the areas of			w and strategies to	reasoning in using	describe the
the windows in their			allow for windows,	certain materials	reasoning in
floor plans) for their			ceilings doorways.	using modifiers and	using certain
room. The next task is				complex sentences	materials using
to calculate the amount				both in written and	modifiers and
of materials needed				oral expression.	complex
using rounding and one				State that "Area	sentences both
gallon of paint covers				equals length times	in written and
about 350 square feet				width or a=l X w	oral expression.
for one coat. The				and strategies to	State that "Area
groups will work				allow for windows,	equals length
cooperatively on this				ceilings doorways.	times width or
project and share out				22111180 2001 114 30.	a=l X w and
their findings using					strategies to
technology, newspaper					allow for
ads and magazines as					windows,
reference sources.					ceilings
reference sources.					doorways.
					doorways.
http://www.possorio.c					
om/resource/cuin632					
0/wq5_reflection.html			-\		
			\dashv		
			11		L
			11		
		Sample instru	uctional strategies an	d supports	
	Pre-teach selected	-			Provide students
	Pre-teach selected	Provide list of key	Model sentence	Provide students the	
	vocabulary;	Provide list of key words for students	Model sentence structures and	Provide students the opportunity to share	the opportunity
	vocabulary; provide bilingual	Provide list of key words for students to note during the	Model sentence structures and vocabulary that can	Provide students the opportunity to share information in small	the opportunity to share
	vocabulary; provide bilingual dictionary or online	Provide list of key words for students to note during the discussion of floor	Model sentence structures and vocabulary that can be used to compare	Provide students the opportunity to share	the opportunity to share information in
	vocabulary; provide bilingual dictionary or online translation tool if	Provide list of key words for students to note during the	Model sentence structures and vocabulary that can be used to compare different kinds of	Provide students the opportunity to share information in small	the opportunity to share
	vocabulary; provide bilingual dictionary or online	Provide list of key words for students to note during the discussion of floor plans.	Model sentence structures and vocabulary that can be used to compare	Provide students the opportunity to share information in small	the opportunity to share information in
	vocabulary; provide bilingual dictionary or online translation tool if available.	Provide list of key words for students to note during the discussion of floor plans. Model sentence	Model sentence structures and vocabulary that can be used to compare different kinds of	Provide students the opportunity to share information in small	the opportunity to share information in
	vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key	Provide list of key words for students to note during the discussion of floor plans. Model sentence structures and	Model sentence structures and vocabulary that can be used to compare different kinds of	Provide students the opportunity to share information in small	the opportunity to share information in
	vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students	Provide list of key words for students to note during the discussion of floor plans. Model sentence structures and vocabulary that can	Model sentence structures and vocabulary that can be used to compare different kinds of	Provide students the opportunity to share information in small	the opportunity to share information in
	vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key	Provide list of key words for students to note during the discussion of floor plans. Model sentence structures and	Model sentence structures and vocabulary that can be used to compare different kinds of	Provide students the opportunity to share information in small	the opportunity to share information in
	vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students	Provide list of key words for students to note during the discussion of floor plans. Model sentence structures and vocabulary that can	Model sentence structures and vocabulary that can be used to compare different kinds of	Provide students the opportunity to share information in small	the opportunity to share information in
	vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note during the	Provide list of key words for students to note during the discussion of floor plans. Model sentence structures and vocabulary that can be used to compare	Model sentence structures and vocabulary that can be used to compare different kinds of	Provide students the opportunity to share information in small	to share information in

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

Grade 7: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can	Use a very limited	Use an emerging	Use a developing	Use an increasing	Use a wide	
	set of strategies to	set of strategies to	set of strategies to	range of strategies	range of	
construct meaning from oral	identify a few key	identify the main	determine the	to determine two	strategies to	
presentations and literary and	words and phrases	topic, and retell a	central idea or	or more central	determine	
informational text through	in oral	few key details in	theme in simple	ideas or themes in	central ideas	
grade-appropriate listening,	communications	oral	oral presentations	oral presentations	or themes in	
reading, and viewing.	and simple written	communications	or written text, and	or written text, and	oral	
	texts.	and simple written	explain how it is	explain how they	presentations	
		texts.	supported by	are supported by	or written text,	
			specific details,	specific textual	and explain	
			and summarize	details, and	how they are	
			part of the text.	summarize a	developed by	
				simple text.	supporting	
					ideas or	
					evidence, and	
					summarize a	
					text.	
Sai	mple Content-based	d Participation Goa	ıls – English Langu	age Arts		
Lesson Vignette	Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	
Ohio English Language Arts	(Use Inside Out	(With teacher	With teacher	Choose novel, with	Choose novel.	
Standards: Reading Strand:	and Back Again by	support, choose	support, chooses	teacher approval.	While reading,	
(Literature) 2 and 3;	Thanhha Lai. If	appropriate,	appropriate,	While reading,	complete all of	
Writing Strand 4 and 6	possible, pair with	leveled novel	leveled novel	complete all of	signpost chart.	
	another student	(which may not be	(which may not be	signpost chart.	After reading,	
http://education.ohio.gov/getatt	reading same	on list); a novel	on list); a novel	After reading, use	independently	
achment/Topics/Ohio-s-New-	novel.}	with a CD is	with a CD is	graphic organizers	use graphic	
<u>Learning-</u>	While reading,	optimal. OR use	helpful, but not	as a pre-writing	organizers as a	
Standards/English/ELA-	identify 1-2	Inside Out and	necessary. With	strategy. Cite	pre-writing	
Standards.pdf.aspx	repeated	Back Again by	limited teacher	specific textual	strategy. Cite	
	word/ideas (Again	Thanhha Lai. Pair	support, complete	support in order to	specific	
http://education.ohio.gov/getatt	& Again signpost-	with another	signpost chart	support answers to	textual support	
achment/Topics/Academic-	central message) to	student reading	while reading	all three questions:	in order to	
Content-	record on the	same novel.)	novel. After	summary,	write a well-	
Standards/English/Grade 7 E	signpost	XX71 '1 1'	reading, complete	character, and	developed	
LA Model Curriculum Octob	worksheet. With teacher assistance,	While reading,	and use graphic	central idea. Write	answer in	
er2013.pdf.aspx	· ·	choose 2-3	organizers to write	developed	paragraph	
	complete a story	signposts to record	answers to the	paragraph to answer each	form to all	
Choose a novel from suggested	map or plot diagram. With	on the signpost	three questions:		three	
reading list for seventh-	_	worksheet ((Again	summary,	question. Then,	questions:	
graders. While reading, the	teacher support, summarize the	& Again (central	character, and	create a poster or other visual to aid	summary,	
student will complete the	novel using 2-3	message) and Memory Moment	central idea. Answers will	in a short	character, and central idea.	
signpost chart. After finishing	simple sentences.	(flashback)). With	contain specific			
the text, the student will	simple sentences.	support, complete	details from the	presentation to the class.	Then, independently	
complete the post-reading		graphic organizers	novel and use	C1855.	create a visual	
questions, including		(story map or plot	basic paragraph		(poster, power	
summarize the book, explain to		diagram) and	format (5-7		point, prezi,	
which character you best		decide on the	sentences). Then,		etc.) to	
relate, and identify the central		novel's central	create a poster or		enhance	
		nover a central	create a poster or	1	Ciliance	

			1 .1 1 14 11	I	1		
message)		message (use	other visual to aid		presentation to		
		Again & Again	in a short		the class.		
For ELLs, grade-level texts		from signpost	presentation to the				
may not be appropriate.		chart) and write	class.				
Choose appropriate reading-		three to five					
level text For Level 1 ELL,		sentence summary,					
this could mean a picture book		using simple and					
with high-interest content. It is		compound					
important to allow the ELL to		sentences. Write					
have input when choosing the		one sentence to					
text/novel. A recommended		identify the central					
novel for ELLs is "Inside Out		message. Using					
and Back Again" by Thanhha		one graphic					
Lai.		organizer and					
		written response,					
		present with					
See also, book trailer at		partner the novel					
https://www.youtube.com/watc		to class.					
h?v=erjRxbX4CzM		•	•				
III.V=GJKXUX4CZWI							
or short reading by author:	Sample instructional strategies and supports						
	Sumple mon desional set at egges and supports						
https://www.youtube.com/watc	Provide list of key	Provide list of key	Demonstrate the	Model the use of	Provide time		
h?v=KEkjwu2WEIA	words for students	words for students	use of a graphic	details to support a	for sharing		
II.V-IXDKJWUZ WDIYI	to note while	to note while	organizer to record	central idea.	draft		
(NI / 0 NI / 21 D	reading.	reading.	information from		presentations		
"Notice & Note" by Beers and			the story.	Demonstrate how	with peers and		
Probst	Show the Inside	Show the Inside	, i	to use context	getting their		
	Show the histae	Show the mistac			getting then		
	Out and Back	Out and Back	Model the use of		feedback		
http://www.heinemann.com/pr	Out and Back	Out and Back		clues to try to			
http://www.heinemann.com/pr oducts/E04693.aspx	Out and Back Again book trailer	Out and Back Again book trailer	details to support a	clues to try to figure out	feedback before		
	Out and Back Again book trailer on YouTube	Out and Back Again book trailer on YouTube		clues to try to figure out unknown words	feedback		
	Out and Back Again book trailer on YouTube https://www.youtu	Out and Back Again book trailer on YouTube https://www.youtu	details to support a	clues to try to figure out	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=e	Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=e	details to support a central idea. Have students	clues to try to figure out unknown words and phrases in a	feedback before completing		
	Out and Back Again book trailer on YouTube https://www.youtu	Out and Back Again book trailer on YouTube https://www.youtu	details to support a central idea. Have students work with partner	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=e	Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=e	details to support a central idea. Have students	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM.	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM.	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud	details to support a central idea. Have students work with partner to create poster	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead	Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=erjRxbX4CzM . Read aloud sections of the book; then lead	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtube.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section. Demonstrate use	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		
	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section.	Out and Back Again book trailer on YouTube https://www.youtu be.com/watch?v=e rjRxbX4CzM. Read aloud sections of the book; then lead discussion of the central ideas of each section.	details to support a central idea. Have students work with partner to create poster and short	clues to try to figure out unknown words and phrases in a	feedback before completing final		

Grade 7: Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Participate in short	Participate in short	Participate in	Participate in	Participate in
	conversational and	conversational and	conversations,	conversations,	extended
	written exchanges	written exchanges	discussions, and	discussions, and	conversations,
participate in grade-	on familiar topics,	on familiar topics	written exchanges	written exchanges	discussions, and
appropriate oral and written	presenting simple	and texts,	on familiar topics	about a variety of	written
exchanges of information,	information and	presenting	and texts; building	topics, texts, and	exchanges about

ideas, and analyses,	responding to	information and	on the ideas of	issues; building on	a variety of
responding to peer, audience,	simple questions	ideas and	others and express	the ideas of others	topics, texts, and
or reader comments and	and some wh-	responding to	his or her own;	and expressing his	issues; building
questions.	questions.	simple questions	asking and	or her own; asking	on the ideas of
		and wh- questions.	answering relevant	and answering	others and
			questions; and	relevant questions;	expressing his
			adding relevant	adding relevant	or her own
			information.	information and	clearly; posing
				evidence; and	and responding
				paraphrasing the	to relevant
				key ideas	questions;
				expressed.	adding relevant
					and specific
					evidence; and
					summarizing
					and reflecting
					on the key ideas
					expressed.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette	Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	
Social Studies Standard 2	With teacher	With teacher	With teacher	Choose ONE item	Choose ONE	
	support, choose	support, choose	support, choose	from Greek or	item from Greek	
Teachers and/or students	ONE item from	ONE item from	ONE item from	Roman	or Roman	
create a representation (e.g.,	Greek or Roman	Greek or Roman	Greek or Roman	civilization. With	civilization.	
preview box, artifact box,	civilization. With	civilization. With	civilization. With	a partner, use a	With a partner,	
poster, collage) to introduce	a partner or	a partner or	a partner or	visual (picture,	use a visual	
Greek or Roman civilizations	teacher support,	teacher support,	teacher support,	photo, etc.) or	(picture, photo,	
and to show their impact on	use a visual	use a visual	use a visual	object to create a	etc.) or object to	
today's society. Items can be	(picture, photo,	(picture, photo,	(picture, photo,	short	create a short	
real, plastic or pictures. For	etc.) or object to	etc.) or object to	etc.) or object to	advertisement for	advertisement	
Greece, items can include	create a short	create a short	create a short	the product. The	for the product.	
olives, grapes, sailboats,	advertisement for	advertisement for	advertisement for	advertisement	The	
skeletons, a Nike symbol, the	the product. The	the product. The	the product. The	will respond to	advertisement	
U.S. Constitution, columns,	advertisement will	advertisement will	advertisement will	questions about	will respond to	
Olympic medals, a marathon	consist of 2-3	consist of 3-5	respond to	the "product,"	questions about	
flyer, comedy and tragedy	sentences (written	sentences (written	questions about	including	the "product,"	
masks, etc.	or spoken) and	or spoken) and	the "product."	evidence about	including	
Have students create a	respond to	respond to	Using a variety of	how the	specific evidence	
commercial for a product used	questions about	questions about	basic sentence	Greek/Roman	about how the	
during Roman or Greek times.	the "product."	the "product."	structures, respond	civilizations	Greek/Roman	
The commercial must be	Framed sentences	Respond in his/her	in his/her own	impacted the	civilizations	
accurate to the time period.	may be used, for	own words, using	words, either	product in today's	impacted the	
F	example, This	simple and	written or orally.	society. Create a	product in	
(Obi-'- N I	object is a/n	compound		final commercial	today's society.	
(Ohio's New Learning Standards: Social Studies,	In Roman (Greek)	sentences.		or advertisement	Create a final	
Grade 7 Curriculum Model,	times it was used			in video format,	commercial or	
· · · · · · · · · · · · · · · · · · ·	for/to			using a variety of	advertisement	
page 3) http://education.ohio.gov/ge	Today, we use it			sentence	video format,	
	for/to			structures.	using a variety of	
tattachment/Topics/Acade					sentence	
mic-Content-					structures.	
Standards/Social-		Sample instructional strategies and supports				

Studies/Grade-7-Social-					
Studies-Model-	Provide list of key	Provide sample	Model asking	Provide criteria for	Provide
Curriculum_April2014.pdf.a	words for students	sentence structures	questions during a	writing cohesive	opportunities for
<u>spx</u>	to note when	to share	presentation.	paragraphs (main	students to
	listening to and	information.		idea, supporting	practice sharing
	viewing			details); share	commercial or
	information about	Provide		examples of model	advertisement.
	Greek or Roman	opportunities to		paragraphs.	
	society.	practice answering			
		questions about			
	Provide sample	shared			
	sentence structures	information.			
	to share				
	information.				

Grade 7: Standard 3

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Communicate	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral
Speak and write about grade	simple	presentations and	presentations and	presentations and	presentations and
appropriate complex literary	information about	compose written	compose written	compose written	compose written
and informational texts and	familiar texts,	narrative or	narratives or	narratives or	narratives or
topics.	topics and	informational texts	informational texts	informational texts	informational
•	experiences.	about familiar	about familiar	about a variety of	texts about a
		texts, topics,	texts, topics and	texts, topics and	variety of texts,
		experiences or	experiences,	experiences,	topics and
		events.	developed with	developed with	experiences,
			some details.	some specific	developed with
				details.	relevant details,
				details.	ideas or
					information.
Ç,	 ample Content-base	ad Danticination C	oola English Lone	Tugaa Amta	illiorillation.
	Level 1				T 22222 5
Lesson Vignette		Lesson 2	Lesson 3	Lesson 4	Lesson 5
ELA Standards R.L.2 and	With teacher	With teacher	With teacher	With teacher	With teacher
R.L.3	support, choose	support, choose	approval, choose	approval, choose	approval, choose
	appropriate,	appropriate,	appropriate,	appropriate novel.	appropriate
After completing a novel,	leveled novel	leveled novel	leveled novel	While reading,	novel. While
students (individually or in	(which may not be	(which may not be	(which may not be	independently	reading, the
small groups) design and	on list); a novel	on list); a novel	on list); a novel	complete a plot	independently
produce a book trailer for the	with a CD is	with a CD is	with a CD is	diagram. Using	completes a plot
novel. The book trailer is like	optimal. With	optimal. With	helpful, but not	the completed	diagram. Using
a movie trailer: an	teacher assistance,	teacher assistance,	necessary. With	organizer, write an	the completed
advertisement of the book	while reading,	while reading,	limited teacher	objective	organizer, write
and a persuasive piece to	complete a plot	complete a plot	assistance, while	summary of the	an objective
entice other students to read	diagram. Using	diagram. Using	reading, complete	book, using	summary of the
it. The book trailer	the completed	the completed	a plot diagram.	his/her own words	book, using
incorporates technology	organizer, with	organizer, write	Using the	and attempt to	his/her own
because students produce a	teacher/partner	simple sentences	completed	make connections	words, making
video or slide show with	support, write 2-3	to summarize the	organizer, write a	between elements	connections
sound. The book trailer	simple sentences	book, using	basic, objective	of the story.	between
should contain information	to summarize the	his/her own words	summary of the	Using the	elements of the
such as theme, plot events,	book, using	and provides two	book, using	objective	story. Using the
characters, settings and	framed sentences.(reasons why	his/her own words	summary, create a	objective
genres.	E.g,: The novel	others should read	and attempt to	video or slide	summary, create
genres.	written by	the novel. If	make connections	show to entice	a video or slide
	is about	possible, publish	between elements	other students to	show to entice
	The main	final work using	of the story.	read the novel.	other students to
	character/s is/are	technology.	Provide two	Details from the	read the novel.
(Ohio's New Learning) and provide		reasons, with	novel will support	Details,
Standards: ELA, Grade 7	one		support, why	the student's	appropriately
Curriculum Model, page 2)	sentence/reason		others should read	opinions.	cited from the
,,	why others should		the novel. Publish	· F	novel, will
http://education.ohio.gov/get	read the novel.		his/her final work		support the
attachment/Topics/Academic	(E.g.: I liked this		using technology.		student's
•	book because		asing tecimology.		opinions.
-Content-) If possible,				opinions.
Cton dondo/En ali-1-/C1- 7					
_	publish final work				
Standards/English/Grade 7 ELA Model Curriculum Oc	publish final work				
_	publish final work using technology.				
ELA Model Curriculum Oc	-		 ctional strategies a		

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

Grade 7: Standard 4

Standard	dard 4 Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Express an opinion	Construct a claim	Construct a claim	Construct a claim	Construct a claim
An ELL can	about familiar	about familiar	about a familiar	about a variety of	about a variety of
construct grade-	topics.	topics and give a	topic: introduce the	topics: introduce the	topics: introduce the
appropriate oral	topies.	reason to support	topic and provide	topic, provide	topic, provide
and written claims		the claim.	several supporting	sufficient reasons or	compelling and
and support them			reasons or facts in a	facts to support the	logically ordered
with reasoning and			logical order, and	claim, and provide a	reasons or facts that
evidence.			provide a	concluding	effectively support
			concluding	statement.	the claim, and
			statement.		provide a concluding
					statement.
	Sample Conte	nt-based Participa	tion Goals – English	Language Arts	
Lesson Vignette	Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
ELA R.L. 7 and	With teacher	Answer some of	Answer some of the	Answer most of the	Answer most of the
W.7.1:	assistance, complete	the content	content questions	content questions and	content questions and
	one part of a plot	questions or	and complete part	complete part of a	complete part of a
Read the novel,	diagram each class	completes part of a	of a plot diagram	plot diagram each	plot diagram each
"The Outsiders", in	session after reading	plot diagram each	each class session	class session after	class session after
small groups, or as	the novel as a class.	class session after	after reading the	reading the novel as	reading the novel as
a class. After class	Complete similar	reading the novel	novel as a class.	a class.	a class.
discussions and the	plot diagram while	as a class.	Complete a plot	Complete a plot	Complete a plot
completion of the	viewing movie.	Complete a plot	diagram while	diagram while	diagram while
novel, watch the	After viewing,	diagram while	viewing movie.	viewing movie.	viewing movie.
movie of the novel.	listen, in a small	viewing movie.	After viewing,	After viewing,	After viewing,
Write an essay that	group, and complete	After viewing,	listens/participate	listens/participate in	listens/participate in
compares and	one piece of	listen in small	in small group	small group	small group
contrasts the novel	information for a	group and	discussion and	discussion and	discussion and
to the movie	similarity and a	completes two	complete 2-3 pieces	complete at least 3	complete at least 3
production.	difference between	pieces of	of information for	pieces of information	pieces of information
	the novel and the	information for	similarities and	for similarities and	for similarities and
http://education.o	performance on a	similarities and	differences between	differences between	differences between
hio.gov/getattach	comparison/contrast	differences	the novel and the	the novel and the	the novel and the
ment/Topics/Acad	organizer.	between the novel and the	performance on a comparison/contras	performance on a comparison/contrast	performance on a comparison/contrast
emic-Content-		performance on a	t organizer.	organizer.	organizer.
Standards/Englis	State orally or in	comparison/contra	t organizer.	organizer.	organizer.
h/Grade_7_ELA_	writing whether s/he	st organizer.	*** · · ·	***	*** · · ·
Model_Curriculu	prefers the novel or	Using the	Using the	Using the organizer,	Using the organizer,
m October2013.p	the movie.	organizer, state	organizer, state orally or in writing	write a paragraph about whether s/he	write a paragraph about whether s/he
<u>df.aspx</u>		orally or in writing	whether s/he	prefers the novel or	prefers the novel or
		whether s/he	prefers the novel or	the movie and	the movie and
		prefers the novel	the movie and	provide two reasons	provide 2-3 reasons
		or the movie and	provides two	to support opinion.	to support opinion.
		provides one	reasons to support	Some details should	Some details should
		reason to support	opinion. Some	be cited from the	be cited from the
		opinion.	details should be	original works.	original works.
			cited from the		Paraphrases, quotes,
			original works.		and other details
			<i>J</i>		should be cited,
					using standard
					format for citation,
					from the original

				works.
	Sample ins	tructional strategies	s and supports	
Demonstrate use of	Demonstrate use	Pair students with	Provide criteria for	Provide feedback on
plot diagram.	of plot diagram.	partner to complete	writing cohesive	students' written
		plot diagram.	paragraphs (main	work to assist with
Pair students with	Pair students with	movie.	idea, supporting	improvements for
partner to complete	partner to		details); share	final report.
plot diagram.	complete plot	Show movie with	examples of model	
	diagram.	subtitles in English.	paragraphs.	
Provide list of key				
words for students	Provide list of key	Provide sentence		
to note while	words for students	structures for		
reading and	to note while	giving opinion and		
watching the movie.	reading and	supporting reason.		
	watching the			
Show movie with	movie.			
subtitles in English.				
	Show movie with			
	subtitles in			
	English.			
	Provide sentence			
	structures for			
	giving opinion and			
	supporting reason.			
	1, 5			

Grade 7: Standard 5

Standard	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	Gather information	Gather	Gather	Gather	Gather		
	from a few provided	information from	information from	information from	information		
conduct research and evaluate	sources and label	provided sources	multiple provided	multiple print	from multiple		
and communicate findings to	collected	and record some	print and digital	and digital	print and digital		
answer questions or solve	information.	data and	sources and	sources, using	sources, using		
problems.		information.	summarize or	search terms	search terms		
F			paraphrase	effectively;	effectively; and		
			observations,	quote or	(at Grade 8)		
			ideas, and	paraphrase the	evaluate the		
			information, with	data and	credibility of		
			labeled	conclusions of	each source;		
			illustrations,	others, using	quote or		
			diagrams, or other	charts, diagrams,	paraphrase the		
			graphics, as	or other	data and		
			appropriate, and	graphics, as	conclusions of		
			cite sources.	appropriate; and	others, using		
			ene sources.	cite sources,	charts,		
				using a standard	diagrams, or		
				format for	other graphics,		
				citation.	as appropriate;		
				Citation.	and cite		
					sources, using a		
					standard format		
					for citation.		
	Sample Content be	acad Participation	Cools Social Stu	diec	ioi citation.		
Sample Content-based Participation Goals – Social Studies							
Loggon Vignotto	Lovel 1	Loggon 2	Loggon 2	Loggon 4	I occor 5		
Lesson Vignette	Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5		
Social Studies Standard 11.	In small groups,	In small groups,	In small groups,	In small groups,	In small groups,		
Social Studies Standard 11. Assign students to groups,	In small groups, each with a	In small groups, each with a	In small groups, each with a	In small groups, each with a	In small groups, each with a		
Social Studies Standard 11. Assign students to groups, each representing a different	In small groups, each with a different part of the	In small groups, each with a different part of	In small groups, each with a different part of	In small groups, each with a different part of	In small groups, each with a different part of		
Social Studies Standard 11. Assign students to groups, each representing a different part of the world affected by	In small groups, each with a different part of the world, listen to	In small groups, each with a different part of the world,	In small groups, each with a different part of the world,	In small groups, each with a different part of the world,	In small groups, each with a different part of the world,		
Assign students to groups, each representing a different part of the world affected by the Columbian Exchange.	In small groups, each with a different part of the world, listen to group discussion	In small groups, each with a different part of the world, complete a cause-	In small groups, each with a different part of the world, complete a cause-	In small groups, each with a different part of the world, complete a	In small groups, each with a different part of the world, complete a		
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	In small groups, each with a different part of the world, listen to group discussion and group reading	In small groups, each with a different part of the world, complete a cause- effect type of	In small groups, each with a different part of the world, complete a cause- effect type of	In small groups, each with a different part of the world, complete a cause-effect type	In small groups, each with a different part of the world, complete a cause-effect		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared	In small groups, each with a different part of the world, complete a cause- effect type of organizer that	In small groups, each with a different part of the world, complete a cause- effect type of organizer that	In small groups, each with a different part of the world, complete a cause-effect type of organizer that	In small groups, each with a different part of the world, complete a cause-effect type of		
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,	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main	In small groups, each with a different part of the world, complete a cause- effect type of organizer that tracks the	In small groups, each with a different part of the world, complete a cause- effect type of organizer that tracks the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and	In small groups, each with a different part of the world, complete a cause- effect type of organizer that tracks the movement and	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of	In small groups, each with a different part of the world, complete a cause- effect type of organizer that tracks the movement and effects of the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and		
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.	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following:	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna,	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna,	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following:		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens.		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of texts to complete	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and		
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.	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts to complete	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and reads a variety		
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	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens in each jigsaw	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in order to gain an	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of texts to complete organizer.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts to complete organizer, using	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and reads a variety of texts to		
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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. (Ohio's New Learning	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens in each jigsaw	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in order to gain an understanding of the effects of the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of texts to complete organizer. Use organizer to share learning	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts to complete organizer, using paraphrases and quotations from	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and reads a variety of texts to complete organizer.		
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. (Ohio's New Learning Standards: Social Studies,	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens in each jigsaw	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in order to gain an understanding of the effects of the Columbian	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of texts to complete organizer. Use organizer to share learning with the jigsaw	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts to complete organizer, using paraphrases and quotations from the original	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and reads a variety of texts to complete organizer. Information will		
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. (Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model,	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens in each jigsaw	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in order to gain an understanding of the effects of the	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of texts to complete organizer. Use organizer to share learning	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts to complete organizer, using paraphrases and quotations from the original source.	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and reads a variety of texts to complete organizer. Information will include brief		
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. (Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model,	In small groups, each with a different part of the world, listen to group discussion and group reading of teacher-prepared texts with main ideas highlighted in order to gain a basic understanding of the effects of the Columbian Exchange. Label and categorize pictures as fauna, flora, or pathogens. Listens in each jigsaw	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of two of the following: fauna, flora, or pathogens. Listen to group discussion and reads teacher-prepared texts with main ideas highlighted in order to gain an understanding of the effects of the Columbian	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listen to and participates in group discussion and reads a variety of texts to complete organizer. Use organizer to share learning with the jigsaw	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Listens to and participates in group discussion and read a variety of texts to complete organizer, using paraphrases and quotations from the original	In small groups, each with a different part of the world, complete a cause-effect type of organizer that tracks the movement and effects of the following: fauna, flora, or pathogens. Actively participate in group discussion and reads a variety of texts to complete organizer. Information will		

attachment/Topics/Academi c-Content-Standards/Social- Studies/Grade-7-Social- Studies-Model- Curriculum April2014.pdf.a spx		share learning with the jigsaw groups.		the standard form for citation. Use organizer to share learning with the jigsaw groups.	quotations of the original source. Information will be cited using the standard form for citation.
					Use organizer to share learning with the jigsaw groups.
		Sample instruct	tional 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 selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available Demonstrate use of cause and effect chart. Pair students with partner to complete cause and effect chart.	Demonstrate use of cause and effect chart. Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback Model sharing information and asking questions during a group discussion	Model sharing information and asking questions during a group discussion. Provide feedback on initial drafts of organizer containing information, and allow students to make revisions based on feedback	Provide criteria of a well- written research piece that student can use for self evaluation

Grade 7: Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Identify a point an	Identify the main	Explain the	Analyze the	Analyze and
THE EEE CHILL	author or a	argument and one	argument an	argument and	evaluate the
analyze and critique the	speaker makes.	reason an author	author or a	specific claims in	argument and
arguments of others orally and	speaker makes.	or a speaker gives	speaker makes and	texts or speech,	specific claims
in writing.	ļ	to support the	distinguish	determining	in texts or
in witting.	ļ		between claims	whether the	
		argument.		evidence is	speech/presenta
	ļ		that are supported	sufficient to	tions,
			by reasons and evidence from		determining
				support the claims, and cite textual	whether the
			those that are not.		reasoning is
				evidence to	sound and the
				support the	evidence is
				analysis.	relevant and
					sufficient to
					support the
					claims; and cite
					textual evidence
					to support the
					analysis.
	_		tion Goals - Science		
Lesson Vignette	Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Ohio Science Content	Listen to the	Listen to the	Listen to the	Listen to the	Listen to the
Standards Statement: In any	introduction to the	introduction to the	introduction to the	introduction to the	introduction to
particular biome, the	lesson, focusing	lesson, focusing	lesson, focusing	lesson, focusing	the lesson,
number, growth and survival	on content	on content	on content	on content	focusing on
of organisms and populations	vocabulary. Listen	vocabulary.	vocabulary.	vocabulary.	content
depend on biotic and biotic	to the class	Listen to the class	Listen to the class	Listen to the class	vocabulary.
factors (page 221).	discussion, getting	discussion, getting	discussion, getting	discussion, getting	Listen to the
	the gist that	the gist that	the gist that	the gist that	class
http://education.ohio.gov/getatt	natural and man-	natural and man-	natural and man-	natural and man-	discussion,
achment/Topics/Ohio-s-New-	made changes are	made changes are	made changes are	made changes are	getting the gist
<u>Learning-</u>	taking place in our	taking place in our	taking place in our	taking place in our	that natural and
Standards/Science/Science Sta	ecosystem. Work	ecosystem. Work	ecosystem.	ecosystem.	man-made
ndards.pdf.aspx	with the group of	with the group of	Respond to	Respond to	changes are
	four responding in	four responding in	changes in our	changes in our	taking place in
Teacher posts the learning	his/her Science	his/her Science	ecosystem and	ecosystem and	our ecosystem.
objective on the smart board:	Journal with the	Journal with the	gives reasons,	cites evidence,	Respond to
Students will discuss changes	support of group	support of group	man-made or	man-made or	changes in our
in our ecosystem, succession in	members and	members and the	natural, for the	natural as to the	ecosystem and
pond water, and define the	teacher made	teacher. Actively	changes. Work	reason for the	cite evidence,
science term succession in our	sentence frames.	engage in the	with the group of	changes. Work	man-made or
ecosystem. Teacher scaffolds	Actively engage in	hands-on activity	four responding in	with the group of	natural as to the
understanding with the visuals	the hands-on	with his/her group.	his/her Science	four responding in	reason for the
demonstrating changes in the	activity with	Responds to the	Journal with the	his/her Science	changes. Work
ecosystem. Vocabulary is	his/her group.	changes that	support of group	Journal with the	with the group
posted and discussed to check	Use framed	he/she observed	members and the	support of group	of four
for understanding: <i>ecosystem</i> ,	sentences in order	and why the	teacher. Actively	members and the	responding in
succession, man-made changes	to complete the	changes occurred.	engage in the	teacher. Actively	his/her Science
and natural changes. First	journal questions;		hands-on activity	engage in the	Journal with the
teacher will check for prior	for example, "I		with his/her group.	hands-on activity	support of
knowledge by distributing or	saw kinds of		Respond to the	with his/her group.	group members
Miowicage by distributing of	organisms."		changes that	Responds to and	and the teacher.

posting pictures of old barns			he/she observed	analyzes the	Actively engage
that are in bad repair, land that			and why the	changes. Cite	in the hands-on
has been abandoned, old			changes occurred.	specific	activity with
homes damaged by flood or				observations from	his/her group.
fire, forests that have been cut				the experiment	Respond to and
down or burned, generating				that he/she	analyzes the
discussion about these pictures.				observed and why	changes that
"If this land where our school				the changes	he/she observed
is located were left for a				occurred.	and why the
hundred years, what do you					changes
think would happen?" "What					occurred. He/
kinds of natural changes in our					She will also be
ecosystem have you noticed?"					able to cite
Teacher opens up discussion					specific
and listens to opinions.					observations
Teacher will prepare students					from the
for the pond water experiment.					experiment that
Students will be in groups of					he/she observed
four with a tall jar with lid,					and why the
dried pond vegetation, distilled					changes
water, pH paper, microscopes,					occurred.
microscope slides, coverslips		<u> </u>	I	1	<u> </u>
and droppers. (Teacher will		_			
need to prepare the plant		Commis instan	ational atuatories a		
materials a week ahead of time		Sample instru	ctional strategies a	na supports	
so that the dried plant material	D . 1 1 . 1	D 1 1 1 1 1	D 11 4	- I	
will reveal small	Pre-teach selected	Pre-teach selected	Explain the	Discuss the	Lead discussion
microorganisms, algae,	vocabulary using	vocabulary using	difference	difference	on the
amoeba and other organisms	illustrations and	illustrations and	between claims	between claims	soundness of
appear.) In groups of four	photos from the	photos from the	without supporting	without supporting	evidence gained
students will place dried plants	Internet; provide	Internet; provide	evidence and	evidence and	from the
into the clean jar and fill it	bilingual	bilingual	claims with	claims with	experiment and
with the distilled water, testing	dictionary or	dictionary or	supporting	supporting	observations to
the acidity with the pH paper.	online translation	online translation	evidence. Give	evidence. Have	support certain
Record the acidity on Day 1 in	tool if available	tool if available	examples.	students give	claims about
your Science Journal,				examples of each.	changes in the
continuing to check and record	Provide list of key	Provide list of key	Provide rubric		environment.
in your journal acidity every	words for students	words for students	students can use to	Provide rubric	
day for the next five days.	to note when	to note when	analyze arguments	students can use to	
After recording this on Day 1	listening to the	listening to the	and supporting	analyze arguments	
place the jar in a light window	lesson	lesson	reasons.	and supporting	
with constant temperature.	introduction.	introduction.		reasons.	
Continue checking daily,					
adding water if there is any		Explain the			
evaporation. Observe color,		difference			
cloudiness, odor and layers		between claims			
that may be settling. On the		without supporting			
first day that you observe a		evidence and			
change use your pH paper and		claims with			
record the results. With the		supporting			
record the results. With the			1	l	
dronner take a sample of the		evidence. Give			
dropper take a sample of the		evidence. Give examples.			
water, placing it under the					
water, placing it under the coverslip and observe this					
water, placing it under the					

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.o rg/videos/middle-school-			
biology-lesson			
	K		

Grade 7: Standard 7

Standard /	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize the	Adapt	Adapt language	Adapt language	Adapt language
THE LEED CHILL.	meaning of some	language	choices and style	choices and style	choices and style
adapt language choices to	words learned	choices	according to	according to	according to
purpose, task, and audience when	through	according to	purpose, task, and	purpose, task, and	purpose, task,
speaking and writing.	conversations,	task and	audience, with	audience, with	and audience,
r	reading, and	audience with	developing ease;	increasing ease;	with ease; use a
	being read to.	emerging	use an increasing	use a wider range	wide variety of
		control, and	number of general	of general	complex general
		begin to use	academic and	academic and	academic and
		frequently	content-specific	content-specific	content-specific
		occurring	words and phrases	academic words	academic words
		general	in speech and	and phrases, and	to express ideas
		academic and	short written texts,	maintain	precisely, and
		content-	and show	consistency in	maintain an
		specific words	developing control	style and tone	appropriate and
		and phrases in	of style and tone in	throughout most	consistent style
		conversations	oral or written	of oral or written	and tone
		and	text.	text.	throughout an
		discussions.			oral or written
					text.
			ation Goals - Science		
Lesson Vignette	Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Ohio Science Content	Listen to	Listen to	Listen to	Listen to	Listen to
Statement: The properties of	discussion of vocabulary:	discussion of	discussion of	discussion of	discussion of
matter are determined by the		vocabulary:	vocabulary:	vocabulary:	vocabulary:
arrangement of atoms (page 225).	properties, Periodic Table of	properties, Periodic Table	properties, Periodic Table of	properties, Periodic Table of	properties, Periodic Table of
223).	Elements,	of Elements,	Elements, physical	Elements,	Elements,
http://education.ohio.gov/getattac	physical	physical	properties,	physical	physical
hment/Topics/Ohio-s-New-	properties,	properties,	chemical	properties,	properties,
Learning-	chemical	chemical	properties, solid,	chemical	chemical
Standards/Science/Science Stand	properties, solid,	properties,	liquid, and gas.	properties, solid,	properties, solid,
ards.pdf.aspx	liquid, and gas.	solid, liquid,	Listen as other	liquid, and gas.	liquid, and gas.
	Listen as other	and gas. Listen	students discuss	Listen as other	Listen as other
	students discuss	as other	familiar elements	students discuss	students discuss
Tall students that scientists have	familiar elements	as other students	familiar elements and their states	students discuss familiar elements	students discuss familiar elements
Tell students that scientists have					
found all different kinds of atoms	familiar elements	students	and their states	familiar elements	familiar elements
found all different kinds of atoms in the world and have written	familiar elements and their states	students discuss	and their states such as oxygen,	familiar elements and their states	familiar elements and their states
found all different kinds of atoms in the world and have written them down in what we call the	familiar elements and their states such as oxygen,	students discuss familiar	and their states such as oxygen, iron, and hydrogen	familiar elements and their states such as oxygen,	familiar elements and their states such as oxygen,
found all different kinds of atoms in the world and have written them down in what we call the Periodic Table of Elements and	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic	students discuss familiar elements and their states such as	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate	students discuss familiar elements and their states such as oxygen, iron,	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively
found all different kinds of atoms in the world and have written them down in what we call the Periodic Table of Elements and	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group	students discuss familiar elements and their states such as oxygen, iron, and hydrogen	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table.	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members list as many	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many physical	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's work listing as
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members list as many	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members list as many physical properties	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many physical properties as	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's work listing as many physical
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members list as many physical	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members list as many physical properties as possible for	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many physical properties as possible for each	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's work listing as many physical properties as
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members list as many physical properties as	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members list as many physical properties as possible for each item.	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many physical properties as possible for each item. Describe	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's work listing as many physical properties as possible for each
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members list as many physical properties as possible for each	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members list as many physical properties as possible for each item. Describe items	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many physical properties as possible for each item. Describe items orally and	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's work listing as many physical properties as possible for each item. Describe
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members list as many physical properties as possible for each item that they	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members list as many physical properties as possible for each item. Describe items orally and in short	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many physical properties as possible for each item. Describe items orally and in written texts.	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's work listing as many physical properties as possible for each item. Describe items precisely
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	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to group members list as many physical properties as possible for each	students discuss familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group work by listening to	and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Participate in the small group's work listening to group members list as many physical properties as possible for each item. Describe items	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in listing as many physical properties as possible for each item. Describe items orally and	familiar elements and their states such as oxygen, iron, and hydrogen posted on the Periodic Table. Actively participate in the small group's work listing as many physical properties as possible for each item. Describe

chemical.	given a framed	properties as	oral presentation.	presentation.	precise language
Physical properties are those that	sentence. "The	possible for	T	*	when expressing
that can be seen without actually	paperclip is a	each item that			physical
changing the molecules of the	."	they have.			properties in the
substance, model examples		Orally describe			group's
(color, texture, taste, states of		several items			presentation.
matter, smell, shape) and elicit		using color,			•
discussion. Chemical properties		texture, state of			
of matter are those that actually		matter, etc.			
change the chemical make-up of		Sample inst	ructional strategies	and supports	•
the matter; the molecules actually		-	0	• •	
change themselves. Divide class					
into groups of three each with a	Pre-teach selected	Pre-teach	Discuss the	Discuss the	Provide criteria
microscope and each group with	vocabulary;	selected	difference between	difference	of a well-written
items such as sugar, milk, pepper,	provide bilingual	vocabulary;	informal language	between informal	description of
corn starch, cocoa, sand paper,	dictionary or	provide	and formal	language and	scientific
baking soda, wood, tin foil,	online translation	bilingual	language for	formal language	properties that
paperclip, and so on. Have	tool if available.	dictionary or	science.	for science.	student can use
students write down as many		online			for self-
physical properties of these items	Provide list of key	translation tool	Model describing	Model describing	evaluation.
as possible along with the state of	words for	if available.	elements with	elements with	
matter that each item is. Have	students to note		appropriate	appropriate	
each group share out their	when listening to	Provide list of	vocabulary.	vocabulary.	
findings.	the discussion of	key words for			
	periodic table.	students to note			
Science Unit Studies for		when listening			
Homeschoolers and Teachers,		to the discussion of			
Susan Kilbride, iUniverse, Inc.					
		periodic table.			
		Discuss the			
		difference			
		between			
		informal			
		language and			
		formal			
		language for			
		science.			
		Model			
		describing			
		elements with			
		appropriate			
		vocabulary.			
		_			

Grade 7: Standard 8

Standard Standard S	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize the	Determine the	Determine the	Determine the	Determine the
	meaning of a few	meaning of	meaning of	meaning of	meaning
determine the meaning of	frequently	frequently	general academic	general academic	(including the
words and phrases in oral	occurring words	occurring words,	and content-	and content-	figurative and
presentations and literary and	and simple phrases	phrases, and	specific words and	specific words and	connotative
informational text.	in texts about	expressions in	phrases and	phrases, and a	meanings) of
	familiar topics,	texts about	frequently	growing number	general
	experiences, or	familiar topics,	occurring	of idiomatic	academic and
	events, relying	experiences, or	expressions in	expressions in	content-specific
	heavily on	events, using	texts about	texts about a	words and
	context, visual	context, visual	familiar topics,	variety of topics,	phrases,
	aids, and	aids, reference	experiences, or	experiences, or	idiomatic
	knowledge of	materials, and	events, using	events, using	expressions, and
	morphology in	knowledge of	context, visual	context, reference	figurative
	their native	morphology in	aids, reference	materials, and an	language (e.g.,
	language.	their native	materials, and a	increasing	metaphor,
		language.	developing	knowledge of	personification)
			knowledge of	morphology.	in texts about a
			English	1 23	variety of topics,
			morphology (e.g.,		experiences, or
			affixes, roots, base		events, using
			words).		context,
					reference
					materials, and
					knowledge of
					1 1
					morphology.
	Sample Content	-based Participation	on Goals - Mathema	atics	morphology.
Lesson Vignette	Level 1	Lesson 2	on Goals - Mathema Lesson 3	Lesson 4	Lesson 5
Ohio Mathematics Content	Level 1 Listen to the	Lesson 2 Listen to the	Lesson 3 Listen to the	Lesson 4 Listen to the	Lesson 5 Listen to the
	Level 1 Listen to the review of the	Lesson 2 Listen to the review of the	Lesson 3 Listen to the review of the	Lesson 4 Listen to the review of the	Lesson 5 Listen to the review of the
Ohio Mathematics Content	Level 1 Listen to the review of the formulas for the	Lesson 2 Listen to the	Lesson 3 Listen to the	Lesson 4 Listen to the	Lesson 5 Listen to the
Ohio Mathematics Content	Level 1 Listen to the review of the formulas for the area of a rectangle,	Lesson 2 Listen to the review of the formulas for the area of a rectangle,	Lesson 3 Listen to the review of the formulas for the area of a rectangle,	Lesson 4 Listen to the review of the formulas for the area of a rectangle,	Lesson 5 Listen to the review of the formulas for the area of a
Ohio Mathematics Content Standards Statement 7.G	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle	Lesson 5 Listen to the review of the formulas for the area of a rectangle,
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New-	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board.	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New- Learning-	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New- Learning- Standards/Mathematics/Math-	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion,	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board.
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New- Learning- Standards/Mathematics/Math- Standards.pdf.aspx	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New- Learning- Standards/Mathematics/Math- Standards.pdf.aspx Teacher will post the learning	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New- Learning- Standards/Mathematics/Math- Standards.pdf.aspx Teacher will post the learning objective: Students will solve	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations.	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion,
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New- Learning- Standards/Mathematics/Math- Standards.pdf.aspx Teacher will post the learning objective: Students will solve real world problems involving	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/Topics/Ohio-s-New- Learning- Standards/Mathematics/Math- Standards.pdf.aspx Teacher will post the learning objective: Students will solve real world problems involving	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For the assessment,	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net and calculate the	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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:	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For the assessment, show how the	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment,	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment,	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net and calculate the surface area.	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations demonstrating
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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,	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations demonstrating knowledge of
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations demonstrating knowledge of content specific
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations demonstrating knowledge of content specific vocabulary and
Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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.	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations demonstrating knowledge of content specific vocabulary and processes. With
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Ohio Mathematics Content Standards Statement 7.G http://education.ohio.gov/getat tachment/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	Level 1 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculates the surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric	Lesson 2 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cuts out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the	Lesson 3 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. With this hands-on activity, cut out the model into a net and calculate the surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the	Lesson 4 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information	Lesson 5 Listen to the review of the formulas for the area of a rectangle, triangle and circle by posting on the smart board. Contribute to the class discussion, citing how surface are is used in real world situations demonstrating knowledge of content specific vocabulary and processes. With

	T	T	T	T	
(painting houses, wall	x+	the following	numeric	how the surface	net and calculate
papering, and laying tile).	" using pictures,	framed sentence	expressions on the	area is calculated	the surface area.
Students will be working in	number, etc.	on the task card,	task card in his/her	by writing the	Complete this
pairs and be given various		"You can find the	own words using	numeric	activity
shaped boxes (rectangular		surface area of the	academic	expressions on the	independently
prisms and triangular prisms),		rectangular prism	vocabulary in	card, using	and shares
scissors, rulers and		by	simple sentence	academic	information with
calculators. Each pair of		"co	form.	vocabulary in	his/her partner.
students will start with one		mpleting task with		simple and	For the
box, cutting the box along the		the formula for		complex sentence	assessment,
edges so that the box is laid		area of a rectangle		form.	shows how the
out flat. Within each group		and the multi-step			surface area is
they will discuss the shapes of		problem solution.			calculated by
each of the faces that make up					writing the
the net. Then teacher will					numeric
have ask students how they					expressions on
will find the total surface area					the card, using
of the model, eliciting the					academic
response that you must find					vocabulary in
the area of all the faces and					simple and
then add to find the total					complex
surface area. Pairs will use					sentence form.
centimeter rulers to measure		Sample instru	ctional strategies a	nd supports	
each face, calculate the area of					
each face, recording the area	Pre-teach selected	Provide list of key	Model the taking	Model the taking	Demonstrate
on each face of the model.	vocabulary;	words for students	of notes during an	of notes during an	how to use
Finally students will calculate	provide bilingual	to note when	oral presentation,	oral presentation,	context,
the surface area of their	dictionary or	listening to the	and demonstrate	and demonstrate	reference
model. When finished	online translation	discussion of math	how to use the	how to use the	materials, and
students will complete 3"x5"	tool if available.	activity.	notes to	notes to	knowledge of
index cards that say "Using			summarize the key	summarize the key	morphology to
words, numbers and/or	Provide list of key	Have students	points of a	points of a	help determine
pictures, explain to your	words for students	work with a	presentation.	presentation.	meaning of
partner how you would find	to note when	partner in	•		unknown words;
the surface area of this	listening to the	completing the	Have students read	Have students read	have students
triangular prism." Teacher	discussion of math	calculation of	aloud their	aloud their	practice with
will circulate around the room	activity.	areas and	explanations of	explanations of	different
to ensure that students		explanation.	calculations of	calculations of	academic texts.
demonstrate understanding of	Have students		area of different	area of different	
the task and collect the cards	work with a		objects, and	objects, and	Model the
at the end of the class as an	partner in		provide	provide	taking of notes
assessment.	completing the		opportunities for	opportunities for	during an oral
	calculation of		other students to	other students to	presentation,
www.alex.state.al.us/lesson_vi	areas.		summarize what	summarize what	and demonstrate
ew.php?id=26378			they understand	they understand	how to use the
2			from other	from other	notes to
			students'	students'	summarize the
			presentations.	presentations.	key points of a
1			problimations.	problimations.	. –
					presentation.

Grade 7: Standard 9

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Communicate	Recount a brief	Recount a short	Recount a more	Recount a
	simple	sequence of events	sequence of	detailed sequence	complex
create clear and coherent	information about	in order, and	events, with a	of events or steps	sequence of
grade-appropriate speech and	an event or topic,	introduce an	beginning, middle,	in a process, with	events or steps in
text.	with support	informational	and an end, and	a beginning,	a process, with a
	(including context	topic, present one	introduce and	middle, and an	beginning,
	and visual aids)	or two facts about	develop an	end, and introduce	middle, and an
	using non-verbal	it, and provide a	informational	and develop an	end, and
	communication	concluding	topic with a few	informational	introduce and
	and, with limited	statement, with	facts and details,	topic with facts	effectively
	control, a narrow	support (including	and provide a	and details, and	develop an
	range of	sentences), using,	conclusion, using,	provide a	informational
	vocabulary and	with emerging	with developing	concluding section	topic with facts
	syntactically	control, some	control, common	or statement,	and details, and
	simple sentences.	commonly	transitional words	using, with	provide a
	•	occurring linking	and phrases to	increasingly	concluding
		words (e.g., next,	connect events,	independent	section or
		because, and,	ideas, and	control, a variety	statement, using
		also).	opinions (e.g.,	of transitional	a wide variety of
			after a while, for	words and phrases	transitional
			example, in order	to connect events,	words and
			to, as a result).	ideas, and	phrases to show
			to, as a result).	opinions (e.g.,	logical
				however, on the	relationships
				other hand, from	between events
				i that moment on).	and ideas.
	Sample Content	-based Participati	on Goals - Mathem	that moment on).	and ideas.
Lesson Vignette	Sample Content	-based Participation	on Goals - Mathem Level 3		Level 5
Lesson Vignette Mathematics Content				natics	
Mathematics Content	Level 1 Listen to the	Level 2 Listen to the	Level 3 Listen to the	Level 4 Listen to the	Level 5 Listen to the
	Level 1 Listen to the learning objective	Level 2 Listen to the learning objective	Level 3 Listen to the learning objective	Level 4 Listen to the learning objective	Level 5 Listen to the learning
Mathematics Content Statement 7.G	Level 1 Listen to the learning objective and posted	Level 2 Listen to the learning objective and posted	Level 3 Listen to the learning objective and posted	Listen to the learning objective and posted	Level 5 Listen to the learning objective and
Mathematics Content Statement 7.G http://education.ohio.gov/geta	Level 1 Listen to the learning objective and posted vocabulary. Draw	Level 2 Listen to the learning objective and posted vocabulary. Draw	Level 3 Listen to the learning objective and posted vocabulary. Draw	Level 4 Listen to the learning objective and posted vocabulary. Draw	Level 5 Listen to the learning objective and posted
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s-	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with	Level 3 Listen to the learning objective and posted	Level 4 Listen to the learning objective and posted vocabulary. Draw circles	Level 5 Listen to the learning objective and posted vocabulary.
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning-	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently.	Level 5 Listen to the learning objective and posted vocabulary. Draw circles
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s-	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently.
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Math-	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Math- Standards.pdf.aspx	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Math- Standards.pdf.aspx Teacher will post the learning	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Math- Standards.pdf.aspx Teacher will post the learning objective and content	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Math- Standards.pdf.aspx Teacher will post the learning objective and content vocabulary on the smart	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question.	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question.	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this
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Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculates circle	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculate circle	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this question. Calculate circle
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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:	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculates circle area with the	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculate circle area with the	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator.	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator.	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this question. Calculate circle area with the
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculates circle area with the calculator.	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculate circle area with the calculator.	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this question. Calculate circle area with the calculator.
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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,	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculates circle area with the calculator. Completes	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculate circle area with the calculator. Complete the	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this question. Calculate circle area with the calculator. Complete the
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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.	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculates circle area with the calculator. Completes a framed	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculate circle area with the calculator. Complete the KWL Chart using	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using phrases containing	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this question. Calculate circle area with the calculator. Complete the KWL Chart
Mathematics Content Statement 7.G http://education.ohio.gov/geta ttachment/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,	Level 1 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculates circle area with the calculator. Completes	Level 2 Listen to the learning objective and posted vocabulary. Draw circles with support from the partner or the teacher. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle (or may need support from the partner or the teacher). Calculate circle area with the calculator. Complete the	Level 3 Listen to the learning objective and posted vocabulary. Draw circles using the teacher as a model. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using	Level 4 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State formula for the area of a circle and responds when asked this question. Calculate circle area with the calculator. Complete the KWL Chart using	Level 5 Listen to the learning objective and posted vocabulary. Draw circles independently. Estimate area of the circle by counting centimeter squares. State for the area of a circle and respond when asked this question. Calculate circle area with the calculator. Complete the

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		vocabulary.	writing the steps of calculating the area of a circle in logical order.	writing the steps of calculating the area of a circle in logical order.	content vocabulary and writing the steps of finding the area of a circle in logical order.
as she models this on the smart board. Teacher then					Explain orally the steps in
asks students how they would					finding the area
find the area of these circles.					of circle.
Students respond by		Sample instru	ictional strategies a	and supports	•
approximating the number of squares that are inside the circle. Students then respond		•	Ü	••	
with their estimates for the	Provide list of key	Provide list of key	Explain and model	Model how to use	Provide
area of the circles using the	words for students	words for students	the use of a KWL	transitional words	opportunities for
centimeter graph paper.	to note when	to note when	chart.	to connect	students to
Teacher asks if students recall	listening to	listening to		sentences in	practice
the formula for the area of a	information about	information about	Model how to use	describing steps in	explaining steps
circle and students respond	finding the area of	finding the area of	transitional words	a mathematical	in mathematical
with $\square = \square$, $r-2$ Teacher	a circle.	a circle.	to connect	process.	processes.
directs students to find actual		Explain and model	sentences in		
area of these circles using		the use of a KWL	describing steps in		
3.14 for π and compare their		chart.	a mathematical		
estimates with the actual area			process.		
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					
Introduction to Communication Grades 6-8,					
The Math Standards Series,					
Susan O'Connell, Suzanne G.					
Groskey, Heinemann					
	I	I	i	1	i

Grade 7: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize and use	Use nouns,	Use relative	Use an increasing	Use intensive
	a small number of	pronouns, verbs,	pronouns (e.g.,	number of	pronouns and
make accurate use of standard	frequently	prepositions,	who, whom,	intensive pronouns	verbs in the
English to communicate in	occurring nouns,	adjectives,	which, that),	(e.g., myself,	active and
grade-appropriate speech and	noun phrases, and	adverbs,	relative adverbs	ourselves) and	passive voices;
writing.	verbs, and	conjunctions, and	(e.g., where,	verbs in the active	place phrases
	understand and	prepositional	when, why),	and passive	and clauses
	respond to simple	phrases, and	subordinating	voices; place	within a
	questions.	produce simple	conjunctions, and	phrases and	sentence,
		and compound	prepositional	clauses within a	recognizing and
		sentences, with	phrases, and	sentence,	correcting
		support (including	produce and	recognizing and	misplaced and
		visual aids and	expand simple,	correcting most	dangling
		sentences).	compound, and a	misplaced and	modifiers; and
			few complex	dangling	produce and
			sentences, with	modifiers; and	expand simple,
			support (including	produce and	compound, and
			modeled	expand simple,	complex
			sentences).	compound, and	sentences.
				complex	
				sentences.	
			ation Goals - Science		
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Ohio Science Standards	Listen to	Listen to	Listen to	Listen to	Listen to
Content Statement: Matter	discussion of	discussion of	discussion of	discussion of	discussion of
is transferred continuously	vocabulary posted	vocabulary posted	vocabulary posted	vocabulary posted	vocabulary
between organism to	on the smart	on the smart	on the smart	on the smart	posted on the
another organism and	board:	board:	board:	board:	smart board:
between organisms and their	chlorophyll,	chlorophyll,	chlorophyll,	chlorophyll,	chlorophyll,
physical environments (page	carbon dioxide,	carbon dioxide,	carbon dioxide,	carbon dioxide,	carbon dioxide,
218).	chloroplasts,	chloroplasts,	chloroplasts,	chloroplasts,	chloroplasts,
	photosynthesis,	photosynthesis,	photosynthesis,	photosynthesis,	photosynthesis,
http://education.ohio.gov/getat	cellular	cellular	cellular	cellular	cellular
tachment/Topics/Ohio-s-New-	respiration, soil,	respiration, soil	respiration, soil	respiration, soil	respiration, soil
<u>Learning-</u>	sunlight. Observe	and sunlight.	and sunlight.	and sunlight.	and sunlight.
Standards/Science/Science_St	plant within a	Write simple and	Write what	Write and tell	Write and tell
andards.pdf.aspx	group of three,	compound	occurred in the	using clauses,	using clauses,
	listening to the	sentences with	bean experiment	compound	prepositional
This lesson focuses on	responses	support of the	using relative	sentences, and	phrases,
understanding and comparing	regarding the	teacher describing	adverbs,	complex sentences	compound
photosynthesis and	plants with and	bean plants	prepositional	when comparing	sentences, and
respiration. Ask students	without sunlight.	growing in the sun	phrases and	and contrasting the	complex
what plants need in the	Complete framed	and the bean	complex sentences	bean plants. Demonstrate an	sentences when
process of photosynthesis:	sentence, "A plant	plants that did not	with some support from the teacher.		comparing and
carbon dioxide, water and	needs to	have the sunlight. Record chemical	Demonstrate	understanding of the two chemical	contrasting the bean plants.
sunlight. Post vocabulary	grow." Record chemical	equations and	understanding of	equations.	Demonstrate
with oral explanations:	equations and	observe lesson as	the chemical	Contribute to the	understanding of
chlorophyll, chloroplasts,	_		equations and	T-Chart as it	the two
photosynthesis, and cellular	listen as group completes T-	it involves the use of pictures and	contribute to the	compares the two	chemical
respiration. Refer to four bean	Chart.	charts. Contribute	T-Chart as it	_	equations and
plants that students have	Citait.	to the group's T-	compares the two	processes.	contribute to the
		to the group 8 1-	compares the two		continuite to the

planted (a week or so ago) in		Chart as it	processes.		group's T-Chart
identical pots with the same		compares and			comparing the
amount of soil; two pots in a		contrasts			two processes.
place with little or no sun and		photosynthesis and			
the other two in sunny spots,		cellular			
all with the same amount of		respiration.			
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:		Sample instru	ctional strategies a	nd supports	
6CO2+6H2O+light energy=					
C6H1206+6O2 eliciting from	Pre-teach selected	Pre-teach selected	Review use of	Review use of	Provide criteria
the class what each part of the	vocabulary;	vocabulary;	relative adverbs,	intensive pronouns	of a well-written
equation represents (carbon	provide bilingual	provide bilingual	prepositional	and verbs in the	description that
dioxide, water, sugar molecule	dictionary or	dictionary or	phrases and	active and passive	student can use
and oxygen). Teacher then	online translation	online translation	complex sentences	voices; Show	for self
describes (with a visual) how	tool if available.	tool if available.	when sharing	examples of	evaluation.
the roots take in six molecules			information both	writing that	
of water and using chlorophyll	Demonstrate and	Demonstrate and	in writing and	contain these	Provide
in the leaves takes in light	model use of T-	model use of T-	orally. Show	grammatical	opportunities to
energy to produce one sugar	chart to record	chart to record	examples of	forms.	practice giving
molecule and six oxygen	information.	information.	writing that		oral description
molecules. Teacher will post			contain these	Have students	of experiment
the following formula on the			grammatical	practice giving	and make
smart board:			forms.	short oral	improvements
C6H12O6+6O2=				descriptions	based on
6O2+6H2O+energy and elicit				incorporating	feedback from
from students their				relative pronouns	teacher and
observations (same molecules				relative adverbs.	peers.
as photosynthesis; molecules					
are just on the opposite side of					
the equation). Teacher will					
then label this chemical					
equation cellular respiration.					
Ask students what they see					
that plants give off along with					
oxygen. Using					
photosynthesis, plants take in					
energy from the sun to make					
the sugar molecules using					
respiration that releases the					
energy it needs. One way to					
think of it is that					
photosynthesis is when plants					
make sugar and respiration is					
when plants "eat" the sugar.					
Teacher further explains					
cellular respiration. Students					
in groups of three will					
distinguish between the					

photosynthesis and cellular			
respiration by creating a chart.			
Science Unit Studies for			
Homeschoolers and Teachers,			
Susan Kilbride, iUniverse,			
Inc.			

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

Grade 8: Standard 1

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Use a very limited	Use an emerging	Use a developing	Use an increasing	Use a wide
	set of strategies to	set of strategies to	set of strategies to	range of strategies	range of
construct meaning from oral	identify a few key	identify the main	determine the	to determine two	strategies to
presentations and literary and	words and phrases	topic, and retell a	central idea or	or more central	determine
informational text through	in oral	few key details in	theme in simple	ideas or themes in	central ideas or
grade-appropriate listening,	communications	oral	oral presentations	oral presentations	themes in oral
reading, and viewing.	and simple written	communications	or written text, and	or written text, and	presentations or
	texts.	and simple written	explain how it is	explain how they	written text,
		texts.	supported by	are supported by	and explain
			specific details,	specific textual	how they are
			and summarize	details, and	developed by
			part of the text.	summarize a	supporting
				simple text.	ideas or
					evidence, and
					summarize a
					text.
Sa	ample Content-base	d Participation Go	als – English Lang	uage Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Ohio English Language Arts	Read "Through	Read "Through	With teacher	Choose novel,	Choose novel.
Standards R.I.2, R.I.3, W.4,	My Eyes", by	My Eyes", by	support, choose	with teacher	While reading,
W.6	Ruby Bridges. If	Ruby Bridges. If	appropriate,	approval. While	completes all of
	possible, pair with	possible, pair with	leveled novel	reading the	signpost chart.
http://education.ohio.gov/geta	another student	another student	(which may not be	complete all of	After reading,
ttachment/Topics/Ohio-s-	reading same	reading same	on list); a novel	signpost chart.	independently
New-Learning-	noval While	novel. While	with a CD ic	After reading, use	usa amambia
	novel. While		with a CD is		use graphic
Standards/English/ELA-	reading, choose 1-	reading, choose 2-	helpful, but not	graphic organizers	organizers as a
Standards/English/ELA- Standards.pdf.aspx	reading, choose 1- 2 signposts on	reading, choose 2-3 signposts on	helpful, but not necessary. With	graphic organizers as a prewriting	organizers as a prewriting
•	reading, choose 1- 2 signposts on which to focus to	reading, choose 2- 3 signposts on which to focus to	helpful, but not necessary. With limited teacher	graphic organizers as a prewriting strategy. Cite	organizers as a prewriting strategy. Cite
Standards.pdf.aspx	reading, choose 1- 2 signposts on which to focus to record on the	reading, choose 2- 3 signposts on which to focus to record on the	helpful, but not necessary. With limited teacher support complete	graphic organizers as a prewriting strategy. Cite specific textual	organizers as a prewriting strategy. Cite specific textual
Standards.pdf.aspx http://education.ohio.gov/geta	reading, choose 1- 2 signposts on which to focus to record on the signpost	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet	helpful, but not necessary. With limited teacher support complete signpost chart	graphic organizers as a prewriting strategy. Cite specific textual support in order to	organizers as a prewriting strategy. Cite specific textual support in order
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s-	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For	reading, choose 2- 3 signposts on which to focus to record on the signpost worksheet include Again	helpful, but not necessary. With limited teacher support complete signpost chart while reading	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to	organizers as a prewriting strategy. Cite specific textual support in order to write well-
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning-	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions:	organizers as a prewriting strategy. Cite specific textual support in order to write well- developed
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA-	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie,	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and	organizers as a prewriting strategy. Cite specific textual support in order to write well- developed answers in
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning-	reading, choose 1-2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges.	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie,	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner,	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges.	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions:
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a	reading, choose 1-2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions:	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary,
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a biography or autobiography.	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea,
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading you need to	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot diagram. With	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central idea, and	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers will contain	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea, and
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading you need to complete the signpost chart	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot diagram. With teacher support,	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify central message).	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central idea, and contribution to	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers will contain specific details	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea, and contribution to
Standards.pdf.aspx http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading you need to complete the signpost chart (from Notice & Note). Once	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot diagram. With teacher support, summarize the	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify central message). Work with partner	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central idea, and contribution to society. Answers	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers will contain specific details from the text.	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea, and contribution to society.
http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading you need to complete the signpost chart (from Notice & Note). Once you have finished, complete	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot diagram. With teacher support, summarize the novel using two to	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify central message). Work with partner to complete	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central idea, and contribution to society. Answers will contain	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers will contain specific details	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea, and contribution to society. Independently
http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading you need to complete the signpost chart (from Notice & Note). Once you have finished, complete following questions:	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot diagram. With teacher support, summarize the	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify central message). Work with partner to complete graphic organizers	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central idea, and contribution to society. Answers will contain specific details	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers will contain specific details from the text. Create a poster or other visual to aid	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea, and contribution to society. Independently create a visual
http://education.ohio.gov/geta ttachment/Topics/Ohio-s- New-Learning- Standards/English/ELA- Standards.pdf.aspx Biography/Autobiography Reading Project: Choose a biography or autobiography. While reading you need to complete the signpost chart (from Notice & Note). Once you have finished, complete	reading, choose 1- 2 signposts on which to focus to record on the signpost worksheet. For support, watch the Disney movie, Ruby Bridges. With teacher assistance/partner, complete a story map or plot diagram. With teacher support, summarize the novel using two to	reading, choose 2-3 signposts on which to focus to record on the signpost worksheet include Again and Again (central message). For support, watch the Disney movie, Ruby Bridges. (Includes Again and Again that helps to identify central message). Work with partner to complete	helpful, but not necessary. With limited teacher support complete signpost chart while reading novel. After reading, complete and use graphic organizers to write answers to the three questions: summary, central idea, and contribution to society. Answers will contain	graphic organizers as a prewriting strategy. Cite specific textual support in order to support answers to all three questions: summary and central idea. Write a developed paragraph to answer each question. Answers will contain specific details from the text. Create a poster or	organizers as a prewriting strategy. Cite specific textual support in order to write well-developed answers in paragraph form to all three questions: summary, central idea, and contribution to society. Independently

			1 /0"	Ι,	I
discuss the author's		decide on the	paragraph (five to	class.	etc.) to enhance
contribution to society.		novel's central	seven sentences)		presentation to
Students will present a "book		message (use	format. Create a		the class.
share" to the class.		Again & Again	poster or other		
		from signpost	visual to aid in a		
For ELL students, grade level		chart). With	short presentation		
text may not be appropriate.		teacher support,	to the class.		
Choose appropriate reading		write three to five			
level text. For the level one		sentence summary,			
ELL student, this could mean		using simple and			
a picture book with content		compound			
and high interest. It is		sentences. Write			
important to allow the ELL to		one sentence to			
have input in book choice.		identify the central			
		message. Using			
Notice & Note by Beers &		one graphic			
Probst		organizer and			
http://www.heinemann.com/p		written response,			
roducts/E04693.aspx		present with			
		partner novel to			
		class.			
		Sample instru	ctional strategies a	nd supports	•
	Pair students with	Pair students with	Demonstrate and	Provide criteria for	Provide
	partner reading	partner reading	model use of plot	writing cohesive	opportunities
	same novel.	same novel.	diagram.	paragraphs (main	for students to
				idea, supporting	practice sharing
	Provide list of key	Provide list of key	Provide criteria for	details); share	information
	words for students	words for students	writing cohesive	examples of model	about the novel.
	to note while	to note while	paragraphs (main	paragraphs.	
	reading.	reading.	idea, supporting	F 8F	
			details); share		
	Read aloud	Provide sentence	examples of model		
	sections of the	structures and have	paragraphs.		
	book: then lead	student practice	r		
	discussion of the	using structures to			
	central ideas of	share information.			
	each section.	share information.			
	cach section.				
1	l	ı	ı		

Grade 8: Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Participate in	Participate in	Participate in	Participate in	Participate in
	short	short	conversations,	conversations,	extended
	conversational	conversational and	discussions, and	discussions, and	conversations,
participate in grade-	and written	written exchanges	written exchanges	written exchanges	discussions, and
appropriate oral and written	exchanges on	on familiar topics	on familiar topics	about a variety of	written
exchanges of information,	familiar topics,	and texts,	and texts; building	topics, texts, and	exchanges about
ideas, and analyses,	presenting simple	presenting	on the ideas of	issues; building on	a variety of
responding to peer, audience,	information and	information and	others and express	the ideas of others	topics, texts, and
or reader comments and	responding to	ideas and	his or her own;	and expressing his	issues; building
questions.	simple questions	responding to	asking and	or her own; asking	on the ideas of
	and some wh-	simple questions	answering	and answering	others and
	questions.	and wh- questions.	relevant questions;	relevant questions;	expressing his or
			and adding	adding relevant	her own clearly;
			relevant	information and	posing and
			information.	evidence; and	responding to
				paraphrasing the	relevant
				key ideas	questions;
				expressed.	adding relevant
					and specific
					evidence; and
					summarizing and
					reflecting on the
					key ideas
					expressed.
	Sample Content-	based Participatio	n Goals – Social St	udies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Social Studies Standard 2	With	With partner or	In a small	Complete a chart	Complete a chart
	teacher/partner	small group,	group/limited	identifying	identifying
Explain the economic and	support, complete	complete a chart	support, complete	economic and	economic and
religious reasons for the	a chart identifying	identifying	a chart identifying	religious reasons	religious reasons
exploration and colonization	economic and	economic and	economic and	for ONE colonial	
of North America by				TOT ONE COTORIAL	for ONE colonial
-	religious reasons	religious reasons			for ONE colonial European power
Europeans.	religious reasons for ONE colonial	religious reasons for ONE colonial	religious reasons for ONE colonial	European power to colonize North	for ONE colonial European power to colonize
Europeans.	· ·		religious reasons	European power	European power
Europeans. Students assume the role of	for ONE colonial	for ONE colonial	religious reasons for ONE colonial	European power to colonize North	European power to colonize
•	for ONE colonial European power	for ONE colonial European power	religious reasons for ONE colonial European power	European power to colonize North	European power to colonize
Students assume the role of	for ONE colonial European power to colonize North	for ONE colonial European power to colonize North	religious reasons for ONE colonial European power to colonize North	European power to colonize North America.	European power to colonize North America.
Students assume the role of someone from one of these	for ONE colonial European power to colonize North	for ONE colonial European power to colonize North	religious reasons for ONE colonial European power to colonize North	European power to colonize North America.	European power to colonize North America.
Students assume the role of someone from one of these colonial powers: Great Britain,	for ONE colonial European power to colonize North America.	for ONE colonial European power to colonize North America.	religious reasons for ONE colonial European power to colonize North America.	European power to colonize North America. Write an editorial justifying why	European power to colonize North America. Write a well- developed
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	for ONE colonial European power to colonize North America. Using prepared	for ONE colonial European power to colonize North America. Give a five-	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why	European power to colonize North America. Write an editorial justifying why ONE of the	European power to colonize North America. Write a well-developed editorial justifying and citing evidence
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	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about	for ONE colonial European power to colonize North America. Give a five- sentence	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the	European power to colonize North America. Write an editorial justifying why ONE of the colonial European	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of
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.	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial
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	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial European	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European power colonized	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America. Orally present	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers
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-	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial European power colonized	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America. Orally present summary of	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers colonized North
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 roleplay in front of the class and	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial European	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European power colonized North America.	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized North America.	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America. Orally present summary of editorial during	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers
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 roleplay in front of the class and the class could determine if the	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial European power colonized North America.	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European power colonized North America. Listen for either	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized North America. Orally present	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America. Orally present summary of	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers colonized North America.
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 roleplay in front of the class and the class could determine if the reasons were economic or	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial European power colonized North America. Listen for either	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European power colonized North America. Listen for either religious or	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized North America. Orally present summary of	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America. Orally present summary of editorial during role play.	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers colonized North America. Orally present
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 roleplay in front of the class and the class could determine if the reasons were economic or religious. Students also could	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial European power colonized North America. Listen for either religious or	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European power colonized North America. Listen for either religious or economic reasons	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized North America. Orally present	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America. Orally present summary of editorial during role play. Listen for either	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers colonized North America. Orally present summary of
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 roleplay in front of the class and the class could determine if the reasons were economic or	for ONE colonial European power to colonize North America. Using prepared sentence frame provides a simple explanation about why the ONE colonial European power colonized North America. Listen for either	for ONE colonial European power to colonize North America. Give a five- sentence explanation to show why ONE colonial European power colonized North America. Listen for either religious or	religious reasons for ONE colonial European power to colonize North America. Write a simple editorial explaining why ONE of the colonial European powers colonized North America. Orally present summary of	European power to colonize North America. Write an editorial justifying why ONE of the colonial European powers colonized North America. Orally present summary of editorial during role play.	European power to colonize North America. Write a well-developed editorial justifying and citing evidence for why ONE of the colonial European powers colonized North America. Orally present

Then, with the editorials	during other	students'	religious or	for colonization	
placed around the room,	students'	presentations, and	economic reasons	during	Listen for either
students read them and place	presentations, and	mark checklist	for colonization	presentations, and	religious or
stickers on each editorial	mark checklist	(country with	during other	marks checklist	economic
classifying the justifications as	(country with	column to check	students'	(country with	reasons for
religious or economic.	column to check	religious or	presentations, and	column to check	colonization
	religious or	economic). Check	mark checklist	religious or	during
(Ohio Social Studies Standards	economic).	whether religious	(country with	economic). Check	presentations,
Grade 8 Model Curricula p. 3)	,	or economic	column to check	whether religious	and marks
http://education.ohio.gov/getat		justifications are	religious or	or economic	checklist
tachment/Topics/Academic-		given.	economic).	justifications are	(country with
Content-Standards/Social-		8	.,,	given and take	column to check
Studies/Grade-8-Social-			Check whether	notes on at least	religious or
Studies-Model-			religious or	two justifications	economic).
Curriculum April2014.pdf.asp			economic	per country.	Check whether
<u>X</u>			justifications are	F	religious or
<u>-</u>			given and take		economic
			notes on at least		iustifications are
			one justification		given and take
			per country.		notes on the
			per country.		justifications for
					each country.
		Somple instru	। ıctional strategies ३	nd supports	cach country.
		Sample instit	ictional strategies a	and supports	
	Provide list of key	Provide sample	Model asking	Provide criteria	Provide
	words for students	sentence	questions during a	for writing	opportunities for
	to note when	structures to share	presentation.	cohesive	students to
	listening to and	information.		paragraphs (main	practice sharing
	viewing		Model taking	idea, supporting	information
	information about	Provide feedback	notes during a	details); share	through role
	the colonization of	on students'	presentation.	examples of	play.
	North America.	written paragraphs		model paragraphs.	
		so they can make			
	Demonstrate use	improvements.			
	of chart to record				
	information.				
	Provide sample				
	sentence				
1	Belliefice		1		
	structures to share				
	structures to share information.				

Grade 8: Standard 3

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Communicate	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral
Speak and write about grade	simple	presentations and	presentations and	presentations and	presentations
appropriate complex literary	information about	compose written	compose written	compose written	and compose
and informational texts and	familiar texts,	narrative or	narratives or	narratives or	written
topics	topics and	informational	informational	informational	narratives or
•	experiences.	texts about	texts about	texts about a	informational
	•	familiar texts,	familiar texts,	variety of texts,	texts about a
		topics,	topics and	topics and	variety of texts,
		experiences or	experiences,	experiences,	topics and
		events.	developed with	developed with	experiences,
			some details.	some specific	developed with
				details.	relevant details,
				Gottalis.	ideas or
					information.
	Sample Content-b	acad Participation	Cools Language	Arte	information.
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Lesson vignette	With teacher				
DIAGO I INTO	support, list (in 1-	With teacher	With limited	After completing	After
ELA Standard R.L.6	* *	support, complete	teacher support,	a pre-writing	completing a
	2 word phrases)	a Venn diagram	complete a Venn	activity, such as a	pre-writing
"What if" Paragraph: Read	his/her	that compares and	diagram that	Venn diagram,	activity, such as
aloud a section of the	thoughts/feelings/	contrasts a minor	compares and	write a developed	a Venn diagram,
suspenseful short story, "The	possible actions	character from the	contrasts a minor	paragraph that	write a well-
Tell-Tale Heart" by Edgar	about the suspense	text to him/her.	character to	considers the	developed
Allan Poe. After general	in the story.	Write and tell in	him/her. Using	similarities and	paragraph that
discussion about the actions of	Using prepared	5-7 sentences the	the Venn diagram,	differences	considers the
the main characters, have	sentence frames,	minor character's	write a basic	between a minor	similarities and
students complete a "What	write and tell 2-3	thoughts, feelings,	paragraph that	character and	differences
If" paragraph. Students put	simple sentences	and actions, and	explains the minor	him/her by	between a
themselves into the position of	about the effects	how they would	character's	describing the	minor character
a minor character of the story.	of the different	be similar or	thoughts, feelings,	minor character's	and him/her by
As a minor character, what	points of view	different to the	and actions, and	thoughts, feelings	describing the
would their thoughts, feelings,	(e.g. The minor	student's	explains his/her	and actions and	minor
actions, and conversation have	character,,	thoughts, feelings,	thoughts, feelings,	how the student	character's
been in the same event? What	believes (that)	and actions.	and actions.	would have	thoughts,
would each have done?	I believe		Orally share a	thought, felt or	feelings and
Students should be able to	The minor		summary of the	acted. Both	actions and how
explain their responses either					
orally or in writing.	character,, did		written paragraph.	specific	the student
	character,, did (action). If I were		written paragraph.	vocabulary and	would have
Ohio's New Learning	(action). If I were the minor		written paragraph.	vocabulary and clear textual	would have thought, felt or
Standards, ELA Grade 8, page	(action). If I were the minor character, I would		written paragraph.	vocabulary and	would have thought, felt or acted. Both
4	(action). If I were the minor		written paragraph.	vocabulary and clear textual evidence will support the	would have thought, felt or acted. Both specific
	(action). If I were the minor character, I would		written paragraph.	vocabulary and clear textual evidence will support the student's	would have thought, felt or acted. Both specific vocabulary and
	(action). If I were the minor character, I would		written paragraph.	vocabulary and clear textual evidence will support the	would have thought, felt or acted. Both specific
http://education.ohio.gov/getatt	(action). If I were the minor character, I would		written paragraph.	vocabulary and clear textual evidence will support the student's response. Limited teacher support	would have thought, felt or acted. Both specific vocabulary and
http://education.ohio.gov/getatt achment/Topics/Academic-	(action). If I were the minor character, I would		written paragraph.	vocabulary and clear textual evidence will support the student's response. Limited	would have thought, felt or acted. Both specific vocabulary and clear textual
	(action). If I were the minor character, I would		written paragraph.	vocabulary and clear textual evidence will support the student's response. Limited teacher support	would have thought, felt or acted. Both specific vocabulary and clear textual evidence will
achment/Topics/Academic-	(action). If I were the minor character, I would		written paragraph.	vocabulary and clear textual evidence will support the student's response. Limited teacher support may be necessary	would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the
achment/Topics/Academic- Content-	(action). If I were the minor character, I would		written paragraph.	vocabulary and clear textual evidence will support the student's response. Limited teacher support may be necessary in the organization	would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's
achment/Topics/Academic- Content- Standards/English/Grade 8 EL	(action). If I were the minor character, I would	Sample instru		vocabulary and clear textual evidence will support the student's response. Limited teacher support may be necessary in the organization and development of the paragraph.	would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's
achment/Topics/Academic- Content- Standards/English/Grade 8 EL A Model Curriculum October	(action). If I were the minor character, I would	Sample instru	written paragraph. ctional strategies a	vocabulary and clear textual evidence will support the student's response. Limited teacher support may be necessary in the organization and development of the paragraph.	would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's
achment/Topics/Academic- Content- Standards/English/Grade 8 EL A Model Curriculum October	(action). If I were the minor character, I would	Sample instru		vocabulary and clear textual evidence will support the student's response. Limited teacher support may be necessary in the organization and development of the paragraph.	would have thought, felt or acted. Both specific vocabulary and clear textual evidence will support the student's

words	s for students	words for students	diagram to	cohesive	for students to
to not	te while	to note while	compare and	paragraphs (main	practice sharing
readii	ng.	reading.	contrast	idea, supporting	information
			information	details); share	about the novel.
Provi	de	Demonstrate how		examples of	
oppoi	tunities for	to use Venn	Provide criteria	model paragraphs.	
stude	nts to ask	diagram to	for writing		
quest	ions about	compare and	cohesive	Provide	
words	s or phrases	contrast	paragraphs (main	opportunities for	
they o	lon't	information.	idea, supporting	students to	
under	rstand.		details); share	practice sharing	
		Pair students with	examples of	information about	
Pair s	tudents with	partner in writing	model paragraphs.	the novel.	
partne	er in	sentences.			
comp	leting				
senter	nce frames.				

Grade 8: Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Express an	Construct a claim	Construct a claim	Construct a claim	Construct a
	opinion about	about familiar	about a familiar	about a variety of	claim about a
construct grade-appropriate	familiar topics.	topics and give a	topic: introduce	topics: introduce	variety of topics:
oral and written claims and	•	reason to support	the topic and	the topic, provide	introduce the
support them with reasoning		the claim.	provide several	sufficient reasons	topic, provide
and evidence.			supporting reasons	or facts to support	compelling and
			or facts in a	the claim, and	logically ordered
			logical order, and	provide a	reasons or facts
			provide a	concluding	that effectively
			concluding	statement.	support the
			statement.		claim, and
					provide a
					concluding
					statement.
	Sample Content	-based Participatio	on Goals – Social St	tudies	
Taggar Views 44	Tomal 1	I	I	I again 4	T
Lesson Vignette	Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	With a partner or	With a partner or	With limited	Create a pamphlet	Create a
	teacher support, create a poster that	teacher support, create a pamphlet	teacher support, create a pamphlet	or newspaper article that	pamphlet,
	expresses at least	that expresses one	or newspaper	expresses 2-3	newspaper article, or web
	1 claim of the	claim, supported	article that	claims, supported	page that
Social Studies Standard 5	colonists that led	with at least two	expresses 1-2	by 2-3 reasons or	expresses 3
	to the Declaration	reasons, of the	claims, supported	facts for each	claims,
Have students illustrate (e.g.,	of Independence	colonists that led	by 2-3 reasons for	claim, of the	supported by 2-3
graphic organizer, poster,	and American	to the Declaration	each claim, of the	colonists that led	reasons or facts
pamphlet, newspaper article,	Revolution.	of Independence	colonists that led	to the Declaration	for each claim,
web page) the colonial		and American	to the Declaration	of Independence	of the colonists
discontent influenced by		Revolution.	of Independence	and American	that led to the
Enlightenment ideas that led			and American	Revolution. The	Declaration of
to the Declaration of			Revolution. The	pamphlet or article	Independence
Independence and American Revolution.			pamphlet or article	contains well-	and American
Revolution.			will draw	organized	Revolution. The
(Ohio Social Studies			conclusions of the	paragraphs for	pamphlet, article,
Standards, Grade 8 Model			colonists' point of	each claim and	or web page will
Curricula p. 7)			view.	will draw	contain well-
Carricana p. 7)				conclusions of the	organized
http://education.ohio.gov/geta				colonists' point of	paragraphs that
ttachment/Topics/Academic-				view.	provide
Content-Standards/Social-					compelling and
Studies/Grade-8-Social-					logically ordered reasons or facts
Studies-Model-					that effectively
Curriculum April2014.pdf.as					support the
<u>px</u>					claim, and
					provide a
					concluding
					statement of the
					colonists' point
					of view.
		Sample instru	uctional strategies a	and supports	
		•	6	• •	

Pre-te	ach selected	Model both oral	Provide criteria	Provide feedback	Provide time for
vocab	ulary;	and written	for writing	on initial drafts of	sharing drafts
provid	le bilingual	statements	cohesive	pamphlet or	with peers and
diction	nary or	expressing	paragraphs (main	article, and allow	getting their
online	translation	opinions with	idea, supporting	students to make	feedback before
tool if	available.	reasons.	details); share	revisions based on	completing final
			examples of	feedback.	draft of
			model paragraphs.		summary.

Grade 8: Standard 5

Standard S	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Gather	Gather	Gather	Gather	Gather
An EDD can	information from	information from	information from	information from	information from
conduct research and evaluate	a few provided	provided sources	multiple provided	multiple print and	multiple print
and communicate findings to	sources and label	and record some	print and digital	digital sources,	and digital
answer questions or solve	collected	data and	sources and	using search terms	sources, using
problems.	information.	information.	summarize or	effectively; quote	search terms
problems.	imormation.	iniormation.	paraphrase	or paraphrase the	effectively; and
			observations,	data and	(at Grade 8)
			ideas, and	conclusions of	evaluate the
			information, with	others, using	credibility of
			labeled	charts, diagrams,	each source:
			illustrations,	or other graphics,	quote or
			diagrams, or other	as appropriate;	paraphrase the
			graphics, as	and cite sources,	data and
				· ·	conclusions of
			appropriate, and cite sources.	using a standard format for	
			cité sources.		others, using
				citation.	charts, diagrams,
					or other graphics,
					as appropriate;
					and cite sources,
					using a standard
					format for citation.
	Carrala Cara	-4 h - 1 D - 4 - 1	ation Goals – Scien		Citation.
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Ohio Science Standards	Listen as teacher	Listen as teacher	Actively listen as	Actively listen as	Actively listen as
Content Statement:	introduces the	introduces the	teacher introduces	teacher introduces	teacher
	learning objective	learning objective	the learning	the learning	introduces the
Forces have magnitude and direction. (Page	and demonstrates	and demonstrates	objective and	objective and	learning
270.)	the meaning of the	the meaning of the	demonstrates the	demonstrates the	objective and
270.)	vocabulary with	vocabulary with	meaning of the	meaning of the	demonstrates the
http://education.ohio.gov/g	regalia. Engage	regalia. Engage	vocabulary with	vocabulary with	meaning of the
etattachment/Topics/Ohio-	with others in the	with others in the	regalia. Engages	regalia. Engage	vocabulary with
s-New-Learning-	group of three to	group of three to	with others in the	with others in the	regalia. Engage
Standards/Science/Science	perform	perform	group of three to	group of three to	with others in the
Standards.pdf.aspx	experiments with	experiments with	perform	perform	group of three to
<u>Standards.pdr.aspx</u>	the coffee cups	the coffee cups	experiments with	experiments with	perform
Teacher posts learning	half-filled with	half-filled with	the coffee cups	the coffee cups	experiments with
objective: Students will	pennies. Assist	pennies. Assist	half-filled with	half-filled with	the coffee cups
describe friction as a force	group in taping	group in taping	pennies. Assist	pennies. Assist	half-filled with
that affects motion, know	the cup. Actively	the cup. Actively	group in taping	group in taping	pennies. Assist
the difference between	are cup. rectively				-
I am amoronee between	watch as teacher	watch as teacher	the cup Actively	the cup Actively	group in taning
static friction and kinetic	watch as teacher models the	watch as teacher models the	the cup. Actively watch as teacher	the cup. Actively watch as teacher	group in taping the cup.
static friction and kinetic	models the	models the	watch as teacher	watch as teacher	the cup.
friction and explain why	models the experiment with	models the experiment with	watch as teacher models the	watch as teacher models the	the cup. Actively watch
friction and explain why friction occurs. Teacher	models the experiment with the spring scale in	models the experiment with the spring scale in	watch as teacher models the experiment with	watch as teacher models the experiment with	the cup. Actively watch as teacher
friction and explain why friction occurs. Teacher posts/ discusses	models the experiment with the spring scale in a horizontal	models the experiment with the spring scale in a horizontal	watch as teacher models the experiment with the spring scale in	watch as teacher models the experiment with the spring scale in	the cup. Actively watch as teacher models the
friction and explain why friction occurs. Teacher posts/ discusses vocabulary: friction,	models the experiment with the spring scale in a horizontal position. Assist in	models the experiment with the spring scale in a horizontal position.	watch as teacher models the experiment with the spring scale in a horizontal	watch as teacher models the experiment with the spring scale in a horizontal	the cup. Actively watch as teacher models the experiment with
friction and explain why friction occurs. Teacher posts/ discusses vocabulary: friction, kinetic friction, static	models the experiment with the spring scale in a horizontal position. Assist in completing the	models the experiment with the spring scale in a horizontal position. Contribute some	watch as teacher models the experiment with the spring scale in a horizontal position.	watch as teacher models the experiment with the spring scale in a horizontal position.	the cup. Actively watch as teacher models the experiment with the spring scale
friction and explain why friction occurs. Teacher posts/ discusses vocabulary: friction, kinetic friction, static friction, and control,	models the experiment with the spring scale in a horizontal position. Assist in completing the group's data sheet.	models the experiment with the spring scale in a horizontal position. Contribute some of the data on the	watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on	watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on	the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal
friction and explain why friction occurs. Teacher posts/ discusses vocabulary: friction, kinetic friction, static friction, and control, variable. In groups of	models the experiment with the spring scale in a horizontal position. Assist in completing the group's data sheet. Using text and	models the experiment with the spring scale in a horizontal position. Contribute some of the data on the group's data sheet.	watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data	watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data	the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position.
friction and explain why friction occurs. Teacher posts/ discusses vocabulary: friction, kinetic friction, static friction, and control,	models the experiment with the spring scale in a horizontal position. Assist in completing the group's data sheet.	models the experiment with the spring scale in a horizontal position. Contribute some of the data on the	watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on	watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on	the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal

a spring scale to drag ceramic coffee cups halffilled 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 complete one item under each column in the K-W-L chart. classroom complete two ideas under each column in the K-W-L chart. classroom
complete at least
two ideas under
each column in
the K-W-L chart,
using
observations,
graphics, or
illustrations and
citing the sources.

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.

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.

data sheet.

Using text and

Sample instructional strategies and supports

Pre-teach selected	Pre-teach selected	Provide model	Provide model	Lead discussion
vocabulary using	vocabulary using	sentence	sentence	on the soundness
illustrations and	illustrations and	structures that can	structures that can	of evidence
photos from the	photos from the	be used to	be used to	gained from the
Internet; provide	Internet; provide	describe scientific	describe scientific	experiment and
bilingual	bilingual	observations.	observations.	observations to
dictionary or	dictionary or			support certain
online translation	online translation			claims friction.
tool if available.	tool if available.			
Provide list of key	Provide list of key			
words for students	words for students			
to note when	to note when			
listening to the	listening to the			
lesson	lesson			
introduction.	introduction.			
Demonstrate how	Demonstrate how			
to use the KWL	to use the KWL			
chart.	chart.			

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.			
www.TeachEngineering.or			
g			

Grade 8: Standard 6

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an	Identify the main	Explain the	Analyze the	Analyze and
author or a	argument and one	•	•	evaluate the
speaker makes.	reason an author	author or a	•	argument and
•	or a speaker gives	speaker makes	-	specific claims in
		and distinguish	determining	texts or
	argument.	between claims	whether the	speech/presentati
		that are supported	evidence is	ons, determining
		by reasons and	sufficient to	whether the
		evidence from	support the	reasoning is
		those that are not.	claims, and cite	sound and the
			textual evidence	evidence is
			to support the	relevant and
			analysis.	sufficient to
				support the
				claims; and cite
				textual evidence
				to support the
				analysis.
Sample Content-	based Participation	on Goals – Social S	tudies	
Level 1	Level 2	Level 3	Level 4	Level 5
				In a small group,
	use teacher-	0 1		research (using
selected (and	selected sources	sources from a	positions of both	credible sources)
	to complete an	selection of	the Federalists	the positions of
source that	outline of either	teacher- provided	and the Anti-	both the
identifies the	the Federalists or	sources. Create an	Federalists on the	Federalists and
positions of a	Anti-Federalists	outline that	adoption of the	the Anti-
Federalist and an	positions, on the	includes at least 2-	U.S. Constitution.	Federalists on the
Anti-Federalist on	adoption of the	3 pieces of	Create an outline	adoption of the
the adoption of	U.S. Constitution.	information to	that includes at	U.S. Constitution.
the U.S.	Each position will	support both the	least 3-5 pieces of	Creates an outline
the U.S. Constitution. Use	include at least 3	support both the Federalists' and	information to	that includes at
	include at least 3 pieces of	Federalists' and the Anti-	information to support each	that includes at least 3-5 pieces of
Constitution. Use this source to complete a	include at least 3	Federalists' and the Anti- Federalists'	information to support each position. Write a	that includes at
Constitution. Use this source to complete a worksheet where	include at least 3 pieces of	Federalists' and the Anti- Federalists' positions on the	information to support each position. Write a developed	that includes at least 3-5 pieces of information to support each
Constitution. Use this source to complete a worksheet where they label if a	include at least 3 pieces of	Federalists' and the Anti- Federalists' positions on the adoption of the	information to support each position. Write a developed paragraph/s that	that includes at least 3-5 pieces of information to support each position. Write a
Constitution. Use this source to complete a worksheet where they label if a statement supports	include at least 3 pieces of	Federalists' and the Anti- Federalists' positions on the adoption of the U.S. Constitution.	information to support each position. Write a developed paragraph/s that summarize and/or	that includes at least 3-5 pieces of information to support each position. Write a developed
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or	include at least 3 pieces of	Federalists' and the Anti- Federalists' positions on the adoption of the U.S. Constitution. Write a basic	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of	Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position.	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize,
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or	include at least 3 pieces of	Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase,
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of	Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of	Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position,	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position.
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of	Federalists' and the Anti- Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of	Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position,	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of	Federalists' and the Anti- Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard format for
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of information.	Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate citations.	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for citation.	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of information.	Federalists' and the Anti- Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for citation.	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard format for
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-Federalists.	include at least 3 pieces of information. Sample instru	Federalists' and the Anti- Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate citations.	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for citation.	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard format for citation.
Constitution. Use this source to complete a worksheet where they label if a statement supports the Federalists or the Anti-	include at least 3 pieces of information.	Federalists' and the Anti-Federalists' positions on the adoption of the U.S. Constitution. Write a basic paragraph that summarizes or paraphrases each side's position, with appropriate citations.	information to support each position. Write a developed paragraph/s that summarize and/or paraphrase each side's position. All evidence will use standard format for citation.	that includes at least 3-5 pieces of information to support each position. Write a developed paragraph/s that summarize, paraphrase, and/quote each side's position. All evidence will use standard format for
	Identify a point an author or a speaker makes. Sample Content- With a partner, read a teacher-selected (and highlighted) source that identifies the positions of a Federalist and an Anti-Federalist on the adoption of	Identify a point an author or a speaker makes. Sample Content-based Participation of a speaker gives to support the argument. Level 1 Level 2 With a partner, read a teacher-selected (and highlighted) source that identifies the positions of a Federalist and an Anti-Federalist on the adoption of the U.S. Constitution.	Identify a point an author or a speaker makes. Sample Content-based Participation Goals – Social States and author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. Level 1 Level 2 Level 3 With a partner, read a teacher-selected (and highlighted) source that identifies the positions of a Federalist and an Anti-Federalist on the adoption of Anti-Federalist on the adoption of the adoption of the adoption of the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. Level 2 Level 3 In a small group, choose 2-3 sources from a selection of teacher-provided sources. Create an outline that includes at least 2-3 pieces of information to	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. Identify the main argument and one reason an author or a speaker makes to support the argument. Identify the main argument and one reason an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. Identify a point an argument and one reason an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. In a small group, use teacher-selected (and highlighted) source that identifies the positions of a Pederalists or Anti-Federalists or positions of a Pederalists on the adoption of the adoption of the adoption of the and price argument and suthor or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. It vell 1 Level 2 Level 3 Level 4 In a small group, choose 2-3 research the positions of both the Federalists or the adoption of the unsaling the argument and anuthor or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. It values argument and argument and author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. It values argument and argument and author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not. It values argument an author or a support the claims, and cite textual evidence to support th

<u>x</u>	photos from the	photos from the	without	without	and supporting
	Internet; provide	Internet; provide	supporting	supporting	reasons that
	bilingual	bilingual	reasons and	reasons and	students can use
	dictionary or	dictionary or	claims with	claims with	as self evaluation
	online translation	online translation	supporting	supporting	during the writing
	tool if available	tool if available	reasons. Give	reasons. Have	process.
			examples.	students give	
	Provide list of key	Provide list of key		examples of each.	
	words for students	words for students	Provide rubric		
	to note when	to note when	students can use	Provide rubric	
	reading about	reading about	to analyze	students can use	
	issues relating to	issues relating to	arguments and	to analyze	
	adoption of U.S.	adoption of U.S.	supporting	arguments and	
	Constitution.	Constitution	reasons.	supporting	
				reasons.	
		Explain the			
		difference			
		between claims			
		without			
		supporting			
		evidence and			
		claims with			
		supporting			
		evidence. Give			
		examples.			
	K		ł	4	

Grade 8: Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize the	Adapt language	Adapt language	Adapt language	Adapt language
	meaning of some	choices according	choices and style	choices and style	choices and style
adapt language choices to	words learned	to task and	according to	according to	according to
purpose, task, and audience	through	audience with	purpose, task, and	purpose, task, and	purpose, task,
when speaking and writing.	conversations,	emerging control,	audience, with	audience, with	and audience,
	reading, and being	and begin to use	developing ease;	increasing ease;	with ease; use a
	read to.	frequently	use an increasing	use a wider range	wide variety of
		occurring general	number of general	of general	complex general
		academic and	academic and	academic and	academic and
		content-specific	content-specific	content-specific	content-specific
		words and phrases	words and phrases	academic words	academic words
		in conversations	in speech and	and phrases, and	to express ideas
		and discussions.	short written texts,	maintain	precisely, and
			and show	consistency in	maintain an
			developing control	style and tone	appropriate and
			of style and tone	throughout most	consistent style
			in oral or written	of oral or written	and tone
			text.	text.	throughout an
					oral or written
					text.
	Sample Conten	t-based Participati	on Goals – Mathen	natics	
Lesson Vignette -	Level 1	Level 2	Level 3	Level 4	Level 5
Mathematics		20.02			20,010
Withingthe	Use some	Use mathematical	Explain to a	Demonstrate	Demonstrate
Ohio Mathematics	mathematical	vocabulary	partner how to use	understanding of	understanding of
Standards Content	vocabulary:	(triangle, right	the Pythagorean	the mathematical	the mathematical
Statement 8.G:	triangle, angle,	triangle, angle,	Theorem to find	vocabulary and the	vocabulary and
	side, length, right	side, length, and	the length of a side	concept of the	the concept of
http://education.ohio.gov/geta	angle, hypotenuse	hypotenuse and	of a right triangle.	Pythagorean	the Pythagorean
ttachment/Topics/Ohio-s-	with support of a	Pythagorean	Independently	Theorem and how	Theorem and
New-Learning-	partner and visual	Theorem) in	solve problems	to solve for	how to solve for
Standards/Mathematics/Math	aids. Label right	simple sentence.	using this	missing	missing
-Standards.pdf.aspx	angles, sides,	With a partner,	theorem. Justify	measurements in	measurements in
	angles, and the	apply	his/her process	triangular	triangular
Students will be discovering	hypotenuse with a	, a -2. +, b -2. =, c -	using	problems using	problems using
the Pythagorean Theorem	partner. Complete	2.in order to find	mathematical	clear oral and	clear oral,
using manipulatives. They	framed sentences	the length of a	vocabulary and	written	written, concise
will use the theorem to	such as A	side.	correct notations	explanations.	responses.
identify right triangles and			within this task.	Demonstrate an	Demonstrate an
find the missing side lengths	has			understanding that	understanding
of right triangles. Students	one 90 degree			the Pythagorean	that this theorem
will recognize when the use	angle.			Theorem is only	is only used with
of the Pythagorean Theorem				used with right	right triangles.
is appropriate, i.e. can only be				triangles. With a	Write and present their
used with right triangles.				partner write and	•
Students will be able to find				present their own	own problems
the distance between two				problems using this theorem when	using this theorem when
points on the coordinate plane. Students will be				requested.	requested.
drawing right triangles on			<u> </u>	requested.	requested.
grid paper labeling: legs,					
gira paper rabelling. 10gs,					

hypotenuse, sides a, b, c, and the right angle. Students will recall the Pythagorean	Sample instructional strategies and supports					
Theorem with a partner (, \alpha-2. +, \beta-2. =, \cdot -2.) and discuss its mathematical meaning with a partner. http://www.shodor.org/interactivate/lessons/PythagoreanTheorem/	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to information relating to math lesson.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when listening to information relating to math lesson.	Discuss the difference between informal language and formal mathematic language forms and vocabulary. Model describing geometric figures with appropriate vocabulary.	Discuss the difference between informal language and formal mathematic language forms and vocabulary. Model describing geometric figures with appropriate vocabulary.	Provide criteria of a well-written mathematical problem that student can use for self evaluation durin the writing process.	
	1655011.	Discuss the difference between informal language and formal mathematic language forms and vocabulary.				

Grade 8: Standard 8

Standard	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can	Recognize the	Determine the	Determine the	Determine the	Determine the			
	meaning of a few	meaning of	meaning of	meaning of	meaning			
determine the meaning of	frequently	frequently	general academic	general academic	(including the			
words and phrases in oral	occurring words	occurring words,	and content-	and content-	figurative and			
presentations and literary and	and simple	phrases, and	specific words	specific words	connotative			
informational text.	phrases in texts	expressions in	and phrases and	and phrases, and a	meanings) of			
	about familiar	texts about	frequently	growing number	general academic			
	topics,	familiar topics,	occurring	of idiomatic	and content-			
	experiences, or	experiences, or	expressions in	expressions in	specific words			
	events, relying	events, using	texts about	texts about a	and phrases,			
	heavily on	context, visual	familiar topics,	variety of topics,	idiomatic			
	context, visual	aids, reference	experiences, or	experiences, or	expressions, and			
	aids, and	materials, and	events, using	events, using	figurative			
	knowledge of	knowledge of	context, visual	context, reference	language (e.g.,			
	morphology in	morphology in	aids, reference	materials, and an	metaphor,			
	their native	their native	materials, and a	increasing	personification)			
	language.	language.	developing	knowledge of	in texts about a			
			knowledge of	morphology.	variety of topics,			
			English		experiences, or			
			morphology (e.g.,		events, using			
			affixes, roots,		context, reference			
			base words).		materials, and			
					knowledge of			
					morphology.			
Sample Content-based Participation Goals - Mathematics								
	Sample Content	-vascu i ai ucipati	on Goals - Mathen	iatics				
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5			
Lesson Vignette Ohio Mathematics					Level 5 Recognize the			
	Level 1	Level 2	Level 3	Level 4				
Ohio Mathematics	Level 1 Recognize the	Level 2 Recognize the	Level 3 Recognize the	Level 4 Recognize the	Recognize the			
Ohio Mathematics Standards Content	Level 1 Recognize the vocabulary and	Level 2 Recognize the vocabulary and	Level 3 Recognize the vocabulary and	Level 4 Recognize the vocabulary and	Recognize the vocabulary and			
Ohio Mathematics Standards Content Statement 8.G	Level 1 Recognize the vocabulary and the formulas that	Level 2 Recognize the vocabulary and the formulas that	Level 3 Recognize the vocabulary and the formulas that	Recognize the vocabulary and the formulas that	Recognize the vocabulary and the formulas that			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get	Level 1 Recognize the vocabulary and the formulas that are posted with	Level 2 Recognize the vocabulary and the formulas that are posted with	Level 3 Recognize the vocabulary and the formulas that are posted with	Level 4 Recognize the vocabulary and the formulas that are posted with	Recognize the vocabulary and the formulas that are posted with			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get-attachment/Topics/Ohio-s-	Level 1 Recognize the vocabulary and the formulas that are posted with the additional	Recognize the vocabulary and the formulas that are posted with the additional	Recognize the vocabulary and the formulas that are posted with the additional	Recognize the vocabulary and the formulas that are posted with the additional	Recognize the vocabulary and the formulas that are posted with the additional			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get-attachment/Topics/Ohio-s-New-Learning-	Recognize the vocabulary and the formulas that are posted with the additional visual aids.	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat	Level 1 Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-Standards.pdf.aspx	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-Standards.pdf.aspx Teacher will post the learning	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-Standards.pdf.aspx Teacher will post the learning objective: Students will	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-Standards.pdf.aspx Teacher will post the learning objective: Students will understand the relationships of	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-Standards.pdf.aspx Teacher will post the learning objective: Students will understand the relationships of the surface area and the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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	Level 1 Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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	Level 1 Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and work with a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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/	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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)	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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 (B=B, r-2.), base, circle,	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the volume of a	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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 (B=B, r-2.), base, circle, cylinder, circumference	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the volume of a cylinder (multi-	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-			
Ohio Mathematics Standards Content Statement 8.G http://education.ohio.gov/get attachment/Topics/Ohio-s- New-Learning- Standards/Mathematics/Mat h-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 (B=B, r-2.), base, circle, cylinder, circumference (C=πd), diameter, Pi (π=	Recognize the vocabulary and the formulas that are posted with the additional visual aids. Mathematical formulas may be familiar to the student if their language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multistep process).	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multistep process).	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multistep process).	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the volume of a cylinder (multistep process).	Recognize the vocabulary and the formulas that are posted with the additional visual aids. The mathematical formulas may be familiar to the student if their language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multistep process).			

equals area of the base times	#2 and complete a	#2 and complete a	problems #1 and	problems #1 and	problems #1 and
the height of the cylinder).	framed sentence	teacher-made	#2 and respond to	#2 and respond to	#2 and respond to
Then teacher will use a	to respond to #3.	multiple choice	#3 by writing a	#3 by writing a	#3 by writing a
plywood circle prop to show	A	question to	simple sentence	compound or	complex sentence
the relationship of the diameter	uses the volume	respond to #3.	using general	complex sentence	using general
(10 in.) and the circumference	of a cylinder.		academic and	using general	academic and
$(10\pi = 31.415 \text{in.})$. Using			content specific	academic and	content specific
calculators and posted formula			words and	content specific	words and
have students working in pairs			phrases.	words and	phrases.
determine the area of the				phrases.	
circle, reminding them to		Sample instru	ictional strategies	and supports	
square the radius before			g		
multiplying by π . Teacher will	Pre-teach selected	Provide list of key	Have students	Model the taking	Demonstrate how
check for understanding by	vocabulary;	words for students	read aloud their	of notes during an	to use context,
walking around the classroom.	provide bilingual	to note when	explanations of	oral presentation,	reference
Then the teacher will draw a	dictionary or	listening to the	calculations of	and demonstrate	materials, and
cylinder with the base, radius	online translation	discussion of	volume of	how to use the	knowledge of
and height labeled while	tool if available.	math activity.	different objects,	notes to	morphology to
explaining the process of	toor if available.	main activity.	and provide	summarize the	help determine
finding volume of a cylinder,	Provide list of key		opportunities for	key points of a	meaning of
followed by a demonstration.	words for students		other students to	presentation.	unknown words;
Using a 2" diameter	to note when		summarize what	presentation.	have students
12" inch long PVC pipe with	listening to the		they understand	Have students	practice with
an end cap and approximately	discussion of		from other	read aloud their	different
one quart of white sand	math activity.		students'	explanations of	academic texts.
teacher asks students to predict	main activity.		presentations.	calculations of	academic texts.
the volume, and then pours the			presentations.	volume of	Model the taking
sand into the pipe slowly				different objects,	of notes during an
stopping to ask students how				and provide	oral presentation,
much more sand it will hold				opportunities for	and demonstrate
until the PVC pipe is full.				other students to	how to use the
Students will be ready to apply				summarize what	notes to
knowledge to practice working				they understand	summarize the
in teams to solve:				from other	key points of a
1. Find the area of a circle				students'	presentation.
with a radius of 15 ".				presentations.	F
2. What is the volume of a				1	
cylinder used for storing					
kerosene that has a diameter of					
3' and is 4' long? Round to the					
nearest cubic foot					
3. Name an occupation that					
would be using the volume of					
a cylinder on a regular basis.					
http://www.sharemylesson.co					
m/article.aspx?storyCode=500					
<u>05647</u>					

Grade 8: Standard 9

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

Sample Content-based Participation Goals – Science

Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Ohio Science Content	Name the	Name the	Name the	Name the materials	Name the
Standards Statement: Forces	materials	materials (hands	materials (hands	(hands on) used in	materials (hands
between objects act when the	(hands on)	on) used in the	on) used in the	the experiment	on) used in the
objects are in direct contact	used in the	experiment and	experiment and	and posted as	experiment and
or when they are not	experiment	posted as	posted as	vocabulary.	posted as
touching. (Page 265.)	and posted as	vocabulary.	vocabulary.	Student will vary	vocabulary.
http://education.ohio.gov/getatt	vocabulary.	Student will vary	Student will vary	regarding	Student will vary
achment/Topics/Ohio-s-New-	Student will	regarding	regarding	experiences with	regarding
<u>Learning-</u>	vary	experiences with	experiences with	magnets. Shares	experiences with
Standards/Science/Science Sta	regarding	magnets. Student	magnets. Shares	about prior	magnets. Share
ndards.pdf.aspx	experiences	may be able to	about prior	knowledge and	about prior
	with magnets.	share about prior	knowledge and	facts about	knowledge and
Teacher will post learning	Listen to	knowledge of	facts about	magnets, recalling	facts about
objective: Students will	responses	using magnets	magnets,	a brief sequence of	magnets,
understand that magnetic fields	others share	recalling a brief	recalling a brief	events involving	recalling a brief
exist around magnetic objects	about their	sequence of events	sequence of	magnets.	sequence of
attracting and repelling items	prior	involving	events involving	Actively engage in	events involving
that exert a magnetic field that	knowledge of	magnets.	magnets.	the experiments	magnets.
can vary in strength. Teacher	using	Engage in the	Actively engage	with the group of	Actively engage
will post/discuss vocabulary	magnets.	experiments with	in the	three. Draw	in the
(visual aids): attract, repel,	Actively	the group of three.	experiments with	responses in	experiments with
magnetic force fields, horseshoe	engage in the	Draw responses in	the group of	his/her Science	the group of
magnet, bar magnet, iron	experiments	his/her Science	three. Draw	Journal. Share in	three. Draw
filings. Teacher will begin by	with the group	Journal. Share in	responses in	the group what	responses in
asking students to discuss their	of three.	the group what	his/her Science	happened in each	his/her Science
experiences with magnets. Ask	Draws	happened in each	Journal. Share in	activity using	Journal. Share in
students to describe what	responses in	activity using	the group what	liking words such	the group what
magnets are and how they work;	his/her	liking words such	happened in each	as then, next,	happened in each

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:	Science Journal. Complete a (teacher- made) framed sentence using the vocabulary magnet, repel and attract. Magnets and attract.	as then, next and because.	liking words such as then, next, because, in order to, as a result.	because, in order to, as a result. Shares an opinion regarding the cause by complete task #6.	activity using liking words such as then, next, because, in order to, as a result. Student will be able to share an opinion regarding the cause by complete task #6. Explore the website in order to glean more information about magnetism.
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	Provide list of	Provide list of key	ructional strategies Model how to use	Model how to	Provide
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.	key words for students to note when listening to information about magnets.	words for students to note when listening to information about magnets Model how to use	transitional words to connect sentences in describing events. Provide opportunities for students to practic explaining the magne	events.	well-written description of events that students can use for self evaluation
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		transitional words to connect sentences in describing events.	related activities with partner.	opportunities for students to practice explaining the magnet-related activities with a	during the writing process.
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				partner.	

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.

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.

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 Magnetic Fields: History (http://inventors.about.com/libra ry/inventors/blelectric3.htm)
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ry/inventors/blelectric3.htm)
This will help them refine ideas
about magnetism and assist
them in expressing their ideas in
a more scientific way.
http://sciencenetlinks.com/lesso
ns/exploring-magnetic-fields/

Grade 8: Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize and	Use nouns,	Use relative	Use an increasing	Use intensive
An ELL can	use a small	pronouns, verbs,	pronouns (e.g.,	number of	pronouns and
make accurate use of standard	number of	prepositions,	who, whom,	intensive pronouns	verbs in the
English to communicate in	frequently	adjectives,	which, that),	(e.g., myself,	active and
grade-appropriate speech and	occurring	adverbs,	relative adverbs	ourselves) and	passive voices;
writing.	nouns, noun	conjunctions, and	(e.g., where, when,	verbs in the active	place phrases
witting.	phrases, and	prepositional	why),	and passive	and clauses
	verbs, and	phrases, and	subordinating	voices; place	within a
	understand and	produce simple	conjunctions, and	phrases and	sentence,
	respond to	and compound	prepositional	clauses within a	recognizing and
	simple	sentences, with	phrases, and	sentence,	correcting
	questions.	support (including	produce and	recognizing and	misplaced and
	questions.	visual aids and	expand simple,	correcting most	dangling
		sentences).	compound, and a	misplaced and	modifiers; and
		schences).	few complex	dangling	produce and
			sentences, with	modifiers; and	expand simple,
			support (including	produce and	compound, and
			modeled	expand simple,	complex
			sentences).	compound, and	sentences.
			schences).	compound, and	schences.
				sentences.	
	Sample Cont	ant-based Particing	ation Goals – Scien		
	Sample Cont	ent-based I al ticipa	ation Goals – Scien		
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Ohio Science Standards	Listen to the	Listen to the	Listen to the	Listen to the	Listen to the
Content Statement: The	learning	learning objective	learning objective	learning objective	learning
characteristics of an organism	objective and	and introduction to	and introduction to	and introduction to	objective and
are a result of inherited traits	introduction to	vocabulary as	vocabulary as	vocabulary as	introduction to
received from parent(s). (Page	vocabulary as	teacher uses	teacher uses	teacher uses	vocabulary as
262.)	teacher uses	visuals of various	visuals of various	visuals of various	teacher uses
http://education.ohio.gov/getattac	visuals of	organisms. Work	organisms. Work	organisms. Work	visuals of
hment/Topics/Ohio-s-New-	various	with a partner who	with a partner who	with a partner who	various
<u>Learning-</u>	organisms.	will read the	will read the	will read the	organisms.
Standards/Science/Science Stand	Work with a	information or the	information or the	information or the	Work with a
ards.pdf.aspx	partner who	student will have	student will have	student will have	partner who will
	will read the	the reading on	the reading on	the reading on	read the
	information or	tape. After the	tape. After the	tape. After the	information or
Teacher will post the learning	the student will	reading, complete	reading, complete	reading, complete	the student will
objectives (with visual of various	have the	the comparison	the comparison	the comparison	have the reading
organisms): There are two	reading on	table with his/her	table with his/her	table with his/her	on tape. After
modes of reproduction; sexual	tape. After the	partner again using	partner again using	partner again using	the reading,
and asexual. There are	reading,	visuals in the	visuals in the	visuals in the	complete the
advantages to both sexual and	complete the	reading and	reading and	reading and	comparison
asexual. Teacher will	comparison	supported by	supported by	supported by	table with
post/discuss relevant vocabulary:			his/her partner.	his/her partner.	his/her partner
	table with	his/her partner.	•	-	. ~.
asexual, sexual, reproduce,	his/her partner	Participate in	Participate in	Participate in	again using
asexual, sexual, reproduce, organism, extinct, generation,	his/her partner again using	Participate in gallery walk with	Participate in gallery walk with	Participate in gallery walk with	visuals in the
asexual, sexual, reproduce, organism, extinct, generation, advantage, disadvantage,	his/her partner again using visuals in the	Participate in gallery walk with his/her partner.	Participate in gallery walk with his/her partner.	Participate in gallery walk with his/her partner.	visuals in the reading and
asexual, sexual, reproduce, organism, extinct, generation, advantage, disadvantage, heredity, offspring, and genetic	his/her partner again using visuals in the reading and	Participate in gallery walk with his/her partner. Write two to three	Participate in gallery walk with his/her partner. Write to three to	Participate in gallery walk with his/her partner. Write five	visuals in the reading and supported by
asexual, sexual, reproduce, organism, extinct, generation, advantage, disadvantage, heredity, offspring, and genetic variation. Students will work in	his/her partner again using visuals in the reading and supported by	Participate in gallery walk with his/her partner. Write two to three simple and	Participate in gallery walk with his/her partner. Write to three to four simple,	Participate in gallery walk with his/her partner. Write five compound and	visuals in the reading and supported by his/her partner.
asexual, sexual, reproduce, organism, extinct, generation, advantage, disadvantage, heredity, offspring, and genetic	his/her partner again using visuals in the reading and	Participate in gallery walk with his/her partner. Write two to three	Participate in gallery walk with his/her partner. Write to three to	Participate in gallery walk with his/her partner. Write five	visuals in the reading and supported by

reproduces sexually with one that	gallery walk	available visual	(using available	sentences) with	with his/her
reproduces asexually. The	with his/her	resources and	visual resources	clauses describing,	partner. Write
reading will focus on the blue-	partner.	modeled	and modeled	comparing and	five compound
headed wrasse, duck leech,	Respond to a	sentences)	sentences)	contrasting sexual	and complex
grizzly bear, leafy sea dragon,	simple question	describing,	describing,	and asexual	sentences
red kangaroo, sand scorpion,	such as, "What	comparing and	comparing and	reproduction using	(expanding
amoeba, salmonella, whiptail	are two types	contrasting sexual	contrasting sexual	an increasing	simple
lizard, brittle star, meadow garlic	of	and asexual	and asexual	number of	sentences) with
and spiny water fleas. After this	reproduction?	reproduction.	reproduction.	academic	clauses
reading, students in pairs will	(sexual and			vocabularies.	describing,
complete a comparison table with	asexual).				comparing and
the headings: Sexual, Asexual,					contrasting
Both Sexual and Asexual. Then					sexual and
in pairs students will take a					asexual
gallery walk around the room					reproduction
and read others' comparison					using an
tables. As a class students will					increasing
generate a list of general					number of
characteristics of each organism					academic
for each mode of reproduction,					vocabulary and
recording and discussing the					modifiers.
advantages and disadvantages of		Sample instr	ructional strategies	and supports	
both on a T chart. As an					
assessment students will write a	Pre-teach	Pre-teach selected	Show examples of	Show examples of	Provide criteria
three to five sentence paragraph	selected	vocabulary;	written descriptive	written descriptive	of a well-written
describing/	vocabulary;	provide bilingual	texts and point out	texts and point out	description of
comparing/contrasting sexual and	provide	dictionary or	various	various	scientific
asexual reproduction.	bilingual	online translation	grammatical forms	grammatical forms	information that
http://learn.genetics.utah.edu/teac	dictionary or	tool if available.	(nouns, pronouns,	(relative pronouns	students can use
hers	online		verbs,	(e.g., who, whom,	for self
<u>Hers</u>	translation tool	Demonstrate the	prepositions,	which, that),	evaluation
			adjectives,	relative adverbs	during the
	if available.	use of a	-		•
		comparison table	adverbs,	(e.g., where, when,	writing process.
	Demonstrate	comparison table to record	adverbs, conjunctions, and	(e.g., where, when, why),	•
	Demonstrate the use of a	comparison table	adverbs, conjunctions, and prepositional	(e.g., where, when, why), subordinating	•
	Demonstrate the use of a comparison	comparison table to record information.	adverbs, conjunctions, and	(e.g., where, when, why), subordinating conjunctions, and	•
	Demonstrate the use of a comparison table to record	comparison table to record information.	adverbs, conjunctions, and prepositional phrases).	(e.g., where, when, why), subordinating conjunctions, and prepositional	•
	Demonstrate the use of a comparison	comparison table to record information. Show examples of written descriptive	adverbs, conjunctions, and prepositional phrases). Demonstrate the	(e.g., where, when, why), subordinating conjunctions, and	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases.	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns,	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs,	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions,	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives,	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs,	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex	•
	Demonstrate the use of a comparison table to record	comparison table to record information. Show examples of written descriptive texts and point out various grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases),	adverbs, conjunctions, and prepositional phrases). Demonstrate the difference between simple and compound	(e.g., where, when, why), subordinating conjunctions, and prepositional phrases. Show and discuss examples of simple, compound and complex	•
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Grades Nine and Ten Content-based Participation Goals and Instructional Strategies for ELLs based on new ELP Standards

Grade 9-10, Standard 1

Standard	Level 1		Level 2		Level 3		Leve	1 4	Level 5
An ELL can	Use a very lim	ited	Use an emerging se	t	Use a developing ☐ set Use		Use a		Use a wide
construct meaning from	set of strategie		of□strategies to				increa	sing □range of	range□of
oral presentations and	to □ identify a f		identify ☐ the main		to □ determine the		strate		strategies
literary and	key words □ an	ıd	topic, and □retell a	few	central □ idea	or theme	to□de	etermine two	to□determine
informational	phrases in oral		key details in oral		in□oral		centra	ıl□ideas or	central □ ideas or
text □through grade-	communication	ns	presentations and		presentations	□and	theme	es, □ and analyze	themes \square in
appropriate listening,	and simple ora	ıl	simple oral and wri	tten	written texts,			development	presentations \square an
reading, and viewing	and written tex	cts.	texts.		explain how i			l□presentations	d written
					is□developed			written texts,	texts, □ and
					specific □ deta			□ specific	analyze
					texts; and □su			s and □ evidence	$their \square developme$
					part of the □te	ext.		the texts □ to	nt,
								ort the	citing□specific
								sis;□and	details
İ								narize a	and□evidence
İ							simpi	e□text.	from the texts
									to support □ the
									analysis; and summarize a
									text.
	Sample C	onte	nt-based Particip	ation	n Goals – Ma	thematic	s (Alg	ebra)	
Lesson Vignette		Leve	el 1	Lev	vel 2	Level 3		Level 4	Level 5
Algebra		Solve	e the two warm up	Solv	ve the two	Solve the	e two	Solve the	Solve the two
Seeing Structure in Expr	essions A-		lems with a		m up	warm up		two warm up	warm up
SSE:		partn			blems with a	problems		problems.	problems.
Interpret the structure	of	-		part	iner.	with a		-	
expressions		Write	e the definitions of	_		partner.		Write the	Write the
			nath terms in the		ite the			definitions of	definitions of
At the onset of this lesso			ry log to serve as a	defi	initions of the	Write the		the math	the math terms
of students and/or individ			ence tool in their		h terms in	definition		terms in the	in the history
will be provided the follo			e work with		history log to	the math		history log to	log to serve as a
questions to answer as a			ematical		e as a	terms in		serve as a	reference tool in
activity on Quiz let and o	on the Smart	expre	essions.	-	erence tool in	history lo	_	reference tool	their future
Board:		A	uan ana avaatian		r future work	serve as		in their future	work with
1. Convert the following	statement		ver one question t the information	with	n hematical	reference tool in th		work with mathematical	mathematical expressions.
into a mathematical expr			ided on the video		ressions.	future w	-	expressions.	capiessions.
Difference of five		•	t savings accounts.	схр	103310113.	with	OIK	expressions.	Write a
a number n and		aoou	c savings accounts.	Tak	e notes while	mathema	ntical	Take notes	summary of the
a manoer n ana		Work	with a partner to		ening to the	expression		while	key ideas of the
2. Convert the following			er the multi-step		eo on savings	1		listening to	video.
mathematical expression			lem about the		ounts.	Take not	es	the video on	
statement:			ture of savings			while		savings	Answer the
X		accou	_	Ans	swer two	listening	to	accounts.	multi-step
$\frac{x}{6x-5}$				que	stions about	the video			problem about
Additionally, the following					information	savings		Use a graphic	the structure of
vocabulary will be made					vided on the	accounts		organizer to	savings
Quiz let: factors, coeffic					eo about			record key	accounts.
convert mathematical exp				savi	-	Use a gra		ideas from	
difference, and statement				acco	ounts.	organize		the video.	Orally explain
then will review these vo	cabulary					record ke	ey	Write a	the process for

words on Quiz let to match them to their correct examples. Source: http://www.shmoop.com/common-core-standards/handouts/a-sse_worksheet_l.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.		Work with a partner to answer the multi-step problem about the structure of savings accounts.	ideas from the video. Answer the multi-step problem about the structure of savings accounts.	paragraph summarizing some of the key ideas of the video. Answer the multi-step problem about the structure of savings accounts.	calculating the compound interest of a savings account.
After viewing a video about savings accounts, students will complete a multi-step real-life problem about calculating compound interest on a	S	ample instructions	nl strategies and	l supports	
savings account. Sources: http://www.bankrate.com/finance/video/banking/what-is-savings-account.aspx https://www.illustrativemathematics.org/illustrations/390 Ohio Mathematics Standardshttp://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx pg. 57	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	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

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can		Participate in	Participate	Participate	Participate□in
participate ☐ in grade		short conversation	in □ conversations, □	in □ conversations,	extended \(\scale \) conversat
appropriate □ oral and		al and□written	discussions, and	□discussions, and	ions, □discussions,
written□exchanges		exchanges □ on	written□exchanges	written□exchanges	and□written
of \square information, \square idea		familiar topics and	on familiar topics,	on a range□of	exchanges on \square a
S,		texts,	texts, and	topics, texts,	range of
and \square analyses, \square respo		presenting□inform	issues: □ building on	and □ issues: build	substantive ☐ topics,
nding to □ peer,		ation and	the ideas of □ others	on the □ideas of	texts, and ☐ issues:
audience, or □reader	1	ideas, □and	and expressing □ his	others and □ express	build on the ☐ ideas
comments □ and		responding	or her own;	his or her	of others
questions.		to□simple questions and□wh-	asking□and answering	own □ clearly, supporting □ points	and□express his or her□own clearly
		questions.	relevant \(\text{questions};	with specific	and □ persuasively,
		questions.	adding □ relevant	and □ relevant	referring □ to
			information	evidence; ask □ and	specific and
			and □evidence; and	answer	relevant □ evidence
			restate □ some of the	questions□to	from texts
			key	clarify ideas	or □ research to
			ideas □ expressed.	and □ conclusions;	support his □or her
				and□summarize	ideas; ask
				the key□points	and \square answer
				expressed.	questions
					that□probe
					reasoning
					and □ claims; and
					summarize ☐ the key points
					and evidence
					discussed.
	Sample Content-	based Participat	ion Goals - Physic	al Science	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Physical Science:	Complete a graphic	Complete a	Complete a graphic		
			Complete a graphic	Complete a graphic	Completes a graphic
Reaction of Matter	organizer sketching the	graphic organizer	organizer sketching	organizer sketching	organizer sketching
	organizer sketching the insides of various balls	graphic organizer sketching the	organizer sketching and labeling the	organizer sketching and labeling the	organizer sketching the insides of
Visually compare the	organizer sketching the	graphic organizer sketching the insides of various	organizer sketching and labeling the insides of various	organizer sketching and labeling the insides of various	organizer sketching the insides of various balls
Visually compare the inside structure of	organizer sketching the insides of various balls presented in class.	graphic organizer sketching the insides of various balls presented in	organizer sketching and labeling the insides of various balls presented in	organizer sketching and labeling the insides of various balls presented in	organizer sketching the insides of various balls presented in class
Visually compare the inside structure of various balls (tennis	organizer sketching the insides of various balls presented in class. With a peer and using	graphic organizer sketching the insides of various	organizer sketching and labeling the insides of various	organizer sketching and labeling the insides of various balls presented in class using key	organizer sketching the insides of various balls presented in class using key
Visually compare the inside structure of various balls (tennis ball, golf ball,	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch	graphic organizer sketching the insides of various balls presented in class.	organizer sketching and labeling the insides of various balls presented in class.	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from	organizer sketching the insides of various balls presented in class using key vocabulary from the
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball,	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers	graphic organizer sketching the insides of various balls presented in class.	organizer sketching and labeling the insides of various balls presented in class.	organizer sketching and labeling the insides of various balls presented in class using key	organizer sketching the insides of various balls presented in class using key
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh"	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson.	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson.
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball,	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers	graphic organizer sketching the insides of various balls presented in class.	organizer sketching and labeling the insides of various balls presented in class.	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson.	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball).	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson.	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson.
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare,	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph.	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph.
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes,	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest.	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and present findings in	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes,	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph,	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball,	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and present findings in	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.)	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and present findings in multiple formats.	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.) 2. Is the baseball filled on	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and present findings in multiple formats.	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.) 2. Is the baseball filled on the inside? Is the soccer	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's response in a	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an appropriate ball for
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). 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	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.) 2. Is the baseball filled on	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this new ball performs	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). 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	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.) 2. Is the baseball filled on the inside? Is the soccer ball empty on the inside?	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's response in a chart.	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this new ball performs similarly or	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an appropriate ball for the game.
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). 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.g	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.) 2. Is the baseball filled on the inside? Is the soccer ball empty on the inside? After participating in the	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's response in a chart. After	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this new ball performs similarly or differently as the	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an appropriate ball for the game. Describes the game
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). 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.gg ov/getattachment/Topi	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.) 2. Is the baseball filled on the inside? Is the soccer ball empty on the inside? After participating in the experiment with	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's response in a chart. After participating in	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this new ball performs similarly or	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an appropriate ball for the game. Describes the game in a short written
Visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). 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.g	organizer sketching the insides of various balls presented in class. With a peer and using previously made sketch graphic organizer, answers yes/no questions in complete sentences. For example: 1. Is the outside of the golf ball hard? Is the outside of the kickball flexible? (AnswerYes, the outside of the baseball is hard.) 2. Is the baseball filled on the inside? Is the soccer ball empty on the inside? After participating in the	graphic organizer sketching the insides of various balls presented in class. With a peer, read prepared "wh" questions about various balls and records peer responses in a chart. For example, student A asks "Which ball has a hard surface?" and writes his/her partner's response in a chart. After	organizer sketching and labeling the insides of various balls presented in class. Participate in Think, Pair, Share to talk about the insides of the balls Predict which ball will bounce the highest. Using simple bar graph or line graph, record heights of the various balls when	organizer sketching and labeling the insides of various balls presented in class using key vocabulary from the lesson. Participate in the experiment and records data in the graph. After being provided a description of a new, unknown ball, refer to their data and determine whether or not this new ball performs similarly or differently as the	organizer sketching the insides of various balls presented in class using key vocabulary from the lesson. Participates in the experiment and records data in the graph. Given a description of a new kind of game, including rules and the objective for winning, designs an appropriate ball for the game. Describes the game

ence Standards.pdf.as px	bounce the highest?	questions, like: "Which ball bounces the highest?" Partners change roles throughout task.		the short written report and present it to their peers.	characteristics of the ball (size, internal structure, external structure, and so on) in an oral presentation to the class using key vocabulary.
		Sample instruc	etional strategies an		
	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide sentence	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide sentence	Provide key vocabulary in a word bank that can be used when discussing or writing about characteristics of the	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.
	structures that can be used to respond to simple questions.	structures that can be used to ask and respond to simple questions.	different balls. Demonstrate how to use Think, Pair Share to exchange information.		

Grade 9-10, Standard 3

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can speak and write □ about grade-appropriate □ complex literary □ and informational □ texts and topics.	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 □ presentation s and □ compose written □ informati onal texts about □ familiar texts, topics, or □ events, developing the □ topic with a few details, □ with support (including □ model ed sentences).	Deliver oral presentations □ and compose written □ informatio nal texts □ about a variety of □ texts, topics, or events; □ developin g the topic with some relevant details, concepts, examples, and □ information, integrating □ graphi cs or multimedia □ when useful.	Deliver oral □ presentation s and □ compose written □ informati onal texts □ about a variety of texts, □ topics, or events; fully □ developing the topic □ with relevant details, □ concepts, examples, and □ information, integrating □ graph ics or multimedia □ when useful.
	Sample Content-	based Participatio	n Goals - Social S	Studies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
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://video.pbs.org/video/9952 19004/ 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	With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources 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	With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources 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.	List prior knowledge about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for "want to know". Watch video/videos that provide(s) examples of how cultural characteristics and technological resources influence human interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was	List prior knowledge about treatment of cows in U.S. and India and record in learning logs. Read provided articles of regarding treatment of cattle in India and the U.S. and write notes about important facts. Using a structured format write an essay about differences in treatment of cattle in India and the U.S. Record reading of essay on Audacity so peers can listen.	List prior knowledge about treatment of cows in U.S. and India and record in learning logs. Read provided articles of regarding treatment of cattle in India and the U.S. and write notes about important facts. Write an essay about differences in treatment of cattle in India and the U.S. Prepare and give an oral presentation on the differences in treatment of cattle

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/getatt achment/Topics/Academic- Content-Standards/Social- Studies/High-School_World- Geography_Model-		comparative writing framework about each of the attributes of both of the cultures and shares them aloud.	Write a paragraph comparing and contrasting treatment of cattle in India and in U.S. Present orally information from the written paragraph.		
$\frac{\text{Curriculum April2014.pdf.asp}}{\text{x p.8 - p.}}$		Sample instru	ctional strategies	and supports	
	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart.	Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S. Demonstrate and model use of KWL chart. Have students work with partners to complete KWL chart. Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.	Provide opportunities for peer feedback on initial drafts of written reports. Provide opportunities for students to practice giving oral presentations.	Provide feedback on initial drafts of written reports and allow students to make revisions for final draft. Provide criteria for giving an oral presentation. Allow students to practice and give feedback before making final presentation.

Grade 9-10. Standard 4

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	Level 2 With a peer, simplify the algebraic expression by	Construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement. Dation Goals - Ma Level 3 Verbally share three or more idea	about □ a variety of topics: □ introduce the topic, □ provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement. thematics Level 4 Verbally shares	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 counterclaim, and provide a conclusion that summarizes the argument presented. Level 5 Verbally share six to
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	Level 2 With a peer, simplify the algebraic expression by	Level 3 Verbally share three or more idea	Level 4 Verbally shares	
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	With a peer, simplify the algebraic expression by	Verbally share three or more idea	Verbally shares	
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	simplify the algebraic expression by	three or more idea		Verbally share six to
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 Grant College (1) (1) (2) (2) (2) (2) (2) (2) (2) (2) (2) (2	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 themselve	written on the Smart Board. Simplify the algebraic expression by usin multiple means of representation to construct their responses on the worksheet provide by the teacher. Creates 3-4 compound sentence responses that explain the mathematical calculations and verbally communicate them to their partner.	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	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

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 $S = km^{\frac{7}{3}}$ where m is the mass (in grams of the rock) and k is a constant. The values of k for several rock formations are given in the table.

Rock Type	Metamorphic Rock	Sedimentary Rock	I
k	11.5	64.3	

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

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

Source:

Ohio Mathematics Standards, p. 53

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

<u>Standards/Mathematics/Math-</u> Standards.pdf.aspx located on the table in their worksheets have the largest and smallest surface

Record themselves on Audacity explaining which rocks are greatest in size and smallest in size. Their responses should include at least 1-2 simple sentences.

Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas.

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. 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. the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly.

Following this activity, writes a short 4-5 sentence paragraph of what they already know about the different rock formations. They will then share their paragraphs with a peer.

Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Writes their conclusions in complex sentences.

Orally explain which of the rocks are greatest in size and smallest in size. Their responses should include at least 4-6 complex sentences. 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.

Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions. Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.

Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions. Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms.

Provide examples of writing that illustrate the use of facts and reasons to support a claim. Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms

Provide examples of writing that illustrate the use of facts and reasons to support a claim. Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms

Provide feedback on initial drafts of written explanations and allow students to make revisions for final draft.

DRAFT

Grade 9-10, Standard 5

Grade 9-10, Standard 5										
Standard	Level 1	Level 2	Level 3	Level 4	Level 5					
An ELL can conduct research□ and evaluate and□ communicate□ findings to answer□ questions or solve□ problems.	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 □ informati on 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, □ dia grams, or other □ graphics; and provide a □ list of sources.	multiple print and □ digital sources, using □ search terms effectively; evaluate the reliability of each	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	Level 1	Level 2	Level 3	Level 4	Level 5					
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 provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/hi storyday/. Students select to complete a project in one of the following History Day categories: Paper, Exhibit, Performance, Documentary (PowerPoint or Video presentations), or Website	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,	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.	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	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	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.					
When selecting a category it is important to consider the following: • Which category best	Where, when, Why). These responses could be written as paraphrases	Begin to write information on note cards categorized into headings under	Begin constructing their thesis statement.	of the sources properly annotated in a bibliography format. They will	Write their bibliography cards after reviewing examples of each of the sources					

		T	T	T	T
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.	and/or as pictorial representations.	Who, What, Where, When, Why).	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.	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.	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.
A rubric with specific criteria for each type of student should be used to properly essess the	Assist students determine	Do a pre-assessment to determine	Discuss strategies for	Discuss strategies for determining	Discuss strategies for determining reliability
be used to properly assess the student's understanding of this project.	meaning of key vocabulary they encounter;	students' knowledge of key vocabulary.	determining reliability of sources of	reliability of sources of information.	of sources of information.
Sources:	provide bilingual	Assist students determine meaning	information.	Demonstrate how	Demonstrate how to cite sources of
Ohio History Connection http://www.ohiohistory.org/ed	dictionary or	of unknown	Demonstrate	to cite sources of	information and
ucation/national-history-day-	online	vocabulary they	how to cite	information and	prepare bibliography.
<u>in-ohio</u>	translation tool if available.	encounter; provide bilingual dictionary	sources of information and	prepare bibliography.	Provide guidelines on
		or online translation	prepare		preparing PowerPoint
Ohio Social Studies	Have students work with	tool if available.	bibliography.	Provide guidelines on preparing	presentations.
Standards, Model Curriculum, Modern World History	partners to	Have students work	Provide	PowerPoint	Provide criteria of a
http://education.ohio.gov/getat	gather	with partners to	guidelines on	presentations.	well-written research
tachment/Topics/Academic-	information from different	gather and record information from	preparing PowerPoint		summary that student can use for self-
Content-Standards/Social- Studies/High-School Modern-	resources.	different resources.	presentations.		evaluation.
World-History_Model-	M- 1-11				
Curriculum April2014.pdf.as	Model how to record				
<u>px</u> p.2	information in a				
	5-W chart.				
				i e	

Grade 9-10, Standard 6

Standard	Level 1	Level 2		Level 3		Level 4		Level 5	
analyze and critique the arguments of others orally and in writing	Identify a point an author or a speaker makes.	n author or a main argun		Explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.		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.	
Samp	le Content-base	d Particij	pation (Goals So	cial St	udies			
Lesson Vignette	Level 1		Level 2	2	Level	13	Level 4	Level 5	
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 less students must create their own project, explained below: Students will gather primary and secondary resources on a specific event to determine what might have happene the participants had chosen alternative courses of action (e.g., What if Trunhad not ordered atomic bombs dropp 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	on, With the aid W's Chart, ic point his/her is making in statement and Answer WHO WHAT, WH WHEN, and These respon be written as paraphrases a	of a 5 dentify the classmate the thesis d project. O, ERE, WHY. asses could and/or as art e/she marizes s to the	with the a 5 W's identify point he classma making thesis seand proceed and proceed with the control of the classma making thesis seand proceed with the classma making thesis seand proceed with the classma making the class and proceed with the class and proceed wit	Point ation is by r Level 2 is ne aid of s Chart, y the is/her ate is g in their statement oject. These is ses could ten as rases as it is as the is as the interest in the i	t present n or a exhib was create anoth Level studer With aid of W's C	ntatio in it that it that it that it that it that it that it that it that it that it that it that it that it that it that it the it a 5 Chart, if y the the mate king he ns to ort the it that	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 mainstream ed student to review. determine whether the evidence is sufficient to support the claim in the essay, and cite textual evidence to support the analysis	

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.			completed, he/she verbally summarizes their findings to the author of the PowerPoint presentation.		could be written as simple and/or compound sentences.			
It is important to provide students examples of primary sources and secondary sources.	Sar	mple	e instruction	al st	strategies and supports			
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: Sources: Ohio History Connection http://www.ohiohistory.org/education/national-history-day-in-ohio/students/researching-for-history-day/research 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_April2014pdf.aspx p.1	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.	key stu not vie Poor pre As det me voo the pro bili dic onl trai if a Pro spe cre Levi the	ovide list of y words for dents to te when ewing the werPoint esentation. ssist students termine eaning of key cabulary by encounter; ovide ingual etionary or line inslation tool evide rubric ecifically eated for the evel 2 student rate the rates e student's allysis.	of k for to r view Pow pres	evide list key words students note when wing the werPoint sentation. vide ric cifically rate the es the dent's llysis.	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. Demonstrat e how to cite textual evidence to support the analysis of a persuasive text.	

Grade 9-10, Standard 7

Standard Le	vel 1 Lo	evel 2	Level 3	Level 4	Level 5	
adapt language son choices to purpose, task, and audience when speaking and writing rea	aning of ne words and with the cough and negread to.	dapt language oices to task d audience th emerging ntrol and use me frequently curring neral, ademic, and ntent specific ords in nversation d 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.	
Sa	ample Content	-based Partic	ipation Goals - Eng	glish Language Arts		
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5	
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,	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. Receives guided support when beginning their writing because the teacher will provide them guiding questions to answer. With a partner, elaborates on their initial ideas. Revises their ideas, generates new ones, and develops at least one specific pieces	Utilizes provisional writing where they will writing spontaneously for two to five minutes to generate or extend ideas about their poor of view in the learning logs. With a partne of similar ability, have them elaborat on their initia ideas. They revise their ideas, generat new ones, and develop at lea two specific pieces of information from the artic to defend his/her position Writes their information in at least 5-7 simple and/or compound sentences for	they will write spontaneously for two to five minutes to generate or extendideas about their point of view in their learning logs. With an advanced-leveled student, have them elaborate or their 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	to generate or extend ideas about their point of view in their learning logs. With an intermediate-leveled student, have them, elaborate on their initial ideas. They will revise their ideas, generate new ones, and 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	Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs. With another proficient-trial mainstream student, have them elaborate on their initial ideas. They will revise their ideas, generate new ones, and 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	

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

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

Source: Ohio English Language Arts Standards, Model Curriculum, Grades -9-10,

p. 36-37

http://education.ohio.gov/g etattachment/Topics/Acade mic-Content-Standards/English/Grades 9-

10 ELA Model Curriculu m October2013.pdf.aspx 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.

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.

After the

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.

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.

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.

communication to peers and to adults.

After one proficienttrial 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.

FT

Sample instructional strategies and supports

Provide guiding questions to assist with writing process.

Provide and discuss words and phrases that can be used for informal and formal letter writing. Provide guiding questions to assist with writing process.

Provide and discuss words and phrases that can be used for informal and formal letter writing. Lead discussion on differences between informal and formal language used in communication with different audiences.

discussion on differences between informal and formal language used in communication with different audiences.

Lead

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

Grade 9-10, Standard 8 Standard	Leve	11	Level 2	Lev	rel 3	Lev	vel 4	Le	evel 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	mean frequivords phras formulexpre about topics or evel heavi visual knowless	gnize the ing of a few ently occurring s, simple es, and alaic ssions in texts familiar s, experiences, ents, relying ly on context, I aids, and ledge of hology in their e 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.	mea gene acad cont work phra frequency families ever usin some visu refer mated deve known Engineery (e.g., roots).	demic and dent specific ds and dises	mea gend acaca and spec and figu lang grov of ic expritexts varie ever cont incre com aids mate an ii	demic content cific words phrases, rative guage, and a wing number diomatic ressions in a sabout a ety of topics, eriences, or ints, using	me (indicate of the control of the c	termine the caning, cluding the urative and motative canings) of meral, academic, d content ecific words and rases, figurative iguage cample, irony, perbole), and omatic pressions in the about a ciety of topics, periences, and ents, using intext, complex ual aids, ference materials d consistent owledge of orphology.
	1.6			word	,				
Samp	pie Co	ntent-based I	Participation Goa	IIS – I	English Lan	guag	e Arts		
Lesson Vignette ELA		Level 1 Select one	Level 2 Select two idioms fi	rom	Level 3 Selects4-6		Level 4 Select 5-7		Level 5 Selects 7-9
Reading: Literature, Craft and Structure SS #4		idiom from the video with teacher	the video. Create a picture of v	what	idioms from video.	the	idioms from the video.		idioms from the video.
The purpose is to determine the meaning of words and phrases by working with idioms (orally or in writing).		support. Create a picture of what each	each word looks lik using Microsoft Pai and converts the im into a slide show.	e nt	Create a pict of what each word looks I using Micro Paint and	n like	Determine the metaphorical meanings of the idioms by writing the		Determines the metaphorical meanings of the idioms by writing the
The teacher introduces idioms by showing a YouTube video on idio Students working within a group individually will pick idioms and	oms. or	idiom looks like using Microsoft Paint and	Complete cloze sentences by selecti the correct idiom fro the list (provided by	om the	converts the images into slide show.	a	definitions or the graphic organizer.	1	definitions on a graphic organizer.
various methods to exhibit their understanding of the metaphorica meanings of idioms.	վ	converts the images into a slide show.	teacher) and reads the sentences with a performance the	er.	Write simple context sentences us each of the		Compose complex context sentences of		Composes complex context sentences of 8-
For more information, visit www.idiomsite.com. Source: Ohio English Language A	Arts	Orally use the idiom in a simple context	metaphorical meani of the idiom, and we a context sentence t show understanding	rites o	Share these sentences or	ally	5-7 idioms they viewed i the video.	in	10 idioms they viewed in the video.
Standards, Model Curriculum, Grades 9-10. P.4-5 http://education.ohio.gov/getattac nt/Topics/Academic-Content- Standards/English/Grades 9- 10 ELA Model Curriculum Oc	<u>chme</u>	sentence to show understanding of its meaning.	its meaning with a p		and in writte form with th partner. The partner is as to match the sentence to i	en leir ked	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

r2013.pdf.aspx				they the w idion stude refer	the idioms discover to reall of ans, so other tents can to them at er time.	sed in their entences to reate a arrative they re to write ogether. Thare their inal product with peers hrough the se of digital torytelling.	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.	
	Samp		mple instructional strategies and supports					
	Help students g of idioms; prov bilingual diction online translatio available. Have students v partner on creat picture of the id	ide nary or on tool if work with a ing a	Help students meaning of idioms; provibilingual dictionary or online translatool if available Have student work with a partner on creating picture of the idiom. Demonstrate to use contex knowledge of the idiom.	adde attion ble.	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	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	
			knowledge of morphology help figure of meaning of unknown wo in a text.	to ut	to help figure out meaning of unknown words in a text.		to self evaluate their narratives during the writing process.	

Grade 9-10. Standard 9

Grade 9-10, Standard 9									
Standard	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can create clear and coherent grade-appropriate speech and text	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,	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	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				
			for example, as a result).	and to clarify relationships among events and	sections of text and speech and to clarify				
	K			ideas.	relationships among events and ideas.				

Sample Content-based Participation Goals - Science (Biology)

Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Biology: Evolution	Determine the meaning of the	Determine the meaning of the	Act as the resource manager	Act as the facilitator of the	Share the role of reporter with
In this natural selection	following key	following key	of the	cooperative	Level 1 and
simulation lab, students will control the mutations and environment of a population of	vocabulary: genetic mutation, fitness, adaptation,	vocabulary: genetic mutation.	cooperative group during the simulation lab.	group during the simulation lab.	Level 2 students so that they can utilize
rabbits in cooperative learning	and natural selection.	fitness,		Determine the	appropriate
groups. The cooperative		adaptation,	Determine the	meaning of the	academic
learning groups will consist of	With a partner, act as	and natural	meaning of the	following key	vocabulary.
students with varying English language levels. Each student	reporter in a cooperative learning	selection.	following key vocabulary:	vocabulary: genetic	Once students
will have their own duty	group, and takes notes	With a	genetic mutation,	mutation,	begin to create
assigned to them. Examples	from the conversation	partner, act as	fitness,	fitness,	their hypotheses,
include recorders, reporters,	evolving from the	reporter in a	adaptation, and	adaptation, and	do not provide
timekeepers, facilitators, and resource managers. They will	guiding questions.	cooperative learning	natural selection.	natural selection.	the proficient- trial
create four hypotheses and	Complete the	group, and	Take an active		mainstreamed
design an experiment to test	following sentence	takes notes	part in the group	Take an active	student the
each one.	frames based on the	from the	discussion and	part in the group	sentence frame
	hypotheses generated	conversation	development of	discussion and	the other students
Concluding the simulation,	by the group:	evolving from	hypotheses.	development of	were using.

students will answer the following questions:

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

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

Sources:

PHET Interactive Simulations, University of Colorado Boulder

http://phet.colorado.edu/en/contributions/view/3396

(Contributor: Melissa Savage)

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).

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.

hypotheses.

During the course

of the simulation

answer question

resources needed

to carry out the

record responses

to the questions

in individual

learning logs

sentences or

verbally in

compound

sentences.

simple and/or

Respond in both

written form and

orally to four of

the six questions

asked at the end

of the simulation.

communicating

complex

simulations.

lab, ask and

regarding the

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. Take an active part in the group discussion and development of hypotheses.

Respond in both written form and orally to the six questions asked at the end of the simulation using a variety of sentence structures and appropriate vocabulary.

Verbally record the lab report in digital storytelling and will use screen shots of the simulation lab to assist them in sharing their results to others.

Provide examples of informal language used during group discussions and formal language used for lab reports.

Sample instructional strategies and supports

Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; provide bilingual dictionary or online translation tool if

Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; Model sharing information and asking questions during a group discussion

Provide sample sentence

Provide sample sentence structures that would be appropriate

for reporting

Provide rubrics that students can use for both self evaluation and peer evaluation of reports of lab results.

Ohio Science Standards http://education.ohio.gov/getatt achment/Topics/Ohio-s-New- Learning- Standards/Science/Science Sta ndards.pdf.aspx p.291	available. Demonstrate the role of recorder in cooperative group activities.	provide bilingual dictionary or online translation tool if available. Demonstrate the role of recorder in cooperative group activities.	structures that would be appropriate for reporting results of scientific experiments.	results of scientific experiments Lead discussion on differences between informal language used in group discussions and formal language used for lab reports.	
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Grade 9-10. Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can nake accurate use of standard English to communicate in grade-appropriate speech and writing	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 prepositiona l) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, preposition al, 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.

Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
ELA Writing: Production and Distribution of Writing. SS #4 The Production and Distribution of	Demonstrate comprehension of the question "What challenging	Demonstrate comprehension of the question "What challenging	Based on the question "What challenging event has	Based on the question "What challenging event has	Based on the question "What challenging event has made you the person
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	event has made you the person you are today?"	event has made you the person you are today?"	made you the person you are today, brainstorm ideas into the	made you the person you are today, brainstorm	you are today, brainstorm ideas into the 3x3 personal narrative
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	Brainstorm ideas in the format of simple	Brainstorm ideas in the format of simple	3x3 personal narrative writing frames that	ideas into the 3x3 personal narrative	writing frames that are written in their learning logs.
and collaborative texts. In this lesson, students are directed to	sentences into the 3x3 personal	sentences into the 3x3 personal	are written in their learning logs.	writing frames that are written	With a partner, elaborate on
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	narrative writing frames that are written in their	narrative writing frames that are written in their	With a partner, elaborate on	in their learning logs.	initial ideas with each other.
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	learning logs. With a partner, elaborate on	learning logs. With a partner, elaborate on	initial ideas with each other.	With a partner, elaborate on initial ideas	Read responses aloud to a partner and ask for feedback.

narrative writing frame. This is a simple visual that helps students see the structure of a grade appropriate essay and plan out its beginning, middle, and ending. They will post their writing to a class Blog for peer review in response to a class assignment. They could be required to include links to other online sites on the same topic within the body of the Blog. More information about teaching this strategy can be found at http://cnx.org/content/m18050/latest/ . Additionally, students will enlist partners to read their writing back to them (or they can record their reading) and listen for awkward pauses, confusion, mispronunciation and logic-/word-choice issues. Students will make revisions based on the feedback. A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this assignment. Source: Ohio English Language Arts Standards, Model Curriculum, Grades -9-10, p. 36-37 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/English/Grades 9-	their initial ideas with each other. Read responses aloud to a partner and ask for feedback. Make revisions based on feedback.	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.	and to develor topic senten After feedba from t teache to write draft t posted blog, trange senten	nses to a er and reack. ons on ack. nize bein a fee outline of ack do be do na using a of ures and outlary.	Read esponses cloud to a partner and clock for eedback. Make evisions coased on eedback. Organize	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.
10_ELA_Model_Curriculum_October20 13.pdf.aspx				-	nd ocabulary.	
	\$	Sample instruct	tional s	trategies a	nd supports	
	Provide and discu	rss Provide an	nd I	Provide	Provide	Provide
	words and phrase that can be used to	s discuss wo		examples of sentences	examples of sentences	criteria of well-written
	write a personal	that can be	e t	that include	that include	personal
	narrative.	used to wr personal		different kinds of	different kinds of	narratives that students
	Lead the class	narrative.	I	phrases and	phrases and	can use for
	discussion and records students'	Lead the c		clauses.	clauses.	self evaluation
	ideas on a classro	om discussion	and I	Demonstrat	Demonstrat	during
	poster of a 3x3 writing frame.	records students' i		e how to change	e how to change	writing process.
	Model how to giv	on a classroom		simple sentences	simple sentences	
	feedback to stude	nts poster of a	ι i	into	into	
	written drafts.	3x3 writin frame.	-	compound and	compound and	
			C	complex	complex	
		Demonstra how to use outline for formulatin		sentences.	Provide criteria of	

ideas. Model how to give feedback to students written drafts.	well-written personal narratives that students can use for self evaluation during writing
	writing process.

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

Grades 11-12, Standard 1

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited	Use an emerging	Use a developing	Use an increasing	Use a wide range
-			_	of strategies to
_	_	determine the	to determine two	determine central
	-	central idea or	central ideas or	ideas or themes in
•	_	theme in oral	themes, and	presentations and
communications	-	presentations and	· ·	written texts, and
and simple oral and	_	-	-	analyze their
written texts.	and written	explain how it is	_	development,
	texts.	developed by	and written texts,	citing specific
		specific details in	citing specific	details and
		the texts; and	details and	evidence from the
		summarize part of	evidence from the	texts to support the
		the text.	texts to support the	analysis; and
			analysis; and	summarize a text.
			summarize a	
			simple text.	
Sample C	ontent-based Parti	cipation GoalsSci	ence	
Level 1	Level 2	Level 3	Level 4	Level 5
				Participate in
				jigsaw activity to
				take notes on one
				central idea from
				the video:
-	_			1 \ 11 11
,				How did scientists formulate
-	Jigsaw activity.			the idea of an
atom.	Liston to others'		the video:	atom? 2.) What
		the video.	1) How did	are the names and
	_	1) How did	,	characteristics of
				the parts of an
	O 1			atom? 3.) How
	organizer.		· ·	are elements
		· ·		grouped to create
	Using completed			the Periodic Table?
			_	
		-	<i>'</i>	Present group
		· ·		notes to class;
	idea from video.		~	listen to others'
				presentations.
			Present group	1
		Given partially		Compose
				paragraph
			_	responses
		to others'	organizer, listen to	including pre-
	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 a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Sample Content-based Particles and written texts. Simple oral and written texts. Given completed graphic organizer for a single idea from video (diagram, Cornell notes template) participate in jigsaw activity. Listen to others' presentations; highlight main idea on graphic organizer. Using completed organizer complete paragraph frame about one central	Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts. Sample Content-based Participation GoalsSci details in the texts, and and written texts. Sample Content-based Participation GoalsSci details in the texts, and summarize part of the text. Match bold vocabulary (i.e., proton, neutron, electron) or phrases with pre-taught simple definitions and/or illustrations; draw picture of atom. Signal or completed graphic organizer for a single idea from video. Listen to others' presentations; highlight main idea on graphic organizer. Lusing completed organizer completed paragraph frame about one central idea from video. Using completed organizer completed paragraph frame about one central idea from video. Given partially completed organizer the idea of an atom? 3.) How are elements grouped to create the Periodic Table? Given partially completed graphic organizers, listen	Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts. Sample Content-based Participation Goals—Science Level 1 Match bold vocabulary (i.e., proton, neutron, electron) or phrases with pre-taught simple definitions and/or illustrations; draw picture of atom. Signa proton, neutron, electron or phrases with pre-taught simple definitions and/or illustrations; draw picture of atom. Listen to others' presentations; highlight main idea on graphic organizer. Use a developing set of strategies to identify the main topic, and retell a few key details in the term in oral presentations and written texts, and summarize part of the texts: and summarize part of the texts and summarize a simple text. Sample Content-based Participation Goals—Science Level 1 Level 2 Level 3 Level 4 Given partially completed graphic organizer (diagram, Cornell notes template) participate in jigsaw activity to take notes on one take notes on one central idea from the video: Listen to others' presentations; highlight main idea on graphic organizer. Using completed organizer completed paragraph frame about one central idea from video. Using completed organizer completed paragraph frame about one central idea from video. Using completed organizer completed paragraph frame about one central idea from video. Using completed organizer completed paragraph frame about one central idea from video. Using completed organizer completed paragraph frame about one central idea from video. Using completed organizer completed paragraph frame about one central idea from video. Using completed organizer completed paragraph frame about one central idea from video. Use an increasing rate of othermine two central idea or theme in oral presentations and written texts, and written texts, and extelled and analyze their development in oral presentations and written texts, and explain how it is developed by specific details and evidence from the texts. Given partially compl

portal.com/aca demy/lesson/ea rly-atomic- theory-dalton- thompson- rutherford-and- millikan.html#l esson • https://www.yo utube.com/wat ch?v=IO9WS HNmyg&list= PLfWuBca SO r fViaErgwQP 18HRZ82AJe7			presentations. Using completed organizer compose single paragraph response about one central idea of the video.	others' presentations. Using completed organizer, compose paragraph responsesincluding pretaught vocabulary and ideas from the video/transcript-about all three central ideas.	taught vocabulary and ideas from the video/transcript about all three central ideas.
It is best to choose a video with reliable		Sample instr	uctional strategies	and supports	
closed-captioning and a transcript which you can copy and print.	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available.	Demonstrate use of graphic organizer to record information. Have students work with partner in completing paragraph frame.	Model how to take notes during a presentation. Provide opportunities for students to ask questions about something they didn't understand during a presentation.	Provide feedback on initial drafts of charts containing information, and allow students to make revisions based on feedback.	Provide feedback on initial drafts of paragraph responses and allow students to make revisions based on feedback.

Grades 11-12, Standard 2

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Participate in short	Participate in	Participate in	Participate in	Participate in
	conversational and	short	conversations,	conversations,	extended
Participate in grade	written exchanges on	conversational	discussions, and	discussions, and	conversations,
appropriate oral and	familiar topics, presenting	and written	written exchanges	written exchanges	discussions, and
written exchanges of	information and	exchanges on	on familiar	on a range of	written exchanges
information, ideas, and	responding to simple	familiar topics	topics, texts, and	topics, texts, and	on a range of
analyses, responding to	yes/no questions and	and texts,	issues: building	issues: build on	substantive
peer, audience, or reader	some wh-questions.	presenting	on the ideas of	the ideas of	topics, texts, and
comments and questions.		information and	others and	others and	issues: build on
		ideas, and	expressing his or	express his or her	the ideas of
		responding to	her own; asking	own clearly,	others and
		simple questions	and answering	supporting points	express his or her
		and wh-	relevant	with specific and	own clearly and
		questions.	questions; adding	relevant	persuasively,
			relevant	evidence; ask and	referring to
			information and	answer questions	specific and
			evidence; and	to clarify ideas	relevant evidence
			restate some of	and conclusions;	from texts or
			the key ideas	and summarize	research to
			expressed.	the key points	support his or her
				expressed.	ideas; ask and
					answer questions
					that probe
					reasoning and
					claims; and
					summarize the
					key points and
					evidence
					discussed.
	Sample Conte	ent-based Particip	ation GoalsMatl	1	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
-					
Math (Functions):	Given a partially	Given a blank	Listening to	Participates in	Participate fully
Interpreting Functions F-	completed input-output	input-output	classmates,	class game after	in the game (even
IF, F-BF	chart for the function,	chart for the	record input-	seeing 1-2	as leader), giving
	supply input values to be	function, supply	output values	classmates give	both input and
Ohio Mathematics	solved by the class.	input and output	during class	input model.	output values.
Standards, Model		values to be	discussion.		
Curriculum, Functions	Listening to classmates,	solved by the		Independently or	Student states the
http://education.ohio.gov	record missing input-	class; record	Participate in	with some	equation for the
/getattachment/Topics/A	output values during class	function when	class game after	prompting, state	function, using all
cademic-Content-	discussion and Record	revealed.	seeing several	complex	of the correct
Standards/Mathematics/	function when revealed.		classmates give	functions with	algebraic terms,
High_School_Functions		May voluntarily	input and/or	correct algebraic	vocabulary (ex:
Model Curriculum Oct	Given the function and	participate in	output model.	terms and	"equals",
ober2013.pdf.aspx	one value, state "yes" or	class game.		vocabulary (2 or	"squared",
	"no" to tell whether the		With some	more variables	"divided by")
	corresponding value is	Listening to	support, state	and 2 or more	
Students participate in "The Function Game" to	correct.	classmates, record input-	more complex functions with	functions).	Using complex sentences,

create an in-put, out-put	Given the function and	output values	correct algebraic	With support	explain the
table and to identify a	one value, answer	during class	terms and	and/or prompting,	thought process
function. Teacher (or	question "What is the	discussion.	vocabulary (2 or	state the thought	which he used to
class leader) has a	input (output) for this		more variables	process which he	discover the
function in his or her	function?"	Then, given the	and 2 or more	used to discover	function, "First
head. The function is		function and one	functions).	the function using	multiplied by 3,
kept secret from the rest	Repeat oral expression of	value, state "yes"	·	multiple simple	but that answer
of the class (ex: $y = x^2$).	equation; copy written	or "no" to tell	Given the	sentences, several	was wrong, so.
, ,	function.	whether the	function and one	pre-taught	."
Leader posts input-		corresponding	value, state "yes"	vocabulary and	
output chart on the board		value is correct.	or "no" to tell	algebraic terms.	
and calls on class			whether the		
member to supply input		Given the	corresponding		
values.		function and one	value is correct.		
varaes.		value, answer	Then, using		
When student gives		question "What	phrases and		
input, leader responds by		is the input	simple sentences		
saying output value and		-	_		
		(output) for this function?"	explain thinking;		
writing the value on the		function?	use some pre-		
board. (Leader uses		G. 1	taught vocabulary		
graphing calculator or		Student states	and algebraic		
spreadsheet to program		simple functions	terms.		
each function to cut		with correct			
down on mistakes and		algebraic terms			
avoid giving hints.)		and vocabulary			
		(1-2 variables			
Continue until a student		and 1-2			
indicates that he knows		functions);			
the function; at that		repeats complex		_	
point, the leader gives		functions.			
the input, and the student		Sample instructi	onal strategies an	d supports	
provides an output value.					
Input-output continues	Pre-teach selected	Pre-teach	Model sharing	Model using	Provide time to
until majority of class	vocabulary; provide	selected	information and	transition phrases	sharing
understand the function	bilingual dictionary or	vocabulary;	asking questions	to add ideas to	information and
Teacher calls on as many	online translation tool if	provide bilingual	during a group	statements in a	asking question
students as possible to	available	dictionary or	discussion.	group discussion	with a partner of
ensure that all		online translation		(e.g. "Another	in a small group
understand the function.	Have students work with	tool if available		example is").	setting.
	partner to record missing			, , , , , , , , , , , , , , , , , , ,	
Source:	input-output values	Have students			
	during class discussion.	work with			
http://betterlesson.com/le	during class discussion.				
sson/452395/the-		partner to record			
function-game		missing input-			
ranction-game		output values			
		during class			
		discussion.			

Grades 11-12, Standard 3

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral
information	presentations and	presentations and	presentations and	presentations and
about familiar	compose written	compose written	compose written	compose written
texts, topics, and	narratives or	informational	informational	informational
experiences.	informational	texts about	texts about a	texts about a
_	texts about	familiar texts,	variety of texts,	variety of texts,
	familiar texts,	topics, or events,	topics, or events;	topics, or events;
	topics,	developing the	developing the	fully developing
	experiences, or	topic with a few	topic with some	the topic with
	events.	details, with	relevant details,	relevant details,
		support	concepts,	concepts,
		(including	examples, and	examples, and
		modeled	information,	information,
		sentences).	integrating	integrating
			graphics or	graphics or
			multimedia when	multimedia when
			useful.	useful.
Sample Conte	nt-based Participa	tion GoalsScienc	e	
	X 10	T 10		× 16
Level I	Level 2	Level 3	Level 4	Level 5
Working with the	In teacher guided	Independently or	In a small group	Independently or
				with a partner,
		_		find multiple
known location	sources to	-		sources to
and finds several	research climate	sources to		research climate
pictures of	change in a pre-	research climate	•	change in a
location.	determined	in a location.	location; teacher	student-selected
	location.	(Students may	may provide list	location.
Lists 5-7		select from a list	of sources.	
adjectives to	Following a	of pre-determined		Using Excel or
describe the	teacher model,	locations.)	Using Excel or	other graphing
location.	enter figures,		other graphing	software, present
	color-coding and		software, present	a graph of the
Locate a graphic	labels for a line or	or other graphing	a graph of the	data.
-	bar graph.	software, present	data.	
-				Prepare and
climate in the				deliver 3-5
		-		minute oral
(ex: temperature,	trames, prepare a	model, create a	deliver 3-5	presentation,
	£ 7t-	11		
precipitation)	5-7 sentence	line or bar graph	minute oral	supported by
	presentation	by hand to	presentation,	visual aids (ex.,
With partner or	presentation about research,	by hand to represent data.	presentation, supported by	visual aids (ex., Power Point,
With partner or following teacher	presentation about research, supported visual	by hand to represent data. Use teacher	presentation, supported by visual aids (ex.,	visual aids (ex.,
With partner or following teacher model, transfer	presentation about research, supported visual aids (ex.,	by hand to represent data. Use teacher model for	presentation, supported by visual aids (ex., Power Point,	visual aids (ex., Power Point, Prezi.
With partner or following teacher model, transfer data to a simple	presentation about research, supported visual aids (ex., PowerPoint,	by hand to represent data. Use teacher	presentation, supported by visual aids (ex.,	visual aids (ex., Power Point, Prezi. Using complete
With partner or following teacher model, transfer data to a simple line or bar graph	presentation about research, supported visual aids (ex.,	by hand to represent data. Use teacher model for labeling.	presentation, supported by visual aids (ex., Power Point, Prezi.	visual aids (ex., Power Point, Prezi. Using complete sentences and
With partner or following teacher model, transfer data to a simple line or bar graph (by hand or with	presentation about research, supported visual aids (ex., PowerPoint, Prezi.)	by hand to represent data. Use teacher model for labeling.	presentation, supported by visual aids (ex., Power Point, Prezi. Using simple	visual aids (ex., Power Point, Prezi. Using complete sentences and citing resources,
With partner or following teacher model, transfer data to a simple line or bar graph	presentation about research, supported visual aids (ex., PowerPoint,	by hand to represent data. Use teacher model for labeling.	presentation, supported by visual aids (ex., Power Point, Prezi.	visual aids (ex., Power Point, Prezi. Using complete sentences and
	Communicate information about familiar texts, topics, and experiences. Sample Content of the teacher or with a partner, choose a known location and finds several pictures of location. Lists 5-7 adjectives to describe the location. Locate a graphic representation of one aspect of	Communicate information about familiar texts, topics, and experiences. Sample Content-based Participal texts about familiar texts, topics, experiences, or events. Sample Content-based Participal texts about familiar texts, topics, experiences, or events. Level 1 Level 2 Working with the teacher or with a partner, choose a known location and finds several pictures of location. Lists 5-7 adjectives to describe the location. Lists 5-7 adjectives to describe the location. Locate a graphic representation of one aspect of climate in the student's location Using teacher-prepared sentence	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. Sample Content-based Participation GoalsScience experiences, or events. Sample Content-based Participation GoalsScience experiences, or events. Sample Content-based Participation GoalsScience experiences, or events. Level 1 Level 2 Level 3 Working with the deacher or with a partner, choose a known location and finds several pictures of describe the location. Lists 5-7 adjectives to describe the location. List 3-2 Level 3 Level 2 Level 3 Independently or with a few details, with support (including modeled sentences). Independently or with a few details, with support (including modeled sentences).	Deliver short oral presentations and compose written informational texts, topics, and experiences. Deliver short oral presentations and compose written informational texts about texts about familiar texts, topics, experiences, or events. Sample Content-based Participation GoalsScience Level 1 Level 2 Level 3 Level 4 Working with the teacher or with a partner, choose a known location and finds several pictures of location. Lists 5-7 addjectives to describe the location. Lists 5-7 addjectives to describe the location. Lists 5-7 addjectives to describe the location. Locate a graphic representation of pome aspect of climate in the student's location of climate in the student's location of climate in the student's location of climate in the student's location of prepared sentence Deliver short oral presentations and compose written informational texts about a variety of texts, topics, or events, developing the topic with a few details, with support (including modeled sently or with a few details, with support (including modeled sently or with a partner, use multiple sources to research climate change in a predefined prepared sentence in a location. Sample Content-based Participation GoalsScience Level 1 Level 2 Level 3 Level 4 In a small group, use teacher-selected sources to with a partner, use multiple sources to research climate change in a predefined prepared sentence in a location. (Students may select from a list of pre-determined locations.) Using Excel or other graphing software, present a graph of the data. As part of group, prepare and

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

Grades 11-12, Standard 4

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Express an	Construct a claim	Construct a claim	Construct a claim	Construct a
construct grade-appropriate oral	opinion about a	about familiar	about familiar	about a variety of	substantive claim
and written claims and support	familiar topic.	topics: introduce	topics: introduce	topics: introduce	about a variety of
them with reasoning and		the topic and	the topic, provide	the topic, provide	topics: introduce
evidence.		give a reason to	sufficient reasons	logically ordered	the claim and
		support the	or facts to support	reasons or facts	distinguish it
		claim, and	the claim, and	that effectively	from a
		provide a	provide a	support the claim,	counterclaim,
		concluding	concluding	and provide a	provide logically
		statement.	statement.	concluding	ordered and
				statement.	relevant reasons
					and evidence to
					support the claim
					and to refute the
					counter-claim,
					and provide a
					conclusion that
					summarizes the
					argument
					presented.
	Sample Conte	ent-based Particip	ation GoalsMatl	1	
I again Vinnatta	Level 1	Tarrel 2	Level 3	Level 4	Level 5
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Math (Geometry): Similarity,	Given labeled	Given a blank	Given a blank	Participate in the	Participate fully
Right Triangles, and	diagram and of	copy of the	copy of the	lesson, With a	in the lesson,
Trigonometry G-SRT	the triangle(s) to	diagram and	diagram student	partner, share	even as the
The state of the s	be discussed,	word bank,	listens to	spokesperson	spokesperson of a
Ohio Mathematics Standards,	student can copy	student listens to	teacher/classroom	duties for a small	small group.
Model Curriculum, Geometry	labels onto a	teacher	discussion and	group.	
http://education.ohio.gov/getatta	blank copy of the	lecture/classroom	labels the		Speak in
chment/Topics/Academic-	diagram using	discussion and	triangle(s) using	With model	complete
Content-	pre-taught	labels the	pre-taught	sentences and/or	sentences and/or
Standards/Mathematics/High Sc	vocabulary.	triangle(s) using	vocabulary.	clauses using	clauses using
hool_Geometry_Model_Curricul		pre-taught	·	"because,"	"because," using
um October2013.pdf.aspx	Join a teacher-	vocabulary.	Join a teacher-	defend at least	pre-taught
	selected group;		selected group;	one individual	vocabulary.
	observe as group	Join a teacher-	observe and/or	answer from the	
Students will be able to use	works to prove	selected group;	use simple	worksheet. Speak	
similar right triangles to prove	theorem.	observe as group	sentences and	in phrases and	
the Pythagorean Theorem, and		and/or use single	phrases to prove	clauses, using	
then work on identifying	Work with a	words and	theorem.	pre-taught	
common student errors when	partner to	phrases to prove		vocabulary.	
using the theorem.	partially complete	theorem	Given word bank		
	worksheet. Given		with "correct"		
Given a diagram of a large right	word bank with	Work with a	and "incorrect",		
triangle that includes two	"correct" and	partner to	independently		
internal, right triangles (created	"incorrect",	partially	identify correct		
by drawing an altitude to the	identify correct	complete	and incorrect		
hypotenuse), and the class will	and incorrect	worksheet. Given	calculations on a		
prove the Pythagorean Theorem.	calculations on a	word bank with	worksheet. Tell		
The class will work in small	worksheet. Tell	"correct" and	correct answer		

groups to prove that $a^2 + b^2 = c^2$.	correct answer for	"incorrect",	for several		
	at least one	identify correct	questions. Using		
After groups have met,	problem.	and incorrect	paragraph frames,		
volunteers from each group will		calculations on a	student can		
explain how their group proved		worksheet. Tell	produce claims		
the theorem to the whole class.		correct answer	and complex		
		for several	supporting		
Students will then review an		questions.	statements, like		
example student paper where the		Explain mistakes	"The problem is		
student has made mistakes in		in a simple	(not) correct		
finding one side of the right		sentence by	because A ²		
triangle. Students will identify		following model	equals		
the mistake, explain how the		(i.e., "A ² equals	"		
mistake was made, and tell the		"			
correct answer.		or "The altitude			
		equals			
Source:		·"			
http://betterlesson.com/lesson/44		Sample instru	ictional strategies	and supports	
8030/prove-it-part-2		_			
	Pre-teach selected	Model the stating	Provide	Provide	Provide criteria
	vocabulary;	of a claim with	opportunities for	opportunities for	of a well-
	provide bilingual	supporting	students to share	students to	presented claim
	dictionary or	reasons.	completed	practice giving	with supporting
	online translation		paragraph frames	their	reasons that
	tool if available		with partners.	presentations.	students can use
				Give feedback	to evaluate each
	Provide sample			that can be used	other's
	sentence			to make	presentations.
	structures to			improvements for	
	express opinions			final presentation.	
	(I believe that				

Grades 11-12, Standard 5

Standard	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can	Gather	Gather	Carry out short	Carry out both	Carry out both				
	information from	information from	research projects	short and more	short and more				
conduct research and evaluate	a few provided	provided print	to answer a	sustained	sustained				
and communicate findings to	print and digital	and digital	question; gather	research projects	research projects				
answer questions or solve	sources, and label	sources, and	information from	to answer a	to answer a				
problems.	collected	summarize data	multiple provided	question; gather	question or solve				
	information,	and information.	print and digital	and synthesize	a problem; gather				
	experiences, or		sources, and	information from	and synthesize				
	events.		evaluate the	multiple print and	information from				
			reliability of each	digital sources,	multiple print and				
			source;	using search	digital sources,				
			paraphrase key	terms effectively;	using advanced				
			information in a	evaluate the	search terms				
			short written or	reliability of each	effectively;				
			oral report, using	source and	evaluate the				
			illustrations,	integrate	reliability of each				
			diagrams, or	information into	source, and				
			other graphics;	an organized oral	analyze and				
			and provide a list	or written report,	integrate				
			of sources.	citing sources	information into a				
				appropriately.	clearly organized				
					oral or written				
					text, citing				
					sources				
					appropriately.				
	Sample Content-b	oased Participatio	n GoalsSocial St	udies					
Lesson Vignette									
	Level 1	Level 2	Level 3	Level 4	Level 5				
Lesson vignette	Level 1 Select a familiar	Level 2 Select a familiar	Level 3	Level 4	Level 5				
Ü	Select a familiar	Select a familiar	Find two	Selecting from a	Selecting from a				
Social Studies (Economics &	Select a familiar company or product	Select a familiar company or	Find two different stock	Selecting from a broad teacher-	Selecting from a broad teacher-				
Social Studies (Economics & Financial Literacy):	Select a familiar company or product (Coke, Microsoft).	Select a familiar company or product (Coke,	Find two different stock market reports	Selecting from a broad teacher- created list (so	Selecting from a broad teacher- created list (so				
Social Studies (Economics & Financial Literacy): Economic Decision Making	Select a familiar company or product (Coke, Microsoft). With teacher	Select a familiar company or product (Coke, Microsoft).With	Find two different stock market reports about one	Selecting from a broad teacher- created list (so that the same	Selecting from a broad teacher- created list (so that the same				
Social Studies (Economics & Financial Literacy):	Select a familiar company or product (Coke, Microsoft). With teacher support, l read a	Select a familiar company or product (Coke, Microsoft).With teacher support	Find two different stock market reports about one company or	Selecting from a broad teacher- created list (so that the same companies are	Selecting from a broad teacher- created list (so that the same companies are				
Social Studies (Economics & Financial Literacy): Economic Decision Making and Skills CS#2	Select a familiar company or product (Coke, Microsoft). With teacher support, l read a stock report and	Select a familiar company or product (Coke, Microsoft).With teacher support and/or model	Find two different stock market reports about one company or product with	Selecting from a broad teacher- created list (so that the same companies are not repeated over	Selecting from a broad teacher- created list (so that the same companies are not repeated over				
Social Studies (Economics & Financial Literacy): Economic Decision Making and Skills CS#2 Have students simulate stock	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the	Select a familiar company or product (Coke, Microsoft).With teacher support and/or model calculator, read a	Find two different stock market reports about one company or product with which they are	Selecting from a broad teacher- created list (so that the same companies are not repeated over and over),	Selecting from a broad teacher- created list (so that the same companies are not repeated over and over),				
Social Studies (Economics & Financial Literacy): Economic Decision Making and Skills CS#2 Have students simulate stock market investments by	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he	Select a familiar company or product (Coke, Microsoft).With teacher support and/or model calculator, read a stock report and	Find two different stock market reports about one company or product with which they are familiar. Using a	Selecting from a broad teacher- created list (so that the same companies are not repeated over and over), research 2-3	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3				
Social Studies (Economics & Financial Literacy): Economic Decision Making and Skills CS#2 Have students simulate stock market investments by researching market patterns,	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn	Selecting from a broad teacher- created list (so that the same companies are not repeated over and over), research 2-3 companies or	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or				
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,	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare	Selecting from a broad teacher- created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money.	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources.	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money.	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph,	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money.	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame,	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns,	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns,				
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,	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence paragraph telling	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence paragraph telling the differences	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators.				
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.	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily,	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports;	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators.	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators. Choose stocks of				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports; identify the more	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators.	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators. Choose stocks of different types				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like).	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports; identify the more reliable source.	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators. Present research to the class in a 3-	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators. Choose stocks of different types (i.e. banking,				
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	Select a familiar company or product (Coke, Microsoft). With teacher support, I read a stock report and calculates the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily,	Select a familiar company or product (Coke, Microsoft). With teacher support and/or model calculator, read a stock report and calculate the number of stocks he can buy with a pretend sum of money. Following a model of a line graph, track value of the stocks through the duration of the class. Add	Find two different stock market reports about one company or product with which they are familiar. Using a top-hat or Venn diagram, compare research sources. Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports; identify the more	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research 2-3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators.	Selecting from a broad teacher-created list (so that the same companies are not repeated over and over), research at least 3 companies or products, creating a graphic organizer to compare market patterns, company earning statements, stock market reports and economic indicators. Choose stocks of different types				

Stock Market Game graph and results to the like). accompanied by organizer to the www.stockmarketgame.org the class. Use a class. visuals and Present research to the class in a 3-Classroom teams compete to paragraph frame to If he chooses, graphic develop an investment support sell some of their Using the organizers. Cite 5 minute strategy, invest simulated presentation, ex: "I stock and buy preferred source, sources. presentation money and compete for an began with stock from an select two accompanied by additional, After viewing visuals and award for largest portfolio companies or growth during the contest dollars. I bought familiar product products with classmates' graphic or company, still which they are presentations, organizers. Cite period. . I ended with recording the familiar (Coke, create a portfolio sources. total value of Ohio Social Studies Standards. Microsoft) and of at least three Model Curriculum, Economics dollars. So, I their stock using make a simulated different stocks After viewing and Financial Literacy (gained, lost) graphs. purchase with the with the pretend classmates' http://education.ohio.gov/getatt pretend sum of sum of money. If presentation, dollars." At the end of the achment/Topics/Academicmoney. If he he chooses, sell create a portfolio Content-Standards/Socialcourse, present chooses, sell some of their of at least three Studies/Highgraph and results some of the stock stock and buy different stocks School Economics-andto the class. and buy stock stock from an with their pretend Financial-Literacy Model-Using paragraph from an additional, sum of money. If Curriculum_April2014.pdf.asp frames or other additional, familiar product he chooses, sell graphic organize; familiar product or company, still some of their <u>x</u> p.3 prepare a 2-3 recording the stock and buy or company, still paragraph report recording the total value of the stock from an telling about the total value of the stock using additional, initial stock using graphs. familiar product investment, graphs. or company, still Track value of effect of buying recording the and/ or selling Track value of the stocks total value of the during the class, the stocks through the stock using line and their results. through the duration of the graphs. Support duration of the class. Add data presentation with class. Add data to the line graph Track value of visual to the line graph at regular their stocks representation of intervals (daily, through the at regular weekly, or the the data that they intervals (daily, duration of the accumulated weekly, or the like). class, adding data through the year. to the line graph like). At the end of the at regular At the end of the course, present intervals (daily, graph and results course, present weekly, or the graph and results to the class. like). to the class. With optional, At the end of the Using paragraph pre-writing course, present frames or other organizer, graph and results graphic prepare a 5-7 to the class. organizer, paragraph report prepare a 3-5 justifying the Prepare a 5-7 initial investment, paragraph report paragraph report justifying the the effect of analyzing a future initial buying and/or investment goal investment, the selling during the (e.g... college, effect of buying class, presenting car), planning and/or selling results, and stock to buy, and

during the class,

describing a

estimating the

	<u> </u>	presenting	future investment	amount of time it
		results, and how		would take to
		to invest for a	goal e.g	achieve the goal.
			college, car). Presentation must	Presentation must
		future goal (e.g		
		college, car).	be supported with	be supported with
		Support	visual	visual
		presentation with	representation of	representation of
		visual	the year's data	the year's data
		representation of	and citations for	and citations for
		the year's data	at least two stock	at least three
		and citations for	reports	stock reports.
		at least two stock		
		reports.		
	Sample instruc	tional strategies a	and supports	
Pre-teach selected	Pre-teach selected	Provide	Provide	Provide criteria
vocabulary; provide	vocabulary;	opportunities for	opportunities for	of a well-written
bilingual dictionary	provide bilingual	students to share	students to	research
or online translation	dictionary or	completed	practice giving	summary that
tool if available	online translation	paragraph	their	students can use
	tool if available	frames with	presentations.	to evaluate each
Demonstrate how		partners.	Give feedback	other's
to create and use a	Demonstrate how		that can be used	presentations.
line graph to track	to create and use a		to make	
value of the stocks	line graph to track		improvements for	
through the	value of the stocks		final presentation.	
duration of the	through the			
class.	duration of the			
	class.		-	
Have students work				
with partner to	Have students			
monitor stocks and	work with partner			
use line graph to	to monitor stocks			
track value.	and use line graph			
	to track value.			
		1		1

Grades 11-12, Standard 6

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Identify a point	Identify the main	Explain the	Analyze the	Analyze and
	an author or a	argument and	reasons an author	reasoning and use	evaluate the
analyze and critique the	speaker makes.	one reason an	or a speaker gives	of rhetoric in	reasoning and use
arguments of others orally and		author or a	to support a	persuasive texts	of rhetoric in
in writing		speaker gives to	claim, and cite	or speeches,	persuasive texts,
		support the	textual evidence	including	including
		argument.	to support the	documents of	documents of
			analysis.	historical and	historical and
				literary	literary
				significance,	significance, and
				determining	cite specific
				whether the	textual evidence
				evidence is	to thoroughly
				sufficient to	support the
				support the claim,	analysis.
				and cite textual	
				evidence to	
				support the analysis.	
				alialysis.	
	Sample Conte	ont-based Particin	ation GoalsMatl	,	
	Sample Conte	int-based I al ticip	ation GoalsMati	•	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Math (Statistics): Making	With an English	With an English	Assume a silent	Assume a silent	Assume any role
inferences and justifying	dominant partner,	dominant partner,	or responsive role	or responsive role	in the
conclusions S-IC	assume role of a	assume a mostly	in the	in the	reenactment.
	cholera victim in	silent role	reenactment. If	reenactment.	T. C
Ohio Mathematics Standards, Model Curriculum, Statistics	the enactment.	cholera victim, contaminated	speaking, use a sentence frame to	Following at least	Join a group of three students and
http://education.ohio.gov/getatta	Join teacher-	well, clean well	express relevant	one peer, speak to express relevant	participate in
chment/Topics/Ohio-s-New-	selected group of	in the	information (ex.,	information	discussion,
Learning-	four students.	reenactment.	"I drink water	information	including
Standards/Mathematics/High Sc	Tour students.	Repeat model	from the	Join a group of	presenting his
hool_Statistics-and-	Given one	responses.	nom the	three students.	scenario to
Probability Model-	simplified	F	well.)		group-mates, and
Curriculum October2013-	statistical	Join teacher-	ĺ	After at least one	identifying the
1.pdf.aspx	scenario	selected small	Given simplified	other student	predicate flaw.
	(including margin	group of four	scenarios (margin	models the	
	notes,	students.	notes,	presentation,	Participate in
Students participate in a	illustrations, and		illustrations,	presents his	whole class
reenactment of a real world	definitions of	Given simplified	definitions of	scenario and	discussion of
statistical study in the 1850's	highlighted	statistical	highlighted	identify the	flaws.
AND learn about flaws and	words) complete	scenarios	words), join a	flaw/fallacy.	
fallacies in statistical thinking.	cloze sentence to	(including	group of three		Copy flaws from
	highlight the	margin notes,	students.	Participate in	the board.
After role play, the students	faulty predicate in	illustrations,		whole class	
gather in groups of three. Each	the one scenario.	definitions of	After at least one	discussion of	
person in the group is handed a		highlighted	other student	flaws.	
different scenario to present to	Copy some of the	words), complete	models the	Student may need	
the other two. The students are	flaws from the	a cloze sentences	presentation,	some modeling or	
instructed that for the next 25	board.	to highlight the	presents his	prompting when	

		I a			
minutes, they will be members of		faulty predicate	scenario.	he or she gives	
a student council on academics.		in each of the		response.	
Their job is to assess the validity		scenarios.	Complete cloze		
of the statistical data being			sentences to	Copy most of the	
presented. (All of the scenarios		Copy some of the	highlight the	flaws from the	
have issues!) Students may		flaws from the	faulty predicate	board.	
discuss each scenario for 8		board.	in each of the		
minutes.			scenarios; later		
			using cloze		
At the end of the group			sentences for a		
discussion time, whole class			prompt		
analyzes the scenarios (projected			participate in		
at the front of the classroom) As			whole class		
the whole class brings up reasons			discussion of		
to invalidate the data for each			flaws.		
problem, teacher lists points on					
the board (PARTIAL list of			Copy most of the		
flaws and fallacies in statistical			flaws from the		
thinking is created) The students			board.		
will use this list in their					
homework, so they should take					
careful notes.		Sample instru	ictional strategies	and supports	
Source:	Pre-teach selected	Pre-teach	Review and	Lead class	Lead class
http://cc.betterlesson.com/lesson/	vocabulary;	selected	provide feedback	discussion on	discussion on
448252/role-play-plus-flaws-	provide bilingual	vocabulary;	on students' first	how to identify	how to identify
and-fallacies-in-statistical-	dictionary or	provide bilingual	drafts of	and analyze	and analyze
thinking	online translation	dictionary or	complete cloze	evidence	evidence
	tool if available.	online translation	sentences; allow	provided to	provided to
	toor if available.	tool if available.	students to make	support a claim.	support a claim.
		toor if available.	corrections.	support a ciaiii.	support a claim.
			corrections.	Model sharing	
				information and	
				asking questions	
				during a group	
				discussion.	
			<u> </u>	1	l .

Grades 11-12, Standard 7

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize the	Adapt language	Adapt language	Adapt language	Adapt language
	meaning of some	choices to task	choices and style	choices and style	choices and style
adapt language choices to	words learned	and audience	according to	according to	according to
purpose, task, and audience	through	with emerging	purpose, task, and	purpose, task and	purpose, task, and
when speaking and writing.	conversations,	control and use	audience, with	audience; use a	audience with
	reading, and	some frequently	developing ease,	wider range of	ease, use a wide
	being read to.	occurring	use an increasing	complex general,	variety of
		general,	number of	academic, and	complex general
		academic, and	general academic	content specific	academic and
		content specific	and content-	words and	content-specific
		words in	specific words	phrases and	words and
		conversation and	and expressions	maintain a formal	phrases, and
		discussion.	in speech and	style in speech	employ both
			written text, and	and writing as	formal and more
			show developing	appropriate.	informal styles
			control of style and tone in oral		effectively, as appropriate.
			or written text.		арргорпасе.
			of written text.		
	Sample Content-b	pased Participation	n GoalsSocial St	udies	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
Social Studies (Government)	Level I	Ecvel 2	Level 3	Level 4	Level 5
Civic Participation & Skills CS	Using role-play,	Read a list of at	Read a list of at	Work	Participate fully
#4	illustration,	least 10 phrases	least 10 phrases	independently to	in activity.
	and/or translation	and sentences	and sentences	create individual	Works
Ohio Social Studies Standards,	create meaning	(ex: "Let's work	(ex: "Let's work	note cards.	independently to
Model Curriculum, High School	for these new	together", "All	together", "All		create individual
American Government, p.5'	vocabulary	people should	people should	Listen with other	note cards.
http://education.ohio.gov/Topics/	concepts:	.", and "What do	.", and "What do	students as one	
Ohio-s-New-Learning-	persuasion,	you think?"	you think?"	group discusses a	Discussion and/or
Standards/Social-Studies	compromise,	"Meet me half-	"Meet me half-	local problem.	observes local
	consensus, and	way", etc.).	way", etc.).	With a partner as	and national
	negotiation.			a model, hold up	issues.
Divide students into three to four	Record with	With a teacher,	With a teacher,	cards and the	
groups to engage in a discussion	memory aid (ex.:	sort the words	sort the words	discussion	Holds up index
of how to resolve a contentious	personal	into group:	into group:	proceeds.	cards independent
issue, issues ranging from very	dictionary entry,	1.6	- 1 C	T. t	of group mates.
local (within the school (ex:	vocabulary	 words for persuasion 	 words for persuasion 	Join a group that	G 1 4 1
should students be allowed to	quadrants) and	words for	words for	is discussing a	Speaks to resolve
carry their cell phones) to national (ex: should the United	practice	compromi	compromi	one of the non- local issues.	issue using several sentences:
States intervene in a civil war in	Transfer the new	se	se	Given a list of	simple,
another country).	words to	 words for 	 words for 	words and	compound, and
anomor country).	individual index	consensus building	consensus building	phrases pertinent	compound, and complex.
All students label individual	cards.	words for	words for	to the issue,	- 3p
index cards		negotiatio	negotiatio	participate in	
with the words Persuasion,	With partner,	n	n	group discussion.	
Compromise, Consensus	hold up cards as			Speaks with 2-3	
Building and Negotiation. Have	the discussions	Transfer the new words to	Transfer the new words to	simple,	

groups take turns observing as		individual index	individual index	complex	
one group discusses their issue		cards.	cards.	sentences.	
for several minutes. As the		With partner,	With partner,	Semences.	
dynamics of the discussion		hold up cards as	hold up cards as		
proceed, have the observers hold		the discussions	the discussions		
up one of the four index cards		proceed.	proceed.		
containing the word or words		proceed.	proceed.		
representing what process they			Join a group that		
see taking place in the first			is discussing a		
group's discussion at that time.			local, familiar		
group's discussion at that time.			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.		
		Sample instru	ictional strategies	and supports	
	Model how to ask	Model how to	Provide	Provide	Discuss
	questions during	ask questions	opportunities for	opportunities for	differences in
	oral presentations	during oral	students to	students to	language used in
	when a word or	presentations	practice model	practice model	informal and
	phrase is not	when a word or	sentences and	sentences and	formal
	understood.	phrase is not	phrases that can	phrases that can	discussions.
		understood.	be used in a	be used in a	
			discussion about	discussion about	Elicit from
			a certain issue.	a certain issue.	students language
					use that would be
					inappropriate for
					formal
					discussions about
					a topic.

Grades 11-12, Standard 8

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize the	Determine the	Determine the	Determine the	Determine the
	meaning of a few	meaning of	meaning of	meaning of	meaning,
determine the meaning of words	frequently	frequently	general academic	general academic	(including the
and phrases in oral presentations	occurring words,	occurring words,	and content-	and content-	figurative and
and literary and informational	simple phrases,	phrases, and	specific words	specific words	connotative
text.	and formulaic	expressions in	and phrases and	and phrases,	meanings) of
	expressions in	texts about	frequently	figurative	general,
	texts about	familiar topics,	occurring	language, and a	academic, and
	familiar topics,	experiences, or	expressions in	growing number	content specific
	experiences, or	events, using	texts about	of idiomatic	words and
	events, relying	context, visual	familiar topics,	expressions in	phrases,
	heavily on	aids, reference	experiences, or	texts about a	figurative
	context, visual	materials, and	events, using	variety of topics,	language
	aids, and	knowledge of	context, some	experiences, or	(example, irony,
	knowledge of	morphology in	visual aids,	events, using	hyperbole), and
	morphology in	their native	reference	context,	idiomatic
	their native	language.	materials, and a	increasingly	expressions in
	language.		developing	complex visual	texts about a
			knowledge of	aids, reference	variety of topics,
			English	materials, and an	experiences, and
			morphology (e.g.,	increasing	events, using
			affixes, roots, and	knowledge of	context, complex
			base words).	morphology.	visual aids,
					reference
					materials and
					consistent
					knowledge of
					morphology.
Sam	ple Content-based	Participation Go	als—English Lang	guage Arts	p
	<u>-</u>	_			
Lesson Vignette	ple Content-based Level 1	Participation God Level 2	als—English Lang	Level 4	Level 5
Lesson Vignette English Language Arts	<u>-</u>	Level 2		Level 4	Level 5
Lesson Vignette English Language Arts Reading: Literature, Craft &	Level 1 Provides the	Level 2 Participate in	Level 3 Given a	Level 4 After guided	Level 5 Given class
Lesson Vignette English Language Arts	Level 1	Level 2 Participate in guided reading of	Level 3 Given a simplified or	Level 4 After guided reading of non-	Level 5 Given class reading
Lesson Vignette English Language Arts Reading: Literature, Craft &	Provides the meaning of his or her name in own	Level 2 Participate in	Level 3 Given a	Level 4 After guided	Level 5 Given class reading assignment,
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or	Level 1 Provides the meaning of his or	Participate in guided reading of a simplified or illustrated	Given a simplified or illustrated version of the assigned	After guided reading of non-leveled text, students	Level 5 Given class reading assignment, participate fully
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned	Provides the meaning of his or her name in own	Participate in guided reading of a simplified or illustrated version of the	Given a simplified or illustrated version	After guided reading of non-leveled text, students participate fully	Level 5 Given class reading assignment, participate fully
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales	Provides the meaning of his or her name in own language.	Participate in guided reading of a simplified or illustrated version of the assigned reading	Given a simplified or illustrated version of the assigned reading or a leveled	After guided reading of non-leveled text, students participate fully students choose a	Level 5 Given class reading assignment, participate fully in vignette lesson
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is	Provides the meaning of his or her name in own language. Prints own name and illustrate the	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled	Given a simplified or illustrated version of the assigned reading or a leveled complimentary	After guided reading of non-leveled text, students participate fully students choose a word or phrases	Level 5 Given class reading assignment, participate fully in vignette lesson Use English
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing,	Provides the meaning of his or her name in own language. Prints own name	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary	Given a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for	After guided reading of non-leveled text, students participate fully students choose a word or phrases the assigned text	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary,
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is	Provides the meaning of his or her name in own language. Prints own name and illustrate the	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled	Given a simplified or illustrated version of the assigned reading or a leveled complimentary	After guided reading of non-leveled text, students participate fully students choose a word or phrases	Level 5 Given class reading assignment, participate fully in vignette lesson Use English
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning.	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for	Given a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example),	After guided reading of non-leveled text, students participate fully students choose a word or phrases the assigned text and write it on a	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary, bilingual dictionary to
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for	Given a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example), choose a word or	After guided reading of non-leveled text, students participate fully students choose a word or phrases the assigned text and write it on a	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary, bilingual dictionary to support
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front of class, using a	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example).	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	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	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary, bilingual dictionary to support
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front of class, using a sentence frame:	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-	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	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.	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary, bilingual dictionary to support comprehension of
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front of class, using a sentence frame: "My name is	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teachercreated list of	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.	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	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary, bilingual dictionary to support comprehension of
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front of class, using a sentence frame: "My name	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teachercreated list of words or phrases	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. Uses English dictionary,	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	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary, bilingual dictionary to support comprehension of written text.
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front of class, using a sentence frame: "My name is	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teachercreated list of words or phrases from assigned	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. Uses English	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	Level 5 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
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front of class, using a sentence frame: "My name is It means	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teachercreated list of words or phrases from assigned text, student will	Civen 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. Uses English dictionary, bilingual	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	Level 5 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
Lesson Vignette English Language Arts Reading: Literature, Craft & StructureSS #4 Students choose a word or phrase from and assigned passage of The Canterbury Tales (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and	Provides the meaning of his or her name in own language. Prints own name and illustrate the meaning. Presents in front of class, using a sentence frame: "My name is It means	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teachercreated list of words or phrases from assigned text, student will select one that is	Civen 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. Uses English dictionary, bilingual dictionary to	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	Level 5 Given class reading assignment, participate fully in vignette lesson Use English dictionary, bilingual dictionary to support comprehension or written text. After one or two classmates have

For ELLs, grade-level texts may	through class or	play, illustration,		partner, read one	quotation and a
not be appropriate. Choose	small group and	and/or use of a	Paired with a	example of	favorite comment
appropriate reading-level text	receive peer	dictionary, gain	partner, silently	another student's	until
For Level 1 ELL, this could	comments on	understanding of	reads and	sticky note.	
mean a picture book with high-	stick notes.	the word.	comment on a	Following teacher	
interest content.			few other	or peer model,	
		Illustrate the	students'	use blank sticky	
ELLs who read at a level higher		word or phrase.	selections; using	notes to comment	
than Level I access the text		F	partner comments	on other students'	
through simplified editions.		Presents in front	as a model, writes	selections.	
These publishers offer		of class, using a	his or her own		
simplified, abridged versions of		sentence frame:	sticky note	Share his or her	
many required high school texts:		"My interesting	observations.	quotation and a	
, 11 12 8		word (phrase) is		favorite comment	
 Oxford University Press 		4,	Share his or her	after watching	
(Bookworms Library)			quotation and a	several	
Steck-Vaughn Short			favorite comment	classmates do the	
Steck-Vaughn Short Classics		Circulate	after watching	sharing activity.	
Classics		illustration	several	<i>g y</i> .	
Note: If available and if student		through class or	classmates do the		
is literate in his or her first		small group and	sharing activity.		
language, student may read a		receive peer			
translated version of the class		comments on			
text.		stick notes.			
Source:					
Ohio English Language Arts		Sample instri	uctional strategies	and supports	
Standards, Model Curriculum,					
Grades 11-12	Provide	Provide	In small group	Demonstrate	Identify idiomatic
http://education.ohio.gov/getatta	opportunity for	opportunity for	setting, read	examples of how	expressions in
chment/Topics/Academic-	students to	students to	aloud sections of	context,	students'
Content-	practice with a	practice with a	the poem or other	knowledge of	assigned readings
Standards/English/Grades 11-	partner before	partner before	text that students	morphology and	and lead
12 ELA Model Curriculum Oc	presenting to	presenting to	are reading.	other clues can	discussion of
tober2013.pdf.aspx	whole class.	whole class.	Provide	help determine	their meanings.
- -			opportunities for	the meaning of	6
			students to ask	unfamiliar words.	
			about words and		
			phrases they		
			don't understand.		
				l	

Grades 11-12, Standard 9

An ELL can	Level 1	Level 2	Level 3	Level 4	Level 5
l l	Communicate	Recount a short	Recount a	Recount a longer,	Recount a
	basic information	sequence of	sequence of	more detailed	complex and
create clear and coherent grade-	about an event or	events in order,	events, with a	sequence of	detailed sequence
appropriate speech and text.	topic, with	and introduce an	beginning,	events or steps in	of events or steps
	support	informational	middle, and an	a process, with a	in a process, with
	(including context	topic and provide	end, and	clear sequential	an effective
	and visual aids)	one or two facts	introduce and	or chronological	sequential or
	about an event or	about it, with	develop an	structure, and	chronological
	topic, using non-	support	informational	introduce and	order, and
	verbal	(including	topic with facts	develop an	introduce and
	communication	modeled	and details, and	informational	effectively
	and, with limited	sentences), using,	provide a	topic with facts,	develop an
	control, a narrow	with emerging	conclusion, using,	details, and	informational
	range of	control, common	with developing	evidence, and	topic with facts,
	vocabulary and	linking words to	control, common	provide a	details, and
	syntactically	connect events	transitional words	concluding	evidence, and
	simple sentences.	and ideas (e.g.,	and phrases to	section or	provide a
		first, next,	connect events,	statement, using,	concluding
		because).	ideas, and	with increasingly	section or
			opinions (e.g.,	independent	statement, using
			after a while, for	control, a variety	complex and
			example, as a	of more complex	varied transitions
			result).	transitions to link	to link the major
				the major	sections of text
				sections of text	and speech and to
				and speech and to	clarify
				clarify	relationships
				relationships	among
				among events and	Events and ideas.
				ideas.	
Samp	le Content-based	Participation Goa	als—English Lang	uage Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts					
Digital Dalizuaze Al to	Given a list of	Given a model	Given a model,	Given a model,	Given a model,
0 0					
	adjectives,	(pre-	use writing	use writing	use writing
Writing: Texts types & purposes, SS #3	adjectives, engage in role-	(pre- formatted "I Am.	use writing	use writing process (pre-	use writing process (pre-
Writing: Texts types & purposes, SS #3	adjectives, engage in role- play, illustration,	_	· ·	process (pre-	use writing process (pre- writing, drafting,
Writing: Texts types & purposes, SS #3 Student's podcast personal Web	engage in role-	formatted "I Am.	use writing process (pre- writing, drafting,	process (pre- writing, drafting,	process (pre- writing, drafting,
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives.	engage in role- play, illustration,	formatted "I Am" poem, like	use writing process (pre-	process (pre-	process (pre-
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives. Podcasting skills include	engage in role- play, illustration, and/or translation	formatted "I Am" poem, like https://docs.goog	use writing process (pre- writing, drafting, revising, editing,	process (pre- writing, drafting, revising, editing,	process (pre- writing, drafting, revising, editing,
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking,	engage in role- play, illustration, and/or translation create meaning	formatted "I Am" poem, like https://docs.goog le.com/document	use writing process (pre- writing, drafting, revising, editing, and publishing)	process (pre- writing, drafting, revising, editing, and publishing)	process (pre- writing, drafting, revising, editing, and publishing)
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking,	engage in role- play, illustration, and/or translation create meaning for new	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo-	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a	process (pre- writing, drafting, revising, editing, and publishing) to compose a	process (pre- writing, drafting, revising, editing, and publishing) to compose a
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation,	engage in role- play, illustration, and/or translation create meaning for new	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo- 6il4iuizGnccR3g	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and	engage in role- play, illustration, and/or translation create meaning for new vocabulary.	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo- 6il4iuizGnccR3g 3 x9ua2bzMrvey	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and	engage in role- play, illustration, and/or translation create meaning for new vocabulary. Use list or an	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo- 6il4iuizGnccR3g 3 x9ua2bzMrvey PJ-fdQmAc/edit	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of one paragraph.	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of 300-500 words.
Writing: Texts types & purposes, SS #3 Student's podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students	engage in role- play, illustration, and/or translation create meaning for new vocabulary. Use list or an English	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo- 6il4iuizGnccR3g 3 x9ua2bzMrvey PJ-fdQmAc/edit or	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of one paragraph. Include a clear	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200 words.	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of 300-500 words.
Writing: Texts types & purposes, SS #3 Student's 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	engage in role- play, illustration, and/or translation create meaning for new vocabulary. Use list or an English dictionary,	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo- 6il4iuizGnccR3g 3 x9ua2bzMrvey PJ-fdQmAc/edit or http://www.read	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of one paragraph. Include a clear topic sentence	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200 words.	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of 300-500 words. Record an auditory copy of
Writing: Texts types & purposes, SS #3 Student's 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	engage in role- play, illustration, and/or translation create meaning for new vocabulary. Use list or an English dictionary, bilingual	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo- 6il4iuizGnccR3g 3 x9ua2bzMrvey PJ-fdQmAc/edit or http://www.read writethink.org/fil	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of one paragraph. Include a clear topic sentence telling one	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200 words. Record an auditory copy of	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of 300-500 words. Record an auditory copy of his or her credo
Writing: Texts types & purposes, SS #3 Student's 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	engage in role- play, illustration, and/or translation create meaning for new vocabulary. Use list or an English dictionary, bilingual dictionary, or	formatted "I Am" poem, like https://docs.goog le.com/document /d/1t4wo- 6il4iuizGnccR3g 3 x9ua2bzMrvey PJ-fdQmAc/edit or http://www.read writethink.org/fil es/resources/less	use writing process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of one paragraph. Include a clear topic sentence telling one important quality	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of at least 200 words. Record an auditory copy of his or her credo	process (pre- writing, drafting, revising, editing, and publishing) to compose a personal credo of 300-500 words. Record an auditory copy of his or her credo (using Audacity
Writing: Texts types & purposes, SS #3	-	_	use writing		_

Source:	describe self.	writing process	at least three	software).	
Ohio English Language Arts		(pre-writing,	supporting		If desired, post
Standards, Model Curriculum,	Given a model,	drafting,	sentences	If desired, post	audio version of
Grades 11-12, p. 23	use writing	revising, editing,	illustrating	audio version of	the credo on a
http://education.ohio.gov/getatta	process (pre-	and publishing)	examples or	the credo on a	school or public
chment/Topics/Academic-	writing, drafting,	to compose	reasons why that	school or public	website; may
Content-	revising, editing,	creates a list of	quality is	website; may	submit credo to a
Standards/English/Grades 11-	and publishing) to	ideas/behaviors	desirable.	submit credo to a	Laws of Life
12 ELA Model Curriculum Oc	creatively	that are valuable	Conclude	Laws of Life	contest or NPR
tober2013.pdf.aspx	organize a list of	to his life.	paragraph with an	contest or NPR	program.
	adjectives that		effective closing	program.	
	describe self.	Record an	sentence.		
	(Note: advanced	auditory copy of			
	students may find	his or her credo	With a partner or		
	adjectives that	(using Audacity	peer, practice		
	match the letters	or other school	reading his poem		
	of their names to	supported	to improve		
	make an acrostic.)	software).	fluency.		
	With a partner or	If desired, post	Record creates an		
	peer, practices	an audio version	auditory copy of		
	reading his credo	of the whole or	his or her credo		
	to improve	partial poem on_	(using Audacity		
	fluency.	school or public	or other school		
		website.	supported		
	Record an		software).	_	
	auditory copy of				
	his or her credo		If desired, post		
	(using Audacity		audio version of		
	or other school		the credo on a		
	supported		school or public		
	software).		website; may		
			submit credo to a		
	If desired, post an		Laws of Life		
	audio version of		contest or NPR		
	the whole or		program.		
	partial poem on				
	school or public				
	website.	Comple instru	 uctional strategies	and sunnants	
		Sample Histr	uctional strategies	and supports	
	Show and discuss	Show and discuss	Share examples	Provide	Provide criteria
	examples of	examples of	of written texts	opportunities for	of a well-written
	podcasts on	podcasts on	that illustrate	students to	personal credo
	websites.	websites.	main idea and	practice giving	that students can
			supporting	auditory version	use for self
		Have students	details.	of credo; provide	evaluation during
		work in pairs to		feedback to assist	writing process.
		support each		with making	
		other in		improvements.	
		developing			
		personal			
	I	poems/credos.	i	i	I

Grades 11-12, Standard 10

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	Recognize and use a	Use frequently	Use simple	Use increasingly	Use complex
	small number of	occurring verbs,	phrases (e.g.,	complex phrases	phrases and
make accurate use of	frequently occurring	nouns,	noun, verb,	(e.g., noun, verb,	clauses, and
standard English to	nouns, noun phrases,	adjectives,	adjectival,	adjectival,	produce and
communicate in grade-	verbs, conjunctions	adverbs,	adverbial,	adverbial and	expand simple,
appropriate speech and	(but, or, and), and	prepositions, and	prepositional) and	participial,	compound,
writing.	prepositions, and	conjunctions, and	clauses (e.g.,	prepositional,	and complex
	understand and	produce simple	independent,	absolute) and	sentences.
	respond to simple	and compound	dependent,	clauses, and	
	questions.	sentences, with	relative,	produce and	
		support	adverbial), and	expand simple,	
		(including	produce and	compound, and	
		modeled	expand simple,	complex	
		sentences).	compound, and a	sentences.	
			few complex		
			sentences, with		
			support		
			(including		
			modeled		
			sentences).		
6	Sample Content-based	Douti sing ation Co.	la Euglish Laus		
	sample Content-baseu	Farticipation Go	ais—English Lang	uage Arts	
Lesson Vignette	Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts					
Language: Conventions of	Given a simple,	Given a written	Given a written	Given a written	Students fully
Standard English, SS #1 & 2	present tense written	model simple,	model simple,	model simple,	participate in
	sentence with up to 8	compound and	compound and	compound and	model vignette.
Take a core sentence without	words, supply the	complex	complex	complex	
any modifiers and	missing word. Here	sentences,	sentences, change	sentences, change	For example,
increasingly make the	is an example pattern:	change	highlighted	highlighted	"Mr. Wilson
sentence more specific.	noun + action verb +	highlighted	phrases to create	phrases or clauses	called on the
Have students look at a	preposition +	words to create	new meaning.	sentence to create	girl."
range of five sentences	adjective (article) +	new meaning.		new meaning.	
and discuss which one	noun.		For example,		Add additional
provides the most specific		For example,	"Mr. Wilson	For example,	words, phrases,
information.	Complete a few	"Mr. Wilson	called on the girl	"Mr. Wilson	and clauses to
NT 4		11 1 .1	. 41 1 1	11 1 4 1	
Note: may need some	sentence frames with	called on the girl	in the back row	called on the girl	create new or
1:-:4:	this sentence. For	in the back row	who always	in the back row	more specific
explicit instruction and/or	this sentence. For each repetition, write	in the back row who always		in the back row who always	
models to help them arrange	this sentence. For each repetition, write the missing word in	in the back row	who always raises her hand."	in the back row	more specific meaning.
models to help them arrange their modifier in a "natural"	this sentence. For each repetition, write	in the back row who always raises her hand."	who always raises her hand."	in the back row who always raises her hand."	more specific meaning. Share new
models to help them arrange their modifier in a "natural" sounding order. Here is an	this sentence. For each repetition, write the missing word in the blank.	in the back row who always raises her hand."	who always raises her hand." Share new sentences with	in the back row who always raises her hand." Share new	more specific meaning. Share new sentences with
models to help them arrange their modifier in a "natural" sounding order. Here is an example website:	this sentence. For each repetition, write the missing word in the blank. Example: Students	in the back row who always raises her hand." Share new sentences with	who always raises her hand." Share new sentences with the group and	in the back row who always raises her hand." Share new sentences with	more specific meaning. Share new sentences with the group and
models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-	this sentence. For each repetition, write the missing word in the blank. Example: Students and teachers walk to	in the back row who always raises her hand." Share new sentences with the group and	who always raises her hand." Share new sentences with the group and participate in a	in the back row who always raises her hand." Share new sentences with the group and	more specific meaning. Share new sentences with the group and participate in a
models to help them arrange their modifier in a "natural" sounding order. Here is an example website:	this sentence. For each repetition, write the missing word in the blank. Example: Students	in the back row who always raises her hand." Share new sentences with the group and participate in a	who always raises her hand." Share new sentences with the group and participate in a discussion of the	in the back row who always raises her hand." Share new sentences with the group and participate in a	more specific meaning. Share new sentences with the group and participate in a discussion of the
models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-	this sentence. For each repetition, write the missing word in the blank. Example: Students and teachers walk to the school.	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the	who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the	more specific meaning. Share new sentences with the group and participate in a discussion of the meanings of each
models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-	this sentence. For each repetition, write the missing word in the blank. Example: Students and teachers walk to	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each	who always raises her hand." Share new sentences with the group and participate in a discussion of the	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each	more specific meaning. Share new sentences with the group and participate in a discussion of the
models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar- quizzes.com/adj_order.html	this sentence. For each repetition, write the missing word in the blank. Example: Students and teachers walk to the school. 1	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the	who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the	more specific meaning. Share new sentences with the group and participate in a discussion of the meanings of each other's sentences.
models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-	this sentence. For each repetition, write the missing word in the blank. Example: Students and teachers walk to the school. 1	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each	who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each	in the back row who always raises her hand." Share new sentences with the group and participate in a discussion of the meanings of each	more specific meaning. Share new sentences with the group and participate in a discussion of the meanings of each

		T	T		T
Curriculum, Grades 11-12	teachers	and their names	(i.e., independent	es of noun, verb,	adjectival,
http://education.ohio.gov/get	walk to the	(i.e., "nouns") in	clause, dependent	adjectival,	adverbial and
attachment/Topics/Academi	school. 3. Students and	notebook,	clause, phrase)	adverbial and	participial,
c-Content-	3. Students and teachers	journal, or other	in notebook,	participial,	prepositional,
Standards/English/Grades 1	to the	note-taking	journal, or other	prepositional,	absolute phrases
<u>1-</u>	school.	method.	note-taking	absolute phrases	and of relative
12_ELA_Model_Curriculum	Senoon.		method	and of relative	clause in in
October2013.pdf.aspx	Respond to "wh"			clause in in	notebook,
	questions with			notebook,	journal, or other
	complete sentences,			journal, or other	note-taking
	supplying different			note-taking	method.
	missing words each			method.	
	time; for example:			incurs d.	
	"Who walks to the				
	school?" "To where				
	do the students and				
	teachers walk?"				
	teachers walk?				
	Note: Activities can				
	be done in a congo				
	line/station format to				
	engage kinesthetic				
	learners.				
	Tournors.				
	Teachers should limit				
	correcting subject-				
	verb agreement at this				
	level. Simply model				
	the correct agreement				
	(use of suffix "s")				
		Commission et une	tional structurios o		
		Sample instruc	tional strategies a	na supports	
	Model making	Model making	Provide and	Provide and	Provide and
	changes with other	changes with	discuss examples	discuss examples	discuss examples
	sentences.	other sentences.	of texts that	of texts that	of texts that
			contain	contain complex	contain complex
	Have students work in	Have students	compound and	phrases (e.g.,	phrases (e.g.,
	pairs.	work in pairs.	complex	noun, verb,	noun, verb,
	_	*	sentences.	adjectival,	adjectival,
				adverbial and	adverbial and
				participial,	participial,
				prepositional,	prepositional,
				absolute) and	absolute) and
				clauses.	clauses.
	1	1	ĺ	ciaabob.	Ciuubob.

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
A	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' 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 \Box Use the restroom appropriately (turn off faucets, keep the restroom clean) \Box Follow the bell schedule \Box

- 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) \Box American holidays and holiday customs \Box
•	Famous American historical and literary figures \square
•	Grade-appropriate knowledge of American icons, American poems and other
	literature U.S. history
•	Local, state and national systems of government \square Local, state and national geography \square
•	American fauna and flora

WEB-BASED RESOURCES

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

English as New Language Standards, Second Edition. (National Board for Professional Teaching Standards, 2010)

http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-emc-enl-standards.pdf

English Language Proficiency (ELP) Standards with Correspondences to K–12 English Language Arts (ELA), Mathematics, and Science Practices, K–12 ELA Standards, and 6-12 Literacy Standards. (April 2014). Council of Chief State School Officers http://www.elpa21.org/standards-initiatives/elp-standards

ELP Standards Resources. (Updated June 2014). WestEd. https://wested.app.box.com/ELPStandardsResources

Foundational Literacy Skills for English Learners. (2012). California Department of Education.

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

INFOhio, Ohio's PreK-12 Digital Library http://www.infohio.org/

Ohio's New Learning Standards - English Language Arts (Adopted June 2010). Ohio Department of Education

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

Ohio's English Language Arts Model Curricula. (Adopted March 2011). Ohio Department of Education

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

Ohio's New Learning Standards - Mathematics (Adopted June 2010). Ohio Department of Education

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

Ohio's English Mathematics Model Curricula. (Adopted March 2011). Ohio Department of Education

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

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

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

Ohio's New Learning Standards – Social Studies (Adopted June 2010). Ohio Department of Education

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx

Ohio's Social Studies Model Curricula. (Adopted March 2011). Ohio Department of Education

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

Proficiency Level Descriptors for English Language Proficiency Standards. (2013). Council of Chief State School Officers

https://wested.app.box.com/ELPStandardsResources/1/1238544451/12217258688/1

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