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 en	d of each ELP level, an I	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.

 $\label{thm:continuous} Table\ 2.\ Detailed\ Proficiency\ Level\ Descriptors\ for\ Forms\ Embedded\ within\ the\ ELP\ Standards$

1	2	3	4	5
simple information about an event, experience, and/or topic short sentences composed of simple or predictable phrases or sentences limited (i.e., initial) cohesion among sentence structures	a brief sequence of events in order and/or introduction of a topic with supporting details multiple, related, simple sentences containing contentarea descriptions in grade-appropriate text or word problems loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases	 related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) related paragraphs on gradeappropriate contentarea texts developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions 	 related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) multiple paragraphs containing a variety of sentences on grade-appropriate content-area text increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing) 	 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 contentarea text accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events

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

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

(CCSSO 2013, pp.1-5).

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

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				
	By the end of each E	nglish language profi	iciency level, an ELL	can
Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of strategies to identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	Use an emerging set of strategies to identify the main topic; retell a few key details from read-alouds, simple written texts, and oral presentations.	Use a developing set of strategies to determine the main idea or theme, and retell a few key details; retell familiar stories from 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, written texts, and	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.
			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						
ELP.4-5.1.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	use a very limited set of	use an emerging set of	use a developing set of	use an increasing range of	use a wide range of		
	strategies to:	strategies to:	strategies to:	strategies to:	strategies to:		
construct meaning							
from oral	• identify a few key words	identify the main topic	determine the main idea	determine the main idea	determine two or more		
presentations and	and phrases	 retell a few key details 	or theme, and	or theme, and	main ideas or themes		
literary and			retell a few key details	 explain how some key 	explain how key details		
informational text			retell familiar stories	details support the main	support the main ideas		
through grade-				idea or theme	or themes		
appropriate listening,				summarize part of a text	summarize a text		
reading, and	from read-alouds, simple	from read-alouds, simple	forms and already simula	form and already consists a	forms and almost constitution		
viewing	written texts, and oral	written texts, and oral	from read-alouds, simple written texts, and oral	from read-alouds, written texts, and oral	from read-alouds, written texts, and oral		
-	presentations.	presentations.	presentations.	presentations.	presentations.		
	when eng	gaging in one or more of the	following content-specif	fic practices:			
	a range of grade-level complex			MP1. Make sense of problems	SP1. Ask questions and		
	nents from evidence and critique owledge from research by integ		ining ideas from touts	and persevere in solving	define problems.		
'	of others and articulate his or h	, , ,		them.			
21 21 Sana apon ano racas		Ter entraces times trestants se	nasor actively.				
	when eng	aging in tasks aligned with	the following Grade 5 EL/	A Standards:			
Literature			Informational Text				
	e of a story, drama, or poem fro	om details in the text, including		more main ideas of a text and exp	lain how they are		
	a story or drama respond to cha			details; summarize the text.			
	on a topic; summarize the text.			nships or interactions between tw			
	rast two or more characters, se	-		oncepts in a historical, scientific, o	r technical text based on		
	specific details in the text (e.g. I and multimedia elements con		specific informatio	n in the text. on from multiple print or digital so	ources demonstrating		
	g., graphic novel, multimedia p			e an answer to a question quickly			
myth, poem).			efficiently.	1 1			
RL.1., Rl.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.							
KL.1., KI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.							
	en text read aloud or information						

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

INSTRUCTIONAL STRATEGIES AND SUPPORTS FOR ELLS

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

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

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

Preparation

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

Building Background

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

Comprehensible Input

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

Strategies

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

Interaction

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

Practice & Application

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

Lesson Delivery

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

Review and Assessment

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

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

Additional information regarding SIOP Model resources and professional development opportunities can be found at the following website: 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 charts ordered by grade level are provided on the following pages.

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

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

Grade K: Standard 1

Provide native language

support if available.

Refer to pictures of

the story aloud.

animals when reading

partner.

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

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

Sample Content-based Participation Goals - English Language Arts

Lesson Vignette

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

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten ELA Model Curriculum March-2015.pdf.aspx

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

^{*}Retelling glove: a colorful, stretchy glove with visual cues used to retell a story. Different elements of a story are written with a fine-tipped marker on each finger of the glove. After reading a story, students put on the glove and discuss the different elements of the story by referring to cues on the glove. For more ideas on using retelling gloves, refer to the following website link:

http://www.smekenseducation.com/use-the-retelling-glove-for-summarizing-stories.html

Sample instructional strategies and supports Demonstrate the use of a Provide a sample Provide a sample Have students practice retelling glove. Have graphic organizer that graphic organizer that asking and answering students can use to students practice students can use to questions about the story retelling story with a provide information provide information in pairs.

about the story.

about the story.

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

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

Sample Content-based Participation Goals - Mathematics

Lesson Vignette

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

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

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Kindergarten Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
With a partner,	With a partner,	Participate in shape	Participate in shape	Participate in shape	
participate in a shape	participate in a shape	hunt; locate several	hunt; locate several	hunt; locate several	
hunt; with teacher	hunt; with teacher	2D/3D shapes with a	2D/3D shapes with a	2D/3D shapes with a	
support, locate a few	support, locate a few	partner. In a group, sort	partner. In a group, sort	partner. In a group, sort	
2D/3D shapes in the	2D/3D shapes in the	shapes by attributes such	shapes by attributes such	shapes by attributes such	
classroom. Respond to	classroom. Respond to	as size, dimension,	as size, dimension,	as size, dimension,	
simple questions with	simple questions about	number of sides, and	number of sides, and	number of sides, and	
yes/no or one-word	their attributes. (e.g	corners. Answer simple	corners. Ask and answer	corners. Ask and answer	
responses. (e.g. Is this a	Which shapes have four	questions posed by	simple questions with	a variety of questions	
circle? What shape is	sides?)	partners. (e.g Is this a	partners. (e.g. How	with partners while	
this?)		2D shape or 3D shape?)	many corners does a	completeing task.	
			cube have?) Record	Record in math journal	
			answers in math journal.	and share out.	
Sample instructional strategies and supports					
Introduce and	Introduce and	Demonstrate how to use	Demonstrate how to use	Provide opportunities	
demonstrate key	demonstrate key	graphic organizer to	graphic organizer to	for students to discuss	
vocabulary terms such	vocabulary terms such	record information about	record information about	with partner the	
as "flat", "solid",	as "flat", "solid",	shapes of objects.	shapes of objects.	procedure for	
"corners", and "angles".	"corners", "sides" and			constructing shapes.	
Provide native language	"angles". Provide native				
support if available.	language support if				
	available.				

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

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

Sample Content-based Participation Goals - Science

Lesson Vignette

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

Source: Ohio New Learning Standards - Science

 $http://educatio\underline{n.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx$

Level 1	Level 2	Level 3	Level 4	Level 5		
Match pictures or actual tools with corresponding picture cards. For example, match a picture card of the wind to an anemometer, and precipitation to a rain gauge. Record picture cards in science journal.	Verbally identify tools to measure weather in a whole group discussion. Illustrate tools and weather in science journal.	Identify corresponding tools used to measure various weather patterns. Complete science journal, using the prompt" I use a to measure" Illustrate and share with a partner.	Select one weather tool and write 1-2 sentences describing the tool and its purpose. Record in science journal. Share with a partner.	Select two weather tools and write 1-2 sentences describing the tools and their purpose. Record in science journal. Present information to large group.		
Sample instructional strategies and supports						
Use picture cards to teach weather related vocabulary	Use picture cards to teach names of tools to measure weather. Allow students to discuss weather tools with a partner.	Model both oral and written sentences to describe purpose of a weather tool.	Model both oral and written sentences to describe purpose of a weather tool.	Provide criteria of effective presentations. Allow students to practice presentations in small-groups and evaluate presentations using criteria		

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

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

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

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

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

Source: Ohio Social Studies Kindergarten Model Curriculum

Strand: Economics. Topic: Scarcity p. 11

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum April2014.pdf.aspx

EconEdLink - No Room for a Sneeze

http://www.econedlink.org/lessons/index.php?lid=560&type=educator

Level 1	Level 2	Level 3	Level 4	Level 5		
With teacher support,	With teacher support,	With modeling or	In journal, write simple	In journal, write grade		
sort picture cards into	sort picture cards into	sentences frames, write	sentences about needs	appropriate sentences		
categories of needs and	categories needs and	sentences about basic	and wants. (e.g I want	about needs and wants.		
wants. Learn basic	wants. With modeling,	needs and wants. (e.g I	toys. I need food).	(e.g I want toys. I need		
vocabulary words.	communicate about the	want toys. I need food).	Illustrate. Discuss with	food). Illustrate. Discuss		
	pictures in basics	Illustrate. Discuss with	partner.	with partner Express		
	sentences (e.g. I want	partner.		differences between		
	toys. I need food.)			needs and wants.		
Sample instructional strategies and supports						
Pre-teach vocabulary	Provide opportunities	Write down on chart or	Demonstrate	Demonstrate appropriate		
related to needs and	for students to share	Smart board the ideas	appropriate language to	language to give reasons		
wants. Model how to list	their ideas with a	generated in the	express opinions about	for one's opinions.		
needs and wants on a	partner.	discussion.	the ideas of other			
chart.			persons			

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5	
Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow student, then determine who has the shorter arm span.	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students, then determine who has the shortest arm span. Record findings in chart. Respond to simple questions. (e.g. Who has the longest arm span?)	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students, then determine who has the shortest arm span. Record findings in a chart. Respond to multiple questions about activity, referencing the chart	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students. Record findings in a chart. Respond to multiple questions about activity, referencing the chart.	Standing back-to-back with outstretched arms, compare the lengths of arm spans with a fellow students. Record findings in a chart. Present the results to the class.	
Sample instructional strategies and supports					
Pre-teach selected vocabulary, such as "larger," "smaller," arm span"	Pre-teach selected vocabulary, such as "larger," "smaller," arm span". Model questions and answers related to targeted information.	Demonstrate how to use a chart to record information.	Demonstrate how to use a chart to record information.	Demonstrate how to use information in chart when giving an oral presentation.	

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

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

Sample Content-based Participation Goals - Science

Lesson Vignette

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5		
NA	N.	A	NA	Listen to a teacher presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can get exercise).	Listen to a teacher presentation about creating a proper environment for a class pet. Identify muliple reasons why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can exercise. It will need to be kept in an enclosed space so that it doesn't get loose.)	
	Sample instructional strategies and supports					
				Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.	Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.	

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

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

Source: Ohio Social Studies Model Curriculum

Strand: Government

Topic: Civic Participation and Skills p. 9

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

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

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

Source: Ohio English Language Arts Model Curriculum

Strand: Language

Topic: Vocabulary acquisition and usage, p. 35

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

Standards/English/Kindergarten ELA Model Curriculum March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5			
Students point to pictures in the text by responding to the question, "What animal lives in a web?" When viewing a picture of a web, the student will point to a picture of a spider.	Create a graphic organizer to help identify items from the story that have a house. For example: pea and pea pod corn and a husk bee and a hive Use picture cards as needed.	Complete the sentence frame A is a house for a Begin to discuss different types of house dwellings (apartment, house, trailer, duplex,).	Take turns answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.	Take turns asking and answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.			
	Sample instructional strategies and supports						
Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension	Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension Provide a model of a chart that can be used to record key information.	Lead whole class discussion on different kinds of houses/shelters.	Provide opportunities for students to practice communication skills in small group settings.	Provide opportunities for students to practice communication skills in small group settings.			

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Sources:

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

Ohio Social Studies Model Curriculum, Personal Histories, Content Elaboration, pg 2
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum April2014.pdf.aspx

Curriculum Aprili2014.put.aspx				
Level 1	Level 2	Level 3	Level 4	Level 5
MA	NA	Use photographs to retell a sequence of events from an	Create an autobiography book retelling a sequence of events using	Create an autobiography book of life events (birth to current) using photos
NA	NA	experience such as a	photos and drawings.	and/or drawings.
		vacation. In the	In the retelling, students	Student will use linking
		retelling, students will	will use linking words	words to sequence
		use linking words either	either orally or in	events.
		orally or in writing.	writing.	
	Sample in	structional strategies an		
		Model using	Model using	Provide students
		autobiography book to	autobiography book to retell a series of events.	opportunities to practice telling about events in
		retell a past experience. Point out use of key	Point out use of key	their personal history
		vocabulary and linking	vocabulary and linking	and give feedback for
		words.	words.	making improvements.
		Provide opportunities	Provide opportunities	
		for students to practice	for students to practice	
		retelling in small group	retelling in small group	
		settings	settings	

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students participate in a noun sort and shared writing experience

Students sort with a partner noun picture cards into different categories

Source: Ohio English Language Arts Model Curriculum Strand: Language

Topic: Conventions of Standard English, pp.34-35

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

Standards/English/Kindergarten ELA Model Curriculum March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Sort picture cards in	Sort nouns word cards			
categories of person,	categories of person,	categories of person,	categories of person,	independently into
place, thing, and animal.	categories of singular			
				and plural nouns
Participate in writing a	Participate in writing a	With a partner, develop	With a partner, develop	
shared story or poem as	shared story or poem as	an oral story or poem	an oral story or poem	Write a shared story or
a class using nouns from	a class using nouns from	using some of the nouns	using some of the nouns	poem as a whole group.
the sort. As a class	the sort.	from the sort.	from the sort.	Select words from the
circle all nouns in blue.			D (II d) (d	sort to use in the story
	State orally three		Retell the story to other classmates. After the	writing.
Repeat orally sentences	sentences using nouns		retelling, answer	
using several of the	from the shared story.		questions about the	After being given a copy
nouns. ("A lion is an	("A lion roared in the		retelling.	of the story with some
animal,")	night.")		reterning.	blank spaces, fill in the
				missing nouns using the words from the sort.
				Circle singular words in
				red and plural words in
				purple.
				purple.
	Sample in	structional strategies an	nd supports	
Pre-teach selected	Pre-teach selected	Model the development	Model the development	As a practice, tell a story
vocabulary. Use	vocabulary. Use	of an oral story.	of an oral story. Retell	to the students; during the
bilingual resource (if	bilingual resource (if		the story to whole class,	story telling, have the
available) and pictures	available) and pictures		elicit and answer	students raise their right
to aide comprehension	to aide comprehension		questions about the	hand when they hear a
			story.	singular noun, and their
Model using words to	Model using words to			left hand when they hear
make statements.	make statements.			a plural noun.

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

Grade 1: Standard 1

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

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

Sample Content-based Participation Goals - English Language Arts

Lesson Vignette

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

Source: Ohio Science Standards, Grade 1, page 36

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

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

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

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

Source: Mathematics Model Curriculum Grade 1, Domain Operations and Algebraic Thinking, Standard 4, pg 4-5; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 1 Math Model Curriculum March2015.pdf.aspx

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

Level 1	Level 2	Level 3	Level 4	Level 5		
Use pasta shapes to	Answer basic questions	Answer a range of	Create a "take-away"	Create a "take-away"		
model subtraction	about a simple "take-	questions about a "take-	story, modeling it with	story, modeling with		
problem after listening to	away" story provided by	away" story provided by	pasta shapes. Participate	pasta shapes. Participate		
the teacher tell simple	teacher. Use words and	the teacher. Explain to	in discussion and	in discussion and		
take-away story.	phrases to retell the	the teacher, using pasta	respond to the	respond to the		
	story to teacher,	shapes to model.	comments of others.	comments of others.		
	modeling with pasta		Present to teacher and	Present story to new		
	shapes.		write out problem in	partner, who writes out		
			numbers.	problem in numbers.		
	Sample instructional strategies and supports					
Have students write the	Have students work with	After reading the math	Provide students the	Provide students		
numbers they hear when	a partner to develop a	problem, have students	opportunity to share	opportunities to practice		
listening to oral reading	retelling of the word	discuss with a partner	their take-away	presenting their word		
of word problems.	problem.	their understanding of	problems in small	problems and provide		
		the problem.	groups.	feedback for		
			-	improvements.		

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

Level 1 Lev	rel 2 Level 3	Level 4	Level 5	
Use pictures and body	Use pictures and key	Use pictures and key	Referring to various	Referring to various
gestures demonstrate	words to demonstrate	words to demonstrate	resources (books,	resources (books,
how to carry out a	how to carry out a	how to carry out a	magazines, and videos),	magazines, and videos),
familiar and simple task	familiar and simple task	familiar and simple task	follow teacher	follow teacher
(brushing teeth, calling a	(brushing teeth, calling a	(brushing teeth, calling a	guidelines to write about	guidelines to write about
friend, checking a book	friend, checking a book	friend, checking a book	a three-step task (e.g	a three to five step task
out from the school	out from the school	out from the school	making a sandwich).	(e.g making pancakes).
library). Place pictures	library). Place pictures	library). Place pictures	Present to class using	Present to class using
in appropriate sequence	in appropriate sequence	in appropriate sequence.	visual aides.	visual aides.
and practice saying new	and talk about them	Write about them in a		
vocabulary words.	using key words and	journal using simple		
	phrases.	sentences. Share with		
		partner.		
Sample instructional strategies and supports				
Demonstrate how to	Demonstrate how to	Demonstrate how to	Have students work with	Allow students to
search "how to" topics	search "how to" topics	search "how to" topics	a partner to develop	practice giving
on Internet and how to	on Internet and how to	on Internet and how to	PowerPoint	PowerPoint
use PowerPoint to share	use PowerPoint to share	use PowerPoint to share	presentation. Allow	presentations in small
information.	information.	information. Have	students to practice	group settings.
		students work with a	giving PowerPoint	
		partner to develop	presentations in small	
		PowerPoint	group settings.	
		presentation.		

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

Source: Mathematics Model Curriculum Grade 1, Measurement and Data, Standard 2, pg 17; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 1 Math Model Curriculum March2015.pdf.aspx

Science Net Links: Estimation and Measurement

http://sciencenetlinks.com/lessons/estimation-and-measurement/

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

Grade 1: Standard 5

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

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

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

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

Source: Social Studies Model Curriculum, Grade 1, Content Statement 12, Instructional Strategies, pg12) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students listen to a police officer give a presentation about following rules and laws and being a good citizen. Then, they identify reasons for these laws and consequences for breaking them.

Source: Social Studies Model Curriculum, Grade 1, Content Statement 8, Instructional Strategies, pg 8) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx

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

Grade 1: Standard 7

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Listen to a read aloud of Yo! Yes. By Chris Raschka. Demonstrate an awareness of informal speech and formal speech.

Source: Adapted from English Language Arts Model Curriculum Grade 1, Language, Knowledge, Standard 3, pg 34)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 1 ELA Model Curriculum March-2015.pdf.aspx

Level 1	Level 2		Level 3	Level 4	Level 5
			Participate in a classroom discussion about the informal speech used in the book. Create a t-chart comparing the informal language in the books and the formal equivalent (e.g. Yo, What's up! /Hello, how are you?)	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of story, pretending that one of the characters is a teacher/doctor.	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of the story, pretending that one of the characters is a teacher/doctor.
Sample instructional strategies and supports					
			Demonstrate how to use a T-chart to illustrate differences. Have students work with partners to complete the T-chart.	Have students work with partners in writing alternate dialog.	Provide opportunities for peer feedback on initial drafts.

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5			
Listen to the teacher	Listen to the teacher	Listen to the teacher	Listen to the teacher read	Listen to the teacher read the			
read the story. Follow	read the story. With	read the story. With	the story. With teaching	story. With teaching			
oral directions to draw	teaching prompting,	teaching prompting, use	prompting, use	prompting, use illustrations			
a picture of a mouse.	use illustrations and	illustrations and simple	illustrations and context	and context clues to answer			
(e.g.Draw the ears.	simple clues in the	clues in the story to	clues to answer questions	questions about the			
Draw the eyes.)	story to guess the	answer questions about	about the meanings of	meanings of words (e.g			
	meaning of a few	the meanings of a larger	words (e.g insulting,	insulting, chimed,			
	new words (e.g. fur,	range of new words	chimed, constantly). Give	constantly). Give an			
	diaper)	(e.g. fur, diaper,	an example of another	example of another			
		disgusting, insulting)	situations in which that	situations in which that word			
			word might be used.	might be used.			
	Sample instructional strategies and supports						
Pre-teach selected	Demonstrate how to	Demonstrate how to use	Have students work with	Provide opportunities for			
vocabulary; provide	use illustrations and	illustrations and context	partners on using clues to	students to share their			
bilingual resource if	context clues to	clues to determine	determine meanings of	examples in small groups.			
ailable and	determine meaning	meaning of words.	unknown words.				
illustrations to aid	of words.						
comprehension.		Have students work					
		with partners on using					
		clues to determine					
		meanings of unknown					
		words.					

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5		
	After reading the story, use visual aids to sort the activities that the ladybug did by morning, afternoon, and evening. Using pictures and words complete a chart about what one would do during different times of the day. Share with partner.	After reading the story, sort the activities that the ladybug did by morning, afternoon, and evening. Write simple sentences about what one would do during different times of the day. Share with partner.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, "Yesterday was no ordinary day" write a creative story including at least one event that happened during the morning, afternoon, and evening. Share with small group or class.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, "Yesterday was no ordinary day" write a creative story including a complex sequence of events. Share with small group or class.		
	Sample instructional strategies and supports					
	Demonstrate the use of a graphic organizer to share information. Have students work with partners in completing	Demonstrate the use of a graphic organizer to share information.	Provide examples of creative stories written by other students. Discuss the use of transitional phrases to	Provide feedback on initial drafts of story and allow students to make revisions for final draft.		
	the chart.		connect ideas.			

Grade 1: Standard 10

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

Level 1	Level 2	Level 3	Level 4	Level 5
Understand and use a	Recognize and use	Use some singular and	Use an increasing	Use singular and plural
small number of	frequently occurring	plural nouns, verbs in	number of singular and	nouns with matching
frequently occurring	nouns, verbs,	the present and past	plural nouns with	verbs, verb tenses (e.g.,
nouns and verbs, and	prepositions, and	tenses, frequently	matching verbs, verb	present, past, future) and
very simple sentences;	conjunctions (e.g., and,	occurring prepositions	tenses (e.g., present,	frequently occurring
and respond to simple	but, or), and produce	and conjunctions, and	past), and frequently	prepositions and
questions, with support	simple sentences, with	produce and expand	occurring prepositions	conjunctions, and
(including context and	support (including visual	simple sentences in	and conjunctions, and	produce and expand
visual aids).	aids and sentences).	response to prompts,	produce and expand	simple and compound
		with support (including	simple and some	sentences in response to
		modeled sentences).	compound sentences in	prompts.
			response to prompts.	

Sample Content-based Participation Goals - Science

Lesson Vignette

Students listen to a read aloud of I Fall Down (Vicki Cobb) and make inferences on how objects move (e.g. higher to lower, in a straight line)

Source: Ohio Science Standards, Grade 1, p.35 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Ohio Resource Center, Science Bookshelf, Physical Science http://www.ohiorc.org/bookshelf/

Level 1	Level 2	Level 3	Level 4	Level 5		
While reading the book,	Participate in activities	Participate in some	While listening to the	While listening to the		
use hand gestures to	taken from the story,	activities in the story	story, engage in	story, engage in		
indicate the meaning of	and then discuss what	and explain what	conversations about	conversations about		
some of the movement	happened using	happened; fill in a cloze	observations made.	observations made.		
words (up, down, pull).	frequently occurring	passage that correctly	Write a about a part in	Write a story that		
Participate in a game of	words and phrases.	uses many of the words	the story correctly using	correctly uses many of		
Simon Says.	Write a few simple	in the story (up, down,	targeted vocabulary (up,	the words in the story		
	sentences correctly	pull, weight, heavier.)	down, pull.)	(up, down, pull, weight,		
	using a few words from			and <i>heavier</i>).		
	the story (up, down.)					
	Sample instructional strategies and supports					
Demonstrate the game	Provide examples of	Provide examples of	Have students work with	Provide criteria of a		
of Simon Says. Have	sentences describing	descriptive writing that	a partner in writing the	well-written story that		
students take turns being	past events.	illustrate use of	story.	students can use for self		
the leader.		prepositional phrases		evaluation during the		
		and conjunctions.		writing process.		

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

Grade 2: Standard 1

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

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

Sample Content-based Participation Goals - English Language Arts

Lesson Vignette

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

Source: Ohio English Language Arts Model Curriculum 2.1 page 1)

Literature: Key idea and details (also refer to page 10)

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

Level 1	Level 2	Level 3	Level 4	Level 5		
After listening to a teacher	After listening to a story	After listening to the	After listening to	Write 5 or more		
read aloud multiple times,	read aloud, sort picture	story, complete story map	the story, write 3-5	sentences summarizing		
sort story pictures cards	cards by key ideas and	graphic organizer on story	complete sentences	key ideas and details.		
by two of the five areas	details into 5 categories of	elements to indicate key	summarizing the	Share retellings during		
who, what, where, when,	who, what, where, when,	ideas and details. Use a	story and use as an	a formal presentation		
and why to indicate key	and why. Complete	combination of	aide for a retelling.	incorporating a		
ideas and details orally to	graphic organizer and	illustrations and sentences	Include key ideas	PowerPoint.		
the teacher.	illustrate categories	for detail recall and share	and details in the			
	sharing orally with a	with a small group.	retelling.			
	partner.					
	Sample instr	uctional strategies and su	nnorts			
	Sample msu	uctional strategies and su	pports			
Pre-teach selected	After reading the story, in	Provide a model of a chart	Model how to take	Provide time for sharing		
vocabulary; provide	a large group setting asks	that can be used to record	notes while listening	drafts with peers and		
bilingual resource (if	students to identify main	key information.	to a story.	getting their feedback		
available) and pictures to	ideas and key details.			before completing final		
aid comprehension.		Have students work with a		draft of PowerPoint.		
	Provide a model of a chart	partner to complete				
	that can be used to record	graphic organizer.				
	key information.					

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

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

Source: Ohio Social Studies. Model Curriculum Content Statement 6, pg 6)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Paired with an English speaking peer model, participate in a Skype conversation with an international pen pal, responding to basic questions, e.g., "What is your name?"	Paired with a partner, contribute to an email exchange with an international pen pal, including 2-3 basic sentences and questions about who they are and where they live, e.g., "I live in Ohio. What languages do you speak?" At a later date, with a partner engage in a Skype conversation with pen pal, coming up with 1-2 simple questions to ask ahead of time.	Participate independently in an email exchange with international pen pal, including simple sentences and questions about the physical characteristics of their region, "e.g., Ohio has four seasons. Do you live near an ocean?" At a later date, engage in a Skype conversation with pen pal, coming up with 3-5 questions to ask ahead of time and recording the answers.	independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further	Participate independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further elaborating on the topic.
Provide sample sentence		tructional strategies and	d supports Guide students in using	Conduct large group
structures for asking questions and sharing information.	structures that can be used for asking questions and sharing information.	the Internet and other resources to find out information about the country where the	the Internet and other resources to find out information about the country where the	brainstorming session on information about Ohio that students can share with their international
Provide time for students to practice asking questions and sharing information with a partner.	Model a conversation on Skype.	international pen pals live.	international pen pals live.	pen pals.

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

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

Sample Content-based Participation Goals = Mathematics

Lesson Vignette

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

Source: Ohio Mathematics Model Curriculum, Instructional Resources and Tools, pg 5; National Council of Teachers of Mathematics: Finding Fact Families)

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

Standards/Mathematics/Grade 2 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
Act out part of the story using counters and hand gestures (e.g. counting on fingers). Count the number of piranhas on a given page. With support, write a subtraction problem using numbers.	Retell a part of the story using simple words and phrases. Draw a picture of that part of the story and write one sentence about it using numbers words.	Retell part of the story using simple sentences with some temporal words and linking words. Write subtraction sentences for the page using appropriate math vocabulary (minus, difference, equal).	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work with a partner or in a small group to write our own scenario.	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work independently to write our own scenario.		
	Sample instructional strategies and supports					
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures that can be used for retelling.	Review with the class key vocabulary for mathematical problems.	Provide opportunities for students to practice doing retellings in small group settings.	Provide time for sharing draft scenarios with peers and getting their feedback before completing final draft.		

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

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

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

Students write an opinion piece on justifying a school, home, and or community rule. They demonstrate an understanding of the different rules and acceptable behavior in different settings.

Source: Ohio Social Studies Model Curriculum, Standard 12, pg 12 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior.	View picture cards of good and bad behaviors that take place at school. (e.g waiting in line at the drinking fountain, running in the halls). Practice key vocabulary words. With teacher support, sort picture cards by good behavior and bad behavior Use key words and phrases to talk about good	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.
Have a class discussion about rules people must follow in different settings. Highlight key words related to rules.	Sample installable Have students work with a partner to write sentences and make illustrations.	Model both oral and written statements expressing opinions with reasons.	d supports 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.

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

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

Sample Content-based Participation Goals - Science

Lesson Vignette

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

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

Level 2	Level 3	Level 4	Level 5
In pairs and with second	In pairs, find 2-3	In pairs, explore and	In pairs, explore and
language support, find	similarities between	compare the relationship	compare the relationship
2-3 similarities between	elephants and	between elephants and	between elephants and
elephants and	mammoths using a few	mammoths using a	mammoths using a
mammoths. Using	sources (books,		variety of sources
simple words and	websites, photographs,	(books, websites,	(books, websites,
phrases, and pictures,	videos). Record findings	photographs, videos).	photographs, videos).
			Following the teacher's
_			written guidelines,
(2 slides).			create a 3-5 slide
			PowerPoint presentation
	the animals (2-3 slides).		on the two animals'
		****	environments and their
		similarities.	similarities.
Sample ins	structional strategies an	d supports	
_	_		
Demonstrate the use of a	Provide sentence	Provide list of academic	Provide time for sharing
chart or other graphic	structures for describing	terms that would be	drafts of PowerPoint
organizer to show	animals and have	appropriate for	presentations with peers
similarities and	student practice using	describing animal	and getting their
differences.	structures to share	characteristics.	feedback before
	information.		completing final
			presentation.
	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides). Sample institute or a chart or other graphic organizer to show similarities and	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides). Sample instructional strategies an Demonstrate the use of a chart or other graphic organizer to show similarities and differences. In pairs, find 2-3 similarities between elephants and mammoths using a few sources (books, websites, photographs, videos). Record findings in a simple PowerPoint template provided by the teacher and type a few simple sentences about the animals (2-3 slides).	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides). Sample instructional strategies and supports Demonstrate the use of a chart or other graphic organizer to show similarities and differences. In pairs, find 2-3 similarities between elephants and mammoths using a wources (books, websites, photographs, videos). Record findings in a simple PowerPoint template provided by the teacher and type a few simple sentences about the animals (2-3 slides). Sample instructional strategies and supports Provide sentence structures for describing animals and have student practice using structures to share In pairs, find 2-3 similarities between elephants and mammoths using a variety of sources (books, websites, photographs, videos). Following the teacher's written guidelines, create a 3-5 slide PowerPoint presentation on two animals' environments and their similarities.

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students investigate a urrent-event issue and describe the positive and negative effects of these activities. (e.g. Time for Kids article, "Waiting for Change", Feb 2013)

http://www.timeforkids.com/news/article-waiting-change/98991

Source: Ohio Social Studies Model Curriculum, Content Statement 7, pg 7

 $\frac{http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx$

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids. com/news/article- waiting-change/98991 With support, identify key vocabulary words from the story (e.g. penny coin, money). Draw a picture illustrating one key idea or detail from the article.	Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991. On a sheet of paper, cite one reason to stop using pennies. Share with a partner or in a small group.	Listen to an article being read aloud about the debate to stop using pennies in the United States http://www.timeforkids. com/news/article- waiting-change/98991 On a sheet of paper, cite one reason to stop using pennies and one reason to continue. Share with a partner or in a small group.	With teacher support (whole group or guided reading) read an article about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 Using chart, identify some of the points the author makes as propenny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.	With teacher support (whole group or guided reading) read an article about the debate to stop using pennies in the United States http://www.timeforkids.com/news/article-waiting-change/98991 Using chart, classify each point the author makes as pro-penny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.
	Sample ins	structional strategies an	d supports	
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Provide sentence structures and have student practice using structures to give reasons.	Demonstrate and model how to take notes during an oral presentation.	Provide a model of a chart that can be used to record key information as one reads an article.	Have a large group discussion about the importance of providing reasons to support an idea or point of view.

Grade 2: Standard 7

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

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

Sample Content-based Participation Goals – Science

Lesson Vignette

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

Source: Ohio Science Standards, Grade two

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

Level 1	Level 2	Level 3	Level 4	Level 5
Observe cloud patterns	Observe cloud patterns	Observe cloud patterns	Observe cloud patterns	Observe cloud patterns
over a given time and	over a given time and	over a given time and	over a given time and	over a given time and
document in science	document in science	document in science	document in science	document in science
journal using pictures.	journal using pictures,	journal using informal	journal using informal	journal using informal
Discuss in whole group	basic words, and	vocabulary and pictures.	vocabulary and pictures.	vocabulary and pictures.
the differences between	sentences. Label the	Use results to write a	Use results to write a	Use results to write a
formal and informal	types of clouds in the	short report on weather	report on weather	detailed report on
language used in the	type of journal using	patterns and clouds	patterns and clouds	weather patterns and
journal and report.	vocabulary list provided	using an increasing	using a wider range	clouds using a wide
	by teacher. Complete	range academic	academic vocabulary	range of academic
	sentence frames about	vocabulary (cloud	(cloud names,	vocabulary (cloud
	clouds. Share with	names, precipitation).	precipitation). Discuss	names, precipitation).
	partner.	Discuss in whole group	in whole group the	Discuss in whole group
		the differences between	differences between	the differences between
		formal and informal	formal and informal	formal and informal
		language used in the	language used in the	language used in the
		journal and report.	journal and report.	journal and report.
	Sample ins	structional strategies an	d supports	
Have students share	Provide and discuss both	Demonstrate the use of a	Lead a whole-group	Provide criteria of a
	scientific and informal			
informal language they hear/use with friends		graphic organizer to	brainstorming session on	well-written report using
and with the teacher.	words and phrases that can be used to describe	report information.	ways to describe a cloud formation to a friend	formal vocabulary, and show students how to
and with the teacher.				use criteria as self-
Provide and discuss	clouds.		compared to the way to describe a cloud	evaluation tool when
				* / ***********************************
words and phrases that can be used to describe			formation in a science	writing a report.
			report.	
clouds.				

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

Source: Ohio Mathematics Model Curriculum, grade two, p. 12

Measurement Cluster

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 2 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a read aloud of	Listen to a read aloud of How	Listen to read aloud.	Listen to read aloud.	Listen to a whole
How Long and How	Long and How Wide? Create a	Sort words into teacher	Sort measurement	group reading of
Wide?. Create a chart of	chart of new words, such as	directed categories.	vocabulary words	story. Sort
new words, such as	measure, inch, and foot. Sort	Explain justifications to	into self created	vocabulary words
measure, inch, and foot.	words with a partner by tools	teacher. Illustrate in	categories. Create a	independently into
Provide picture support	used to measure and unit of	math vocabulary	measurement	self generated
and sort words with a	measurement ways to measure.	journal.	dictionary.	groups. Create a
partner by tools used to	Illustrate sorts in math vocabulary			measurement
measure and units of	journal.			dictionary
measure.				explaining concepts.
	Sample instruction	nal strategies and suppo	orts	
Provide native language	Provide picture support as needed.	Have students work	Have students work	Provide sentence
support if available.		with partners in	with partners in	structures that can
	Demonstrate note-taking strategies	creating chart with	creating	be used to explain
Provide list of key	while listening to oral information.	measurement	measurement	measurement terms.
words for students to		categories.	dictionary.	
note when listening to	Guide students on creating a chart			
information about	to sort words into category.			
measurement.				

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Sources: Oho English Language Arts Model Curriculum, Writing, Text Types and Purposes pg 22 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 2 ELA Model Curriculum March-2015.pdf.aspx

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

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

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Sources: Ohio English Language Arts Model Curriculum, Grade 2, pg 32

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

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

Level 2	Level 3	Level 4	Level 5
Using Smart board	Using Smart board	Using Smart board	Using Smart board
technology, read the		technology, read the	technology, read the
eBook Penguins by	Penguins by Penelope	eBook <i>Penguins</i> by	eBook <i>Penguins</i> by
Penelope Arlon.	Arlon.	Penelope Arlon.	Penelope Arlon.
Demonstrate	match regular past tense	Determine if the past	Determine if a wide
understanding of a	verbs with present tense	tenses of the verbs are	range of past tense verbs
number of verbs in a	verbs and drag them to a T-	regular or irregular and	are regular or irregular
story using simple	Chart. Write sentences	drag them to a T-Chart.	and drag them to a T-
sentences. Write a	about a penguin using	Write a short story about	Chart. Students will
few simple verbs in	regular past tense verbs.	a penguin using both	write a story about a
sentences.		regular irregular verbs	penguin using a wide
		provided by the teacher.	range of vocabulary and
			sentence structures.
Sample	instructional strategies an	d supports	
Provide list of key	Model how to use a T-chart	In whole group setting,	Provide criteria of a
words for students to	to compare and contrast.	lead the students in the	well-written story that
note when listening	Have ELL work with	development of a story	student can use for self
to the story.	partner to complete TChart.	about a past event,	evaluation.
Have students work	In whole group setting lead		
with the selected		Semences.	
. ====	conjunctions.		
	Using Smart board technology, read the eBook Penguins by Penelope Arlon. Demonstrate understanding of a number of verbs in a story using simple sentences. Write a few simple verbs in sentences. Sample Provide list of key words for students to note when listening to the story. Have students work with a partner in writing sentences	Using Smart board technology, read the eBook Penguins by Penelope Arlon. Demonstrate understanding of a number of verbs in a story using simple sentences. Write a few simple verbs in sentences. Sample instructional strategies an Provide list of key words for students to note when listening to the story. Have students work with a partner in writing sentences with the selected verbs. Using Smart board technology, read the eBook Penguins by Penelope Arlon. match regular past tense verbs with present tense verbs and drag them to a T-Chart. Write sentences about a penguin using regular past tense verbs. Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete TChart. In whole group setting, lead the student's development of a story about a past event, demonstrating the use of past tense	Using Smart board technology, read the eBook Penguins by Penelope Arlon. Demonstrate understanding of a number of verbs in a story using simple sentences. Write a few simple verbs in sentences. Sample instructional strategies and supports Provide list of key words for students to note when listening to the story. Have students work with a partner in writing sentences with the selected verbs. Using Smart board technology, read the eBook Penguins by Penelope Arlon. Determine if the past tenses of the verbs are regular or irregular and drag them to a T-Chart. Write a short story about a penguin using regular past tense verbs. Sample instructional strategies and supports Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete TChart. Have students work with a partner in writing sentences with the selected verbs. Sample instructional strategies and supports Model how to use a T-chart to compare and contrast. Have ELL work with partner to complete TChart. In whole group setting, lead the students in the development of a story about a past event, demonstrating the use of a variety of adjectives, compound and complex sentences.

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

Grade 3: Standard 1

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

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

Sample Content-based Participation Goals Language Arts

Lesson Vignette

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

Source: Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 3 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Match pictures to a few	Complete a graphic	Complete a graphic	Retell "Charlotte's Web"	Retell "Charlotte's Web"
key words from	organizer with 3 boxes to	organizer to identify the	using a graphic organizer	by completing a graphic
"Charlotte's Web" after	identify the beginning,	main idea of "Charlotte's	showing the main idea,	organizer with main idea,
listening to the teacher	middle and end after	Web" and identify some	important details and	important details,
read it. E.g "pig,	listening to the teacher	important details with	characters, and correct	characters, correct
spider, web, word", with	read "Charlotte's Web".	visual supports as needed.	sequence of events with	sequence and identify the
bilingual assistance if	Student may use a		limited support.	theme independently.
available.	combination of words and			
	pictures.			
	G 1.4	1		
	Sample t	eaching strategies and	supports	
Pre-teach selected	Demonstrate how to use a	Have student work with a	Provide time to practice	Allow student to redo
vocabulary; provide	graphic organizer with	partner.	retelling in a small group	retelling after receiving
bilingual dictionary or	another story.		setting.	feedback on a practice
online translation tool if				presentation.
available.				

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

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

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

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

Source: Ohio's Social Studies Model Curriculum Content Statement 11, page 15
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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

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

Sample Content-based Participation Goals - Science

Lesson Vignette

Students write a report explaining how a behavioral or physical characteristic is an advantage of a specific animal or plant for surviving in its environment.

Source: Ohio's New Learning Standards - Science, page 76

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

Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write words or a simple sentence about a specific animal's characteristics, e.g., "A tiger has stripes. A tiger has sharp teeth". Share their sentences with a partner.	Draw a picture and write 2-3 simple sentences about animal survival characteristics based on a model provided by the teacher. E.g "The tiger has stripes to hide in the long grass." Share their sentences with a partner.	Write and edit a short paragraph on a specific animal's characteristics using appropriate scientific vocabulary like habitat, predator, and prey. Then share that paragraph with a partner or small group.	Write a mostly grammatically-correct and coherent 2 -3 paragraph animal report using appropriate scientific vocabulary that shows how the adaptations help the animal to survive in its environment. Then share that paragraph with a partner or small group.	Independently write a multi-paragraph animal report showing good use of scientific vocabulary, mostly correct grammar, and using the correct features of informational writing. Then share the report with a partner or small group.
Pre-teach selected	Sample to	eaching strategies and	Supports Have ELL work with a	Provide feedback on
vocabulary; provide	structures that can be	writing cohesive	partner on writing the	initial drafts of report
bilingual dictionary or	used to show	paragraphs (main idea,	report.	and allow students to
online translation tool if	relationship of animal	supporting details);	_	make revisions based on
available.	characteristic to survival.	share examples of model paragraphs.		final drafts.

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Source: Ohio's English Language Arts W 3.1 Model Curriculum Standard Statement, page 21

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

Standards/English/Grade 3 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
Use a sentence frame	Write an opinion and	Write a paragraph	Provide a clear	Independently write a		
(e.g., "Ischool	give a reason for it (e.g.,	stating an opinion and	introduction with a clear	well- developed opinion		
uniforms.") to express	"I don't want school	support the opinion with	opinion on the topic, at	piece with a strong		
an opinion and illustrate	uniforms, because	3 reasons based on a	least 3 reasons	introduction, clear		
the sentence.	I like my clothes.")	teacher provided outline.	supporting the opinion	supporting reasons, and		
	using a teacher provided	Begin to use linking	using a logical	well chosen vocabulary		
	outline. Support with	words and phrases such	construction with	with an effective		
	illustration.	as "because, since, for	linking and sequence	conclusion.		
		example".	words giving a			
			concluding sentence.			
	Sample teaching strategies and supports					
Provide sample sentence	Model both oral and	Have ELL work with	Provide opportunities	Provide criteria of a		
structures to express	written statements	partner on writing an	for peer feedback on	well-written opinion		
opinions (I like, I	expressing opinions with	opinion piece with	initial drafts.	piece that student can		
don't like, I	reasons.	supporting reasons.		use for self evaluation.		
prefer).						

Grade 3: Standard 5

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

Source: Ohio's Mathematics Model Curriculum 3 MD.8 Standards, page 25 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 3 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Measure classroom	Measure classroom	Measure classroom	After measuring	Independently measure
objects then draw and	objects, draw, and label	objects and compute	classroom objects and	classroom objects,
label the objects with	and compute perimeters.	perimeters. Display	determining the	determine the
dimensions and compute	Record observations on	information in a logical	perimeters, students	perimeters. Discuss
perimeters. Use simple	perimeters in math	order on a chart or in a	will compare their	their findings and write
descriptive adjectives	journal using 2-3 simple	math journal using	answers with other	a paragraph about real
(e.g., big, small, long	sentences and including	comparative language	groups, and	world applications (e.g.,
short) to label the	at least one math	(e.g., bigger than, larger,	communicate their	cutting construction
drawings.	specific vocabulary	smaller than) in order to	findings in their math	paper for a border for a
	word (e.g., inches,	compare objects.	journals and explain	bulletin board).
	perimeter, measure).		any reasons for	
			differences.	
	Sample to	eaching strategies and	supports	
Have ELL work with a	Pre-teach math specific	Have ELL work with two	Provide opportunities	Conduct large group
partner on measuring	vocabulary for this task.	or three partners on	for students to practice	brainstorming session on
and labeling task.		creating a chart showing	giving oral summary	possible real world
		results of measurement.	reports of their	applications of tasks
			findings.	requiring measurements
				and calculation of
				perimeter.

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

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

Source: Ohio's Social Studies Standards. Economics Content Statement of the MCS, 19 page 23 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Listen to a classmate	Listen to classmates talk	Listen to classmates talk	After listening to	Cite reasons to agree or	
talk about how he or she	about how they would	about how they would	classmates explain how	disagree with	
would spend the	spend their allowance	spend their allowance	they would spend the	classmates' decisions to	
allowance and identify	and identify how one	and fill out a chart of at	\$20 allowance, the	spend their allowance	
and illustrate 2-3 key	classmate wants to	least one thing that each	student will participate	using grade appropriate	
words (e.g., candy,	spend the \$20 and why.	child wants to do with	in a discussion and	conversational and	
game, and toy).		the \$20.00 and why.	express his opinion of	academic vocabulary	
			the students' choices.	(e.g., I agree, but; I	
				disagree, because).	
Sample teaching strategies and supports					
Pre-teach content-	Demonstrate note-taking	Provide a model of a	Give opportunities for	Demonstrate how to use	
related vocabulary.	strategies while listening	chart that can be used to	ELLs to practice	written notes when	
	to oral information.	record key information.	communication skills in	giving an oral	
			small group discussions.	presentation.	

Grade 3: Standard 7

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

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

Sample Content-based Participation Goals - Science

Lesson Vignette

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

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

Level 1	Level 2	Level 3	Level 4	Level 5		
Show understanding of	Write then deliver	Choose formal English	Take an active part in	Actively participate in		
words such as "recycle,	formal practiced	and content-specific	preparing the	writing the plan for the		
reuse, waste" by	sentences to explain a	words (e.g., waste,	presentation for the	principal and orally		
illustrating the words.	step in the plan to the	recycle, compost) in	principal and be part of	presenting the plan.		
Use learned phrases to	principal. (E.g., "Place	writing, then orally, to	delivering the	Then actively participate		
introduce the plan to the	a recycle container in	explain the steps to the	presentation. Then adapt	in writing a plan for		
principal.	each classroom.") Then	principal with a	the presentation to suit	Kindergartners and		
(E.g., "This is our plan	explain the same step to	moderate degree of	younger students,	orally presenting it,		
to recycle in our	a Kindergarten	accuracy. Then explain	making conscious word	using appropriate		
school.")	classroom. (E.g., "Put	to Kindergarten students	choices for the audience.	sentence structure and		
	used paper in this bin.")	how to use the recycle		academic vocabulary.		
		bin using less formal				
		English.				
	Sample teaching strategies and supports					
Provide list of key	Guide students on	Have ELL work with a	Provide opportunities	Provide feedback on		
words for students to	creating a chart to sort	partner to create written	for students to practice	initial drafts of proposal		
note when listening to	words into categories	notes to use for	giving presentations in	and allow students to		
information about	appropriate for	presenting information	small group settings.	make revisions for final		
recycling.	presenting information	to principal and to		draft.		
	to different audience	kindergarten students.				
	(principal vs.					
	kindergarten student).					

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students solve word problems using multiplication and division.

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

Source: Ohio Mathematics Model Curriculum 3 OA.3 Standards, page 23 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 3 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize numerals	Understand simple	Understand the idiom	Use various strategies to	Independently reads and
independently and	key words like days	"get into shape" when	determine word	solves the word problem
understand the problem	of the week and	teacher acts out the	meanings including a	using reference material if
when presented in	"Tom" and ask	meaning, and can	dictionary and context	needed to understand the
pictures or when	questions to	understand the rest of the	clues. Then solve the	idiom.
translated.	determine the	story problem using	problem.	
	meaning of unknown	context clues and		
	words. Use this	decoding skills (e.g.:		
	information to solve	total, each). Solve the		
	the word problem.	problem.		
	Sample	e teaching strategies a	nd supports	
Have students write the	Provide examples of	Demonstrate how to use	Have ELL work with	Have students underline
numbers they hear	question structures	context clues to try to	peer to create ongoing	unknown words and
when listening to oral	and model how to ask	figure out unknown	list of idioms and	expressions in word
reading of word	for clarification when	words and phrases in a	meanings.	problems and indicate
problems.	encountering an	text.		what the meaning might
	unknown word.			be given contextual and
				grammatical clues.

Grade 3: Standard 9

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Source: Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 3 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Use visuals, basic words	Write about 2 important	Write about several	Write about several	Write then orally present	
and 1-2 simple learned	events from the book	important events in	important events in the	a clear, coherent, and	
sentences to write and	using pictures, props,	correct sequence.	book in correct	creative book report	
tell about a favorite	and modeled sentences.	Present the book report	sequence Present to the	which is logically	
book.	Present to class or small	to the class or a small	class or a small group	organized and contains	
	group. Students will	group, speaking clearly	by speaking clearly and	very few grammar errors	
	begin using common	and demonstrating	demonstrating	and an effective	
	linking words.	developing control over	developing control over	concluding statement.	
		grammar. Demonstrate	grammar. Demonstrate		
		use of common linking	use of common linking		
		words and fluency.	words and fluency.		
Sample teaching strategies and supports					
Read aloud a book, and	Have student work with	Provide ELLs	Provide opportunities to	Provide feedback on	
then have ELL discuss	a partner in writing	opportunity to listen to	practice giving reports	students' practice of	
the book with a partner.	about events in a story.	reports from peers.	in small group settings	giving oral reports.	

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students write a cultural heritage report to explain their family's cultural background in order to demonstrate how diverse our communities are.

Source: Ohio Social Studies Model Curriculum. Geography Content Statement of the MC 8 page 11 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Use visuals, write words	Write 3-4 simple	Write a paragraph on	Write a mostly coherent	Independently write a
and learned sentences	sentences based on a	how and when their	1-2 paragraph report	coherent 2-3 paragraph
about their cultural	model with attempts at	family came to the U.S.	starting to include	report, following teacher
background with	using verbs, adjectives	using some correct past	complex sentences (E.g.,	guidelines) with grade
bilingual or translation	and conjunctions and	tense verbs, adjectives,	"When I came to the	appropriate use of
support (if available).	provide illustrations to	adverbs and	U.S., I was surprised to	grammar and
E.g. "I come from	add to the meaning.	conjunctions including	see snow!") with	conventions exhibiting
India."		some compound	increasing control over	compound and complex
"We eat curry."		sentences, with a model.	grammar with little	sentences.
			teacher support.	
	Sample t	eaching strategies and	supports	
Pre-teach key	Provide examples of	Provide criteria for	Provide opportunities	Provide feedback on
vocabulary and provide	descriptive sentences	writing cohesive	for peer review and	drafts of report, and
descriptive sentence	pertaining to different	paragraphs (main idea,	feedback on draft	provide opportunity to
structures. Provide	cultures.	supporting details);	reports.	make revisions for final
bilingual dictionary or		share examples of model		draft.
online translation tool if		paragraphs.		
available and				
appropriate.				

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

Grade 4: Standard 1

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

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

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

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

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

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

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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

Source: Ohio Social Studies Model Curriculum History 4.7, page 13 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-4-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
After viewing	With extensive	Student takes a role in	Student takes an active	Student takes part in the
multimedia	preparation, student	the discussion with	role in the discussion,	role play in a grade
presentations about	takes part in the role	some preparation and	building on the ideas of	appropriate way,
slavery, student answers	play, listening to others,	support, responds to	others, and adding	building on the ideas of
simple questions using	contributing a few	others, and adds some	evidence to support their	others, and expressing
visual and bilingual	simple sentences, and	original comments,	arguments (E.g., "I	his or her opinion, and
support (if available).	answering a few simple	asking questions to	should be free,	then summarizes the
	questions.	clarify answers.	because" or "I need	discussion for the class
			slaves, because")	or teacher.
			with minimal support.	
	<u> </u>		1	<u> </u>
	Sample in	structional strategies an	a supports	
Pre-teach selected	Provide sentence	Model sharing	Model using transition	Provide opportunities
vocabulary; provide	structures and have	information and asking	phrases to add ideas to	for students to practice
bilingual dictionary or	student practice using	questions during a	statements in a group	role play in small group
online translation tool if	structures to share	group discussion	discussion (e.g.	settings.
available	information		"Another example is	
			")	

Grade 4: Standard 3

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

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

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

After reading and discussing 2 poems, "Fog" by Carl Sandberg and "They Were my People" by Grace Nichols, students compare the different structural elements of the poems, e.g., verse, rhythm, meter, using a teacher supplied chart, then share their examples of each poetic device in a short oral presentation to a small group.

Source: Ohio English Language Arts RL 4.5, Model Curriculum, page 3 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
With bilingual and	Use a differentiated	Use a differentiated	Complete the teacher-	Complete the chart	
translation help to	chart to write about 1 or	chart to write 2-3 key	supplied regular chart	comparing the 2 poems	
understand the poem	2 key differences in the	differences between the	comparing the 2 poems,	giving details with	
"Fog", show	2 poems with some	poems with minimal	giving 3-4 details using	examples in a grade	
comprehension by	bilingual and translation	support.	structural element	appropriate way and	
drawing a picture with	support. Then share an	Then share examples of	vocabulary with some	using grade appropriate	
key words labeled such	example of 1 poetic	2 poetic devices in a	assistance if needed.	academic terms. Then	
as "fog, cat, and city".	device in a small group.	small group.	Then share these	share these examples in	
			examples in a small	a small group.	
			group.		
	Comple in	stuustisus latustaaisa su	d aumnauta		
	Sample in	structional strategies an	a supports		
Read poems aloud and	Provide examples of	Have ELL work with	Provide feedback on	Allow students to	
point out features of	charts used to show	partner to complete	initial drafts of charts	practice giving oral	
	different structural	chart.			
each poem. Provide		cnart.	containing information,	reports and provide	
bilingual dictionary or	elements of other		and allow students to	feedback for	
online translation tool if	poems.		make revisions based on	improvements.	
available to assist			feedback.		
understanding of key					
words and phrases.					

Grade 4: Standard 4

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

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

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

Source: Ohio Mathematics Model Curriculum 4.OA.3, p.2 <a href="http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-topics/Ohio-s-New-Learning

Standards/Mathematics/Grade_4_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
With bilingual and/or	Use visuals, simple	In a math journal,	In a math journal,	In a math journal,	
translation support (if	sentences, and numerals	describe the steps taken	describe the steps taken	explain the approach	
available) to understand	to explain how to	to solve the problem	to solve the problem and	taken and give logical	
the word problem,	approach the problem	using equations, visuals	give 2 - 3 reasons to	reasons for each step	
student will use pictures	and state one reason to	and sentences then	support their approach	and conclude with a	
or numerals to solve the	support their approach,	provide 1-2 reasons for	and make a concluding	strong statement.	
problem in a math	with bilingual or	their approach.	statement.	Student may write a	
journal.	translation support (if			paragraph, use visuals	
	available). E.g., "Max			and/or equations.	
	brings $3 \times 6 = 18$ bottles.				
	Sarah brings $6 \times 6 = 36$				
	bottles"				
Sample instructional strategies and supports					
Read aloud the word	Provide sentence	Have ELL work with	Provide opportunities	Provide feedback on	
problem. Provide	structures for explaining	partner on writing steps	for practice in small	practice presentation and	
bilingual dictionary or	steps in solving problem	to solve word problem.	groups.	provide opportunity to	
online translation tool if	(e.g., "First, multiply			make revisions before	
available, or pre-teach	; then add).			final presentation.	
key vocabulary.					

Grade 4: Standard 5

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
Label pictures of fossils	Gather 2-3 facts about	Gather 4-6 facts about	Gather multiple facts	Gather multiple facts
from a simple text or	fossils from simple texts	fossils from text and	about fossils from text	about fossils from text
with bilingual or	and websites and record	digital sources and	and digital sources, then	and digital sources, and
translation support (if	the information with	present the information	record the research and	then summarize the
available), or with other	words and pictures in a	in a chart or in a science	sources in graphic form	research in charts adding
assistance from	science notebook, with	notebook with some	either in print or on a	a list of sources in
teacher/peer.	translation and/or	help from the teacher.	computer.	graphic form either in
	bilingual help (if			print or on computer.
	available).			
	Sample ins	structional strategies an	d supports	
Provide bilingual	Have ELL work with a	Have ELL work with	Provide feedback on	Provide criteria of a
dictionary or online	partner on this task.	two or three partners on	initial drafts and allow	well-written summary of
translation tool if		creating a chart with	students to make	research findings that
available, or pre-teach		information about	revisions.	students can use as self-
key vocabulary		fossils.		evaluation.

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or	With bilingual and/or	With some help to	Use the chart to state	Briefly summarize the
translation support,	translation support to	understand the article,	some of the points the	author's argument in the
identify and illustrate	understand the article,	student will complete	author made, then	chart. Express opinions
some key words from	identify the key point	the chart, explain 1-2	give evidence to agree	about the validity of the
the article e.g. "vote,	and state an opinion in	points the author makes,	with or refute at least	author's arguments and
election, citizen".	writing. E.g., "I think	and state whether they	one of the claims with	state whether the
	everyone should vote."	agree and why. E.g.,	some help. Then share	evidence supports
	Then share this opinion	"The writer thinks all	this opinion with a table	the argument or not.
	in a table group.	Americans should vote.	group.	Then discuss these ideas
		It is a responsibility. I		in a table group.
		do not agree. I think		
		you can choose to vote."		
		Then share their writing		
		in a table group.		
	a			
	Sample in	structional strategies an	d supports	
Write key words on	Provide sentence	In large group setting,	Give opportunities for	Provide feedback on
whiteboard. Provide	structures for showing	elicit students'	ELLs to practice	practice presentation and
bilingual dictionaries or	agreement or	statements and create a	communication skills in	provide opportunity to
online translation tool if	disagreement (e.g., I	chart showing the	small group discussions.	make revisions before
available, or assist	agree that; I don't	number who agree and		final presentation.
students' comprehension	believe).	disagree with the author.		
of key words.				

Grade 4: Standard 7

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

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

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

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

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

Source: Ohio Mathematics Model Curriculum 4,NF.3A
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 4 Math Model Curriculum March2015.pdf.aspx

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

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

Sample instructional strategies and supports

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

Grade 4: Standard 9

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

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

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

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

Source: Ohio English Language Arts Model Curriculum Writing 4.3, p. 25 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 4 ELA Model Curriculum March-2015.pdf.aspx

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

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

Sample instructional strategies and supports

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

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

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

Level 1	Level	2	Lev	vel 3	Le	evel 4	Level 5
Pair the level one	Pair the	e level two	Ind	ividually or with a	In	dividually or with a	Independently
student with a native	student	nts with a native		tner, create multiple	pa	rtner, create a	prepare a slide show
speaker or a more	speaker	or more	slid	es about a landform	sli	deshow with at least	about a landform.
proficient ELL. Level	proficie	ent ELL. Level	usir	ng pictures with simple	10	written and narrated	Use grade
one student will	two stu	dents will	wri	tten and narrated	sei	ntences, using relative	appropriate spoken
collaborate to create one	collabo	rate to create	sen	tences including relative	pre	onouns and adverbs,	and written language
or two slides with a	several	slides about the	pro	nouns and adverbs,	su	bordinating	in the narrated
title, pictures and	landfor	m using pictures	pre	positional phrases and	co	njunctions, and/or	slideshow showing
words. Level one	with sin	nple written and	con	npound sentences. For	pre	epositional phrases	use of perfect verb
student will use simple	narrate	narrated sentences. For		mple, A plateau is an	us	ing some compound	tense in compound
practiced sentences (for	exampl	example, A lake is water		area of high level ground.		d complex sentences.	and complex
example, This is an	surroui	surrounded by land. The		The Tibetan plateau is the Fo		or example, Land that	sentences. For
island.) to help present	largest	largest lake in the U.S.		largest plateau in the is		surrounded on three	example, Mt. Etna
the slide show to the		Superior. The				des is a peninsula.	has erupted many
class.		will help present	from the teacher may be			nen present the slide	times. Then present
	the slid	e show to the	needed. Then present the sh		sh	ow to the class.	the slide show to the
	class.		slid	e show to the class.			class.
Sample instructional strategies and supports							
Pre-teach key vocabulary	and	Provide examples	of	Provide examples of		Provide	Provide feedback on
provide descriptive senten	ice	descriptive sentence	ces	descriptive writing that		opportunities for	drafts of report, and
structures. Provide bilingu	ıal	pertaining to differ	rent	illustrate the use of		peer review and	provide opportunity
dictionary or online transl	ation	landforms.		relative pronouns, advert	bs	feedback on draft	to make revisions for
tool if available and appro	priate.			and prepositional phrases	s.	reports.	final draft.

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

Grade 5: Standard 1

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

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

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

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

Sources: Ohio English Language Arts RI 5.2 Model Curricula, p.10 and Oho Science Standards ESS, Solar System.) http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx

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

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

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

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

DRAFT

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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

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

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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

DRAFT

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

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

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

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

Source: Ohio English Language Arts RL 5.2, Model Curriculum, page 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx

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

Grade 5: Standard 4

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Students complete a real world math problem and then explain in their math journals how they approached and solved the problem giving reasons for their method. Then explain to the class the reason for their approach. Here is a sample problem:

You and your 2 friends want to equally split ½ pound of chocolate. How much would each person get? Show your work. Explain your reasoning.

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

Level 1	Level 2	Level 3	Level 4	Level 5		
With bilingual and/or	Use visuals, simple	Describe the steps taken	Describe the steps taken	Describe the steps taken		
translation support (if	sentences, and numerals	to solve the problem in a	to solve the problem in a	to solve the problem in a		
available), solve the	to explain how to	math journal, using	math journal. Give 2 - 3	math journal. Give 3-4		
problem using pictures	approach the problem.	equations and sentences.	reasons to support their	reasons to support their		
or numerals. State the	Give one reason to	Then provide 1-2	approach and make a	approach and make a		
answer. Label pictures	support their approach,	reasons for their	concluding statement.	concluding statement.		
with words such as	with bilingual or	approach using complete	Share their ideas in a	Share and defend their		
"person, chocolate". Use	translation support (if	sentences. Share their	small group using	ideas in a small group		
gestures/numerals to	available). Share their	ideas in a small group.	visuals and complete	by supporting claims		
explain the problem	ideas with a partner.		sentences.	with evidence from		
and/or solution.				visuals.		
	Sample instructional strategies and supports					
Read aloud the word	Provide sentence	Have ELL work with	Provide opportunities	Provide feedback on		
problem. Provide	structures for explaining	partner on writing steps	for practice in small	practice presentation and		
bilingual dictionary or	steps in solving problem	to solve word problem.	groups.	provide opportunity to		
online translation tool if	(e.g., "First, divide the			make revisions before		
available, or pre-teach	fraction by 3; then).			final presentation.		
key vocabulary.						

Grade 5: Standard 5

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

Students conduct independent research into ecosystems explaining ways that humans can improve the health of ecosystems (e.g. recycling waste, establishing rain gardens, planting native species) using print and digital sources and taking orderly notes using charts, tables, etc.

Source: Ohio New Learning Standards - Science, p. 132

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

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

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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

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

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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

Grade 5: Standard 7

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual or	Use informal language	Use informal language	Use informal language	Use informal language
translation support (if	in group discussion of	in group discussion of	in group discussion of	during the group
available) to understand	the project, then some	the project. Then	the topic. Choose	discussion. State and
the topic, show	memorized phrases to	contribute 4 - 6	specific vocabulary and	defend the group's
understanding of some	say 2-3 sentences	sentences to the	formal sentence	recommendation using
key words such as "sun,	containing some	recommendation report,	structure to present the	grade appropriate
solar, energy" by	academic language	containing content-	recommendation with	academic vocabulary
creating a bilingual	about the topic during an	specific words like	minimal assistance from	and formal register
word list. Use a learned	oral report. E.g.:	"solar energy, generate,	the teacher.	adding specific details
and practiced phrase to	"Phoenix receives 3,872	facility, location" using		and speaking clearly.
introduce the topic	hours of direct sunlight	formal sentence		
during an oral report.	each year."	structure with some		
E.g., "It is sunny in		assistance from the		
California."		teacher and peers.		
Sample instructional strategies and supports				
Provide sentence	In large group setting,	Provide list of academic	Have students self-	Provide criteria of a
structures that students	have students share key	terms that would be	evaluate their	well-written and orally-
can use to describe key	concepts and write them	appropriate for reporting	participation in the small	presented report that
concepts	down in computer. Then	key concepts in	group discussion.	students can use as self-
	give written copies to	informational text.		evaluation.
	students.			

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Students listen to the teacher present a lesson (with visual supports) on place value of decimals, and then read the math textbook explanation. Students then complete differentiated vocabulary activities -a matching activity and an online Quizlet activity.

Source: Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 5 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Using translation and/or	Using translation and/or	Complete a Quiz let	Ask for clarification	Shows understanding of	
bilingual support (if	bilingual support (if	(www.quizlet.com)	during the teacher's oral	the teacher's oral	
available), students will	available), students will	exercise using a	presentation. E.g.,	presentation and the	
match words and	match 4-6 words with	dictionary, visual aids in	"What does mean?"	textbook explanation by	
numbers to show	numbers to show	the classroom, and	Complete the Quizlet	independently	
understanding of	understanding of content	drawing upon their	using dictionaries and	completing a Quizlet	
"decimal, tenth,	specific math	developing skills in	their developing skills in	vocabulary activity.	
hundredth".	vocabulary such as -	using context and	morphology.		
	"decimal, decimal point,	morphology. E.g., "The			
	tenth, hundredth, place	'th' on 'tenths'			
	value"?	represents 1/10".			
Sample instructional strategies and supports					
Write key words on	Write key words on	Have ELL work with a	Demonstrate how to use	Provide examples of	
whiteboard. Provide	whiteboard. Provide	partner the first several	context clues to try to	figurative language	
bilingual dictionaries or	bilingual dictionaries or	times when doing the	figure out unknown	(metaphors, similes,	
online translation tool if	online translation tool if	Quiz let.	words and phrases in a	adages, proverbs).	
available, or assist	available, or assist		text.		
students' comprehension	students' comprehension				
of key words.	of key words.				

Grade 5: Standard 9

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

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

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

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

Source: Ohio English Language Arts Model Curriculum Writing 5.3, p. 26 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx

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

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

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

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

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

Source: Ohio English Language Arts Model Curriculum R.L., Genre, p. 6 and 5.6, p. 26 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx

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

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

DRAFT

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

Grade 6: Standard 1

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

T 1 1	112	11.2	T1.4	I1.5
Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set	Use an emerging set of	Use a developing set	Use an increasing	Use a wide range of
of strategies to identify	strategies to identify the	of strategies to	range of strategies to	strategies to determine
a few key words and	main topic, and retell a	determine the central	determine two or more	central ideas or themes
phrases in oral	few key details in oral	idea or theme in	central ideas or themes	in oral presentations or
communications and	communications and	simple oral	in oral presentations or	written text, and
simple written texts.	simple written texts.	presentations or	written text, and	explain how they are
		written text, and	explain how they are	developed by
		explain how it is	supported by specific	supporting ideas or
		supported by specific	textual details, and	evidence, and
		details, and	summarize a simple	summarize a text.
		summarize part of	text.	
		the text.		

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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

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

Sources:

Ohio's New Learning Standards: Social Studies, Grade 6)

 $\frac{http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum April 2014.pdf. aspx$

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

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

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

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

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

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

Sample Content-based Participation Goals- Science Lesson Vignette

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

Conservation of mass is a concept related to matter in grade six physical science. Using a scale, the students in groups of two and three will weigh an empty one-cup measuring cup recording their measurements on a measurement worksheet. Then they will fill the cup with ½ cup salt, weigh it, and record the measurement. Next they will set the salt aside carefully in the bowl. On the worksheet they will find the weight of just the salt. Next they will add ¾ cup of water to the empty cup and weigh it. Do not empty the water out of the cup. Again they will calculate and record the weight of the water. Then students will add the weight of the water, salt and the empty cup on their worksheet. Now students will add the salt to the water that is in the cup, carefully stir it, and watch it dissolve. Then students will predict the weight with their partners and share out their response. Finally students will weigh the solution that they made, concluding that the weight was the same. Students will prove Conservation of Mass or that mass of substances that you combine in a physical or chemical reaction will be the same as the mass of the substance you end up with. Students will be able to verbalize this principle in their own words.

Sources: Ohio Science Standards, Grade Six,

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx}$

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

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

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

discussion.

comprehension.

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

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

Source: Ohio Science Standards, Grade six

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

Level 1	Level 2	Level 3	Level 4	Level 5	
Focus on comprehension	Using pictures and/or	Write and present a	Write a narrative of	Write a two-page	
vocabulary, useful words,	visual aids including maps	five- sentence	several paragraphs about	report with developed	
and specific academic	or graphs of the minerals,	paragraph about the	the uses for different	details on the results	
words. Work in a small	soil and rocks in Ohio,	different types of	soils in Ohio.	of their experiment	
group of three or in pairs	give a five-sentence	minerals, rocks and	Includes a visual of the	and present to the	
and completes framed	explanation to compare	soils found within the	Ohio soils and their uses.	class with a video that	
sentences (Example: "This	and contrast two different	community. Produce a	Present the report and the	they create.	
rock is") and	minerals, soils, and rocks	graph as a supportive	visual to the class. If		
graphic prompts (pictures,	(i.e. physical, chemical	graphic organizer.	possible, use blended		
visual aids, or actual rocks),	characteristics and uses).		learning and presents this		
Provide simple explanation,	For example, provide a		report using technology.		
based on group work, about	narrative between sandy				
the minerals, soil, minerals	and clay soil using a				
and rocks within Ohio as	visual for support.				
part of a group					
presentation.					
Sample instructional strategies and supports					
				T	
Pre-teach selected vocabulary		Demonstrate how to	Provide students the	Provide criteria of a	
using illustrations and photos	1 .	produce a graph to	opportunity practice	well-written report	
from the Internet; provide		support written	sharing reports in small	that students can use	
bilingual dictionary or online		information.	groups.	for self evaluation.	
translation tool if available.					

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

Concepts related to states of matter; changes in materials are investigated including solid-liquid phase changes. Teacher posts/ discusses learning objective and tells students that the temperature at which a substance changes from a solid to a liquid is called its melting point. Teacher may need to explain the multiple meanings of state and point. Ask students whether this is a chemical or physical change (it is a physical property because even though it is changing state of matter going from a solid state to a liquid state, it is not changing its molecular structure). Elicit opinions and discussion. Once the melting point is reached, the substance will stay at the temperature until all of it has turned into liquid. Teacher asks students what the freezing point is or the temperature that a liquid turns into a solid state. Discuss whether freezing is a chemical or physical change eliciting opinions and discussion. Freezing is also a physical change and in Celsius is zero degrees. Then in groups of three, give students a glass half filled with water adding enough crushed ice to fill the glass about 1½ inches from the top. Place a Celsius thermometer in the glass and immediately record (every 12 minutes) the temperature on a graph that has the vertical axis labeled degrees Celsius and the horizontal axis labeled Time in minutes. The melting point is the point where the temperature stays the same until all the ice has melted. Have groups share out findings of the melting point using the graph and a written response. Providing all the thermometers are accurate the melting point would be 0 degrees.

Sources: Ohio Science Standards, Grade Six

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

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

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

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

that").

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

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

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

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

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

	I - 0	T	I	T
If available, use	If available, use	sentence structures to	sentence structures quote	structures quote and
technology to complete	technology to complete	summarize and	and paraphrase the data	paraphrase the data about
this final step.	this final step.	paraphrase the data	about the country and	the country and draw
		about the country and	draw conclusions about	conclusions about the
		draw simple conclusions	the country and its	country and its people.
		about the country and its	people. Sources for	Sources for information
		people. Sources for	information should be	should be cited, using
		information should be	cited, using standard	standard format for
		cited. If available, use	format for citation. If	citation. If available, use
		technology to complete	available, use technology	technology to complete
		this final step.	to complete this final	this final step.
		_	step.	
	Sample in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Demonstrate how to cite	Demonstrate how to cite	Provide feedback on
vocabulary using	vocabulary using	sources of information	sources of information	students' written work to
illustrations and photos	illustrations and photos			assist with improvements
from the Internet;	from the Internet;	Provide examples of	Provide examples of	for final report
provide bilingual	provide bilingual	travel brochures	travel brochures	
dictionary or online	dictionary or online			
translation tool if	translation tool if			
available	available			
Model the use of a note	Model the use of a note			
chart to write key	chart to write key			
information from an oral	information from an oral			
or written information	or written information			
source	source			
B ::1	Provide examples of			
Provide examples of	1 lovide examples of			

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

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

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

ELA Standards: Reading Strand (Informational Texts) 6 and 7 and Writing Strand 1, and 4

Reading Standard 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Reading Standard 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Source: Ohio English Language Arts Model Curriculum, Grade Six

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

The goal of the lesson is for students to read several selections and watch videos in order to answer reading comprehension questions and compare and contrast ideas presented in the different sources of information. As an entire class, discuss the facts that students have learned this week about the Titanic that they did not already know when we started reading about the ship on Day 1. Watch video that discusses the sinking of the Titanic and students will complete questions as the video is playing. (United Streaming – "Science Investigations: Buoyancy and the Titanic") After the video, discuss the correct answers to the While-viewing questions. Students will then read two different selections about the crash of the Titanic and what happened to the passengers. (*Titanic Past and Present* and *Disaster Strikes*)

They will then need to compile the information to answer reading comprehension questions on a handout. The handout will be collected at the end of the class period. Students will share their opinion about the crash and support their opinion with a fact from one of the selections that they read today during class. (E.g.. The crash could have been avoided – they did not take the warnings seriously.)

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

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

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Content Statement 6.RP: Understand ratio concepts and use ratio reasoning to solve problems. Source:

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

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

Created by S. Vera

T11	T12	T12	T1 4	T1 5
Level 1	Level 2	Level 3	Level 4	Level 5
In a group of two or	In a group of two or	In a cooperative learning	In a cooperative learning	In a cooperative learning group
three listen to	three listen to	group of three, review the	group of three, orally	of three, orally review
discussion of specific	discussion of	math vocabulary with	review vocabulary with	vocabulary with peers.
math vocabulary:	specific math	peers. Draw the beads as	peers. Complete the	Complete the bead activity and
ratio, unit, fraction,	vocabulary: ratio,	directed and express in	bead activity and express	express orally and in complete
quantity, and recipe.	unit, fraction,	complete sentences the	orally and in complete	written sentences the pattern
Draw the beads as	quantity, recipe and	pattern and the ratio in a	written sentences the	and ratio in a group
another student reads	any other academic	group presentation to the	pattern and ratio in a	presentation to the class.
to him/her. Share the	phrases. Draw the	class. Independently	group presentation to the	Answer questions posed by the
illustration as a	beads and express	complete the recipe	class. Answer questions	teacher and express strategies
partner responds	the pattern verbally	questions demonstrate and	posed by the teacher and	used. Verbalize the
orally to the class.	to his/her partner.	verbalize the	express strategies used.	understanding that a fraction is
Complete the recipe	Share the	understanding that a	Verbalize the	another way of expressing a
with support from	illustration as part	fraction is another way of	understanding that a	ratio. Writes and solve a
teacher and the	of the group.	expressing a ratio. Write	fraction is another way of	question of his/her own based
group.	Complete the recipe	one question of his/her	expressing a ratio. Write	on the recipe.
Demonstrate	with the support of	own based on the recipe.	and solve a question of	
understanding that a	the teacher and the		his/her own based on the	

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

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

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

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

ELA Standard 4.

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

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

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

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

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 8.

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

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

Source: Ohio's New Learning Standards: Social Studies Grade 6 Curriculum Model, page 13 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume.

Source:

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

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

http://www.possorio.com/resource/cuin6320/wq5_reflection.html

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

n sharing out as a	in magazines or on websites. When sharing	magazines and using	pictures out of	websites. When sharing	
•	websites. When sharing			1	
share calculations		simple and compound	magazines and, using	out as a group, share	
, simo carcarations	out as a group, share	sentences compare floor	simple and compound	calculations	
emonstrates	calculations,	covering materials found	sentences, compares	demonstrating	
ledge of the	demonstrating	in magazines or on	floor covering materials	knowledge of the	
ıla: a=l X w.	knowledge of the	websites. When sharing	found in magazines or on	formula and describe the	
	formula. State that	out as a group, share	websites. When sharing	reasoning in using	
	"Area equals length	calculations,	out as a group, share	certain materials using	
	times width or a=l X w	demonstrating	calculations	modifiers and complex	
	and strategies to allow	knowledge of the	demonstrating	sentences both in written	
	for windows.	formula. State that	knowledge of the	and oral expression.	
		"Area equals length	formula and describe the	State that "Area equals	
		times width or a=l X w	reasoning in using	length times width or a=l	
		and strategies to allow	9	X w and strategies to	
		for windows, ceilings	•	· · · · · · · · · · · · · · · · · · ·	
		doorways.		ceilings doorways.	
			_		
			•		
			ŭ		
			· ·		
			ceilings doorways.		
Sample instructional strategies and supports					
each selected	Provide list of key words	Model sentence	Provide students the	Provide students the	
oulary; provide	for students to note	structures and	opportunity to share	opportunity to share	
gual dictionary or	during the discussion of	vocabulary that can be	information in small	information in small	
each selected oulary; provide	Sample ins Provide list of key words for students to note	knowledge of the formula. State that "Area equals length times width or a=1 X w and strategies to allow for windows, ceilings doorways. Atructional strategies and Model sentence structures and	demonstrating knowledge of the formula and describe the reasoning in using certain materials using modifiers and complex sentences both in written and oral expression. State that "Area equals length times width or a=1 X w and strategies to allow for windows, ceilings doorways. I supports Provide students the opportunity to share	sentences both in wr and oral expression. State that "Area equi- length times width o X w and strategies to allow for windows, ceilings doorways.	

used to compare

plans.

different kinds of floor

groups.

groups.

online translation tool if

Provide list of key words for students to note

during the discussion of

available.

floor plans.

floor plans.

Model sentence

used to compare different kinds of floor

plans.

vocabulary that can be

structures and

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

Grade 7: Standard 1

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

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

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

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

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

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

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

See also, book trailer at

https://www.youtube.com/watch?v=erjRxbX4CzM

or short reading by author:

https://www.youtube.com/watch?v=KEkjwu2WEIA

"Notice & Note" by Beers and Probst

http://www.heinemann.com/products/E04693.aspx

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

the signpost worksheet.		After reading complete	questions: summary,	three questions:
U 1		After reading, complete	1 *	*
With teacher assistance,	While reading, choose 2-	and use graphic	character, and central	summary, character, and
complete a story map or	3 signposts to record on	organizers to write	idea. Write developed	central idea. Then,
plot diagram. With	the signpost worksheet	answers to the three	paragraph to answer	independently create a
teacher support,	((Again & Again (central	questions: summary,	each question. Then,	visual (poster, power
summarize the novel	message) and Memory	character, and central	create a poster or other	point, prezi, etc.) to
using 2-3 simple	Moment (flashback)).	idea. Answers will	visual to aid in a short	enhance presentation to
sentences.	With support, complete	contain specific details	presentation to the class.	the class.
	graphic organizers (story	from the novel and use		
	map or plot diagram) and	basic paragraph format		
	decide on the novel's	(5-7 sentences). Then,		
	central message (use	create a poster or other		
	Again & Again from	visual to aid in a short		
	signpost chart) and write	presentation to the class.		
	three to five sentence			
	summary, using simple			
	and compound			
	sentences. Write one			
	sentence to identify the			
	central message. Using			
	one graphic organizer			
	and written response,			
	present with partner the			
	novel to class.			

Sample instructional strategies and supports

Provide list of key words	Provide list of key words	Demonstrate the use of a	Model the use of details	Provide time for sharing
for students to note while	for students to note while	graphic organizer to	to support a central idea.	draft presentations with
reading.	reading.	record information from		peers and getting their
		the story.	Demonstrate how to use	feedback before
Show the Inside Out and	Show the Inside Out and		context clues to try to	completing final
Back Again book trailer	Back Again book trailer	Model the use of details	figure out unknown	presentation.
on YouTube	on YouTube	to support a central idea.	words and phrases in a	
https://www.youtube.co	https://www.youtube.co		text.	
m/watch?v=erjRxbX4Cz	m/watch?v=erjRxbX4Cz	Have students work with		
<u>M</u> .	<u>M</u> .	partner to create poster		
		and short presentation.		
Read aloud sections of	Read aloud sections of			
the book; then lead	the book; then lead			
discussion of the central	discussion of the central			
ideas of each section.	ideas of each section.			
Demonstrate use of	Demonstrate use of story			
signpost worksheet.	map and plot diagram.			

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 2

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

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 3 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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



information.

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

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

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

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

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

Source: Ohio's New Learning Standards: ELA, Grade 7 Curriculum Model, page 2 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 7 ELA Model Curriculum March2015.pdf.aspx

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

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

DRAFT

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

Level 1	Le	evel 2	Level 3		Level 4		Level 5	
Express an opinion ab	out	Construct a clai	m about	Construct	a claim about	Constr	uct a claim about	Construct a claim about
familiar topics.		familiar topics a	ınd give a	a familiar	topic:	a variet	ty of topics:	a variety of topics:
		reason to suppor	rt the	introduce t	the topic and	introdu	ce the topic,	introduce the topic,
		claim.		provide se	veral	provide	e sufficient	provide compelling and
	supporti		supporting	reasons or	reasons	s or facts to	logically ordered reasons	
				facts in a l	ogical order,	suppor	t the claim, and	or facts that effectively
				and provid	le a concluding	provide	e a concluding	support the claim, and
				statement.		stateme	ent.	provide a concluding
								statement.

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

ELA R.L. 7 and W.7.1:

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

Source: Ohio ELA Model Curriculum, Grade 7

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

Standards/English/Grade 7 ELA Model Curriculum March2015.pdf.aspx

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

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

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 11.

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

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 15 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
In small groups, each	In small groups, each	In small groups, each	In small groups, each	In small groups, each
assigned to a different	assigned to a different	assigned to a different	assigned to a different	assigned t a different
part of the world, listen	part of the world,	part of the world,	part of the world,	part of the world,
to group discussion and	complete a cause-effect	complete a cause-effect	complete a cause-effect	complete a cause-effect
group reading of	type of organizer that	type of organizer that	type of organizer that	type of organizer that
teacher-prepared texts	tracks the movement and	tracks the movement and	tracks the movement and	tracks the movement and
with main ideas	effects of two of the	effects of the following:	effects of the following:	effects of the following:
highlighted in order to	following: fauna, flora,	fauna, flora, or	fauna, flora, or	fauna, flora, or
gain a basic	or pathogens. Listen to	pathogens. Listen to and	pathogens. Listen to and	pathogens. Actively
understanding of the	group discussion and	participate in group	participate in group	participate in group
effects of the Columbian	reads teacher-prepared	discussion and read a	discussion and read a	discussion and read a
Exchange.	texts with main ideas	variety of texts to	variety of texts to	variety of texts to
	highlighted in order to	complete organizer.	complete organizer,	complete organizer.
Label and categorize	gain an understanding of		using paraphrases and	Information will include
pictures as fauna, flora,	the effects of the	Use organizer to share	quotations from the	brief summaries,
or pathogens. Listens in	Columbian Exchange.	learning with the jigsaw	original source.	paraphrases, or
each jigsaw group.		groups.	Information will be cited	quotations of the original
J 3 8		0 - 1	using the standard form	source. Information will

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

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Content Standards Statement: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and biotic factors (page 221).

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

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

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

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

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

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and teacher made sentence frames. Actively engage in the hands-on activity with his/her group. Use framed sentences in order to complete the journal questions; for example, "I saw _ kinds of organisms."

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to the changes that he/she observed and why the changes occurred.

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and gives reasons, man-made or natural, for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to the changes that he/she observed and why the changes occurred.

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and cites evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to and analyzes the changes. Cite specific observations from the experiment that he/she observed and why the changes occurred.

Listen to the class discussion, getting the gist that natural and manmade changes are taking place in our ecosystem. Respond to changes in our ecosystem and cite evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to and analyzes the changes that he/she observed and why the changes occurred. He/ She will also be able to cite specific observations from the experiment that he/she observed and why the changes occurred.

Sample instructional strategies and supports

Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available

Provide list of key words for students to note when listening to the lesson introduction. Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available

Provide list of key words for students to note when listening to the lesson introduction.

Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples. Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples.

Provide rubric students can use to analyze arguments and supporting reasons. Discuss the difference between claims without supporting evidence and claims with supporting evidence. Have students give examples of each.

Provide rubric students can use to analyze arguments and supporting reasons. Lead discussion on the soundness of evidence gained from the experiment and observations to support certain claims about changes in the environment.

Grade 7: Standard 7

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

Tell students that scientists have found all different kinds of atoms in the world and have written them down in what we call the Periodic Table of Elements and the elements are the names for the different types of atoms. Discuss the elements found on the Periodic Chart. Everything in the world is made of atoms, even themselves. Post large chart of the Periodic Table. Tell students that all materials have characteristics or properties and that there are two main types of properties of matter: physical and chemical.

Physical properties are those that that can be seen without actually changing the molecules of the substance, model examples (color, texture, taste, states of matter, smell, shape) and elicit discussion. Chemical properties of matter are those that actually change the chemical make-up of the matter; the molecules actually change themselves. Divide class into groups of three each with a microscope and each group with items such as sugar, milk, pepper, corn starch, cocoa, sand paper, baking soda, wood, tin foil, paperclip, and so on. Have students write down as many physical properties of these items as possible along with the state of matter that each item is. Have each group share out their findings.

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

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

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

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Content Standards Statement 7.G

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

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

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

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

surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card "Surface area=
____x___+__" using pictures, number, etc.

surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Complete the following framed sentence on the task card, "You can find the surface area of the rectangular prism by "completi ng task with the formula for area of a rectangle and the multi-step

surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Write the numeric expressions on the task card in his/her own words using academic vocabulary in simple sentence form.

world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.

world situations demonstrating knowledge of content specific vocabulary and processes. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, shows how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.

Provide list of key words for students to note when listening to the discussion of math activity.

Have students work with a partner in completing the calculation of areas. Provide list of key words for students to note when listening to the discussion of math activity.

problem solution.

Have students work with a partner in completing the calculation of areas and explanation. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations. Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words; have students practice with different academic texts.

Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Mathematics Content Statement 7.G

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx}$

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

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

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

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

DKAHI

Grade 7: Standard 10

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Standards Content Statement: Matter is transferred continuously between organism to another organism and between organisms and their physical environments (page 218).

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

This lesson focuses on understanding and comparing *photosynthesis* and *respiration*. Ask students what plants need in the process of photosynthesis: carbon dioxide, water and sunlight. Post vocabulary with oral explanations: chlorophyll, chloroplasts, photosynthesis, and cellular respiration. Refer to four bean plants that students have planted (a week or so ago) in identical pots with the same amount of soil; two pots in a place with little or no sun and the other two in sunny spots, all with the same amount of water. Students in groups of three will observe/record (in sentence form) differences in growth and color and conclude that plants need sunlight for photosynthesis. Teacher will write the photosynthesis formula on the smart board:

6CO2+6H2O+light energy= C6H1206+6O2 eliciting from the class what each part of the equation represents (carbon dioxide, water, sugar molecule and oxygen). Teacher then describes (with a visual) how the roots take in six molecules of water and using chlorophyll in the leaves takes in light energy to produce one sugar molecule and six oxygen molecules. Teacher will post the following formula on the smart board:

C6H12O6+6O2=6O2+6H2O+energy and elicit from students their observations (same molecules as photosynthesis; molecules are just on the opposite side of the equation). Teacher will then label this chemical equation *cellular respiration*. Ask students what they see that plants give off along with oxygen. Using photosynthesis, plants take in energy from the sun to make the sugar molecules using respiration that releases the energy it needs. One way to think of it is that photosynthesis is when plants make sugar and respiration is when plants "eat" the sugar. Teacher further explains cellular respiration. Students in groups of three will distinguish between the *photosynthesis* and *cellular respiration* by creating a chart.

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

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to discussion of	Listen to discussion of	Listen to discussion of	Listen to discussion of	Listen to discussion of
vocabulary posted on the	vocabulary posted on the	vocabulary posted on the	vocabulary posted on the	vocabulary posted on the
smart board:	smart board:	smart board: chlorophyll,	smart board: chlorophyll,	smart board:
chlorophyll, carbon	chlorophyll, carbon	carbon dioxide,	carbon dioxide,	chlorophyll, carbon
dioxide, chloroplasts,	dioxide, chloroplasts,	chloroplasts,	chloroplasts,	dioxide, chloroplasts,
photosynthesis, cellular	photosynthesis, cellular	photosynthesis, cellular	photosynthesis, cellular	photosynthesis, cellular
respiration, soil,	respiration, soil and	respiration, soil and	respiration, soil and	respiration, soil and
sunlight. Observe plant	sunlight. Write simple	sunlight. Write what	sunlight. Write and tell	sunlight. Write and tell
within a group of three,	and compound sentences	occurred in the bean	using clauses, compound	using clauses,
listening to the responses	with support of the	experiment using relative	sentences, and complex	prepositional phrases,
regarding the plants with	teacher describing bean	adverbs, prepositional	sentences when	compound sentences,
and without sunlight.	plants growing in the sun	phrases and complex	comparing and	and complex sentences
Complete framed	and the bean plants that	sentences with some	contrasting the bean	when comparing and
sentence, "A plant needs	did not have the sunlight.	support from the teacher.	plants. Demonstrate an	contrasting the bean
to grow."	Record chemical	Demonstrate	understanding of the two	plants. Demonstrate
Record chemical	equations and observe	understanding of the	chemical equations.	understanding of the two
equations and listen as	lesson as it involves the	chemical equations and	Contribute to the T-	chemical equations and
group completes T-	use of pictures and	contribute to the T-Chart	Chart as it compares the	contribute to the group's
Chart.	charts. Contribute to the	as it compares the two	two processes.	T-Chart comparing the
	group's T-Chart as it	processes.	•	two processes.
	compares and contrasts			
	photosynthesis and			
	cellular respiration.			
Pre-teach selected	Sample in	structional strategies and	d supports Review use of intensive	Provide criteria of a
	,			
vocabulary; provide	vocabulary; provide	adverbs, prepositional	pronouns and verbs in	well-written description that student can use for
bilingual dictionary or online translation tool if	bilingual dictionary or online translation tool if	phrases and complex	the active and passive	self evaluation.
		sentences when sharing	voices; Show examples	self evaluation.
available.	available.	information both in	of writing that contain	D 11
D 1 11	D 1 11	writing and orally.	these grammatical forms.	Provide opportunities to
Demonstrate and model	Demonstrate and model	Show examples of	Hann students and st	practice giving oral
use of T-chart to record	use of T-chart to record	writing that contain these	Have students practice	description of
information.	information.	grammatical forms.	giving short oral	experiment and make
			descriptions	improvements based on
			incorporating relative	feedback from teacher
			pronouns relative	and peers.
			adverbs.	

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

Grade 8: Standard 1

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

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

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

Ohio English Language Arts Standards R.I.2, R.I.3, W.4, W.6

Source

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

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

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

Notice & Note by Beers & Probst

http://www.heinemann.com/products/E04693.aspx

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

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

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 2

Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

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

Source: Ohio Social Studies Standards Grade 8 Model Curricula p. 3) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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

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

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

Sample Content-based Participation Goals – Language Arts Lesson Vignette

ELA Standard R.L.6

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

Source: Ohio's New Learning Standards, ELA Grade 8, page 4
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-LearningStandards/English/Grade 8 ELA Model Curriculum March2015.pdf.aspx

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

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

DRAFT

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 5

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

Source; Ohio Social Studies Standards, Grade 8 Model Curricula p. 7

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum April2014.pdf.aspx

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

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

DRAFT

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

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

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

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

https://www.teachengineering.org/

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

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Assist in completing the group's data sheet. Using text and sources in the classroom complete one item under each column in the K-W-L chart.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute some of the data on the group's data sheet. Using text and sources in the classroom complete two ideas under each column in the K-W-L chart.

Engages with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom completes at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom student will be able to complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction. Extends learning by further exploring this topic on the internet.

Sample instructional strategies and supports

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

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 7

Divide students into southern and northern states. Then in a small group or with a partner, students research issues involved with each state and identify each state's position as Federalist or Anti-Federalist. The following website may be used to jump start student research: http://teachingamericanhistory.org/lessonplans/act1/

Then prepare for a debate on the adoption of the U.S. Constitution from your group/partner assigned state.

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

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

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

Grade 8: Standard 7

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

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

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

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

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

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

DRAFT

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

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

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Standards Content Statement 8.G

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

Teacher will post the learning objective: Students will understand the relationships of the surface area and the volume of a cylinder and will able to identify and apply the formula in construction problems. Teacher will post/ review terms using visual aids) and formulas: area of a circle ($\mathbb{Z}=\mathbb{Z}$, r-2.), base, circle, cylinder, circumference ($C=\pi d$), diameter, Pi ($\pi=3.141593$ or 3.14), radius, volume (V=Bh) ... Volume equals area of the base times the height of the cylinder). Then teacher will use a plywood circle prop to show the relationship of the diameter (10 in.) and the circumference ($10\pi=31.415$ in.). Using calculators and posted formula have students working in pairs determine the area of the circle, reminding them to square the radius before multiplying by π . Teacher will check for understanding by walking around the classroom. Then the teacher will draw a cylinder with the base, radius and height labeled while explaining the process of finding volume of a cylinder, followed by a demonstration.

Using a 2" diameter 12" inch long PVC pipe with an end cap and approximately one quart of white sand teacher asks students to predict the volume, and then pours the sand into the pipe slowly stopping to ask students how much more sand it will hold until the PVC pipe is full. Students will be ready to apply knowledge to practice working in teams to solve:

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

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

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

language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a framed sentence to respond to #3. A uses the volume of a cylinder. language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a teacher-made multiple choice question to respond to #3.

language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a simple sentence using general academic and content specific words and phrases.

language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a compound or complex sentence using general academic and content specific words and phrases.

language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a complex sentence using general academic and content specific words and phrases.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.

Provide list of key words for students to note when listening to the discussion of math activity. Provide list of key words for students to note when listening to the discussion of math activity. Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations. Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words; have students practice with different academic texts.

Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Grade 8: Standard 9

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Content Standards Statement: Forces between objects act when the objects are in direct contact or when they are not touching. (Page 265.)

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

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

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

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

with the field.

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
Name the materials	Name the materials	Name the materials	Name the materials	Name the materials
(hands on) used in the	(hands on) used in the	(hands on) used in the	(hands on) used in the	(hands on) used in the
experiment and posted as	experiment and posted as	experiment and posted as	experiment and posted as	experiment and posted a
vocabulary. Student will	vocabulary. Student will	vocabulary. Student will	vocabulary. Student will	vocabulary. Student wil
vary regarding	vary regarding	vary regarding	vary regarding	vary regarding
experiences with	experiences with	experiences with	experiences with	experiences with
magnets. Listen to	magnets. Student may	magnets. Shares about	magnets. Shares about	magnets. Share about
responses others share	be able to share about	prior knowledge and	prior knowledge and	prior knowledge and
about their prior	prior knowledge of using	facts about magnets,	facts about magnets,	facts about magnets,
knowledge of using	magnets recalling a brief	recalling a brief	recalling a brief	recalling a brief
magnets. Actively	sequence of events	sequence of events	sequence of events	sequence of events
engage in the	involving magnets.	involving magnets.	involving magnets.	involving magnets.
experiments with the	Engage in the	Actively engage in the	Actively engage in the	Actively engage in the
group of three. Draws	experiments with the	experiments with the	experiments with the	experiments with the
responses in his/her	group of three. Draw	group of three. Draw	group of three. Draw	group of three. Draw
Science Journal.	responses in his/her	responses in his/her	responses in his/her	responses in his/her
Complete a (teacher-	Science Journal. Share	Science Journal. Share	Science Journal. Share	Science Journal. Share
made) framed sentence	in the group what	in the group what	in the group what	in the group what
using the vocabulary	happened in each	happened in each	happened in each	happened in each activit
magnet, repel and attract.	activity using liking	activity using liking	activity using liking	using liking words such
Magnets and	words such as then, next	words such as then, next,	words such as then, next,	as then, next, because, i
attract.	and because.	because, in order to, as a	because, in order to, as a	order to, as a result.
		result.	result. Shares an	Student will be able to
			opinion regarding the	share an opinion
			cause by complete task	regarding the cause by
			#6.	complete task #6.
				Explore the website in
				order to glean more
				information about
				magnetism.
	Sample in	structional strategies an	d supports	
Provide list of key words	Provide list of key words	Model how to use	Model how to use	Provide criteria of a
for students to note when	for students to note when	transitional words to	transitional words to	well-written description
listening to information	listening to information	connect sentences in	connect sentences in	of events that students
about magnets.	about magnets.	describing events.	describing events.	can use for self
-				evaluation during the
	Model how to use	Provide opportunities for	Provide opportunities for	writing process.
			_ = =	61
	transitional words to	students to practice	I students to practice	
	transitional words to connect sentences in	students to practice explaining the magnet-	students to practice explaining the magnet-	
	transitional words to connect sentences in describing events.	explaining the magnet- related activities with a	explaining the magnet- related activities with a	

Grade 8: Standard 10

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

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

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Standards Content Statement: The characteristics of an organism are a result of inherited traits received from parent(s). (Page 262.)

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

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

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

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

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

simple and compound

sentences.

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

Grade 9-10, Standard 1

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

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

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

Algebra

Seeing Structure in Expressions A-SSE:

Interpret the structure of expressions

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

1. Convert the following statement into a mathematical expression:

Difference of five times a number n and ten.

2. Convert the following mathematical expression into a statement:

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

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

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

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

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

Sources:

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

Ohio Mathematics Standards

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

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

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

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

Sample Content-based Participation Goals - Physical Science Lesson Vignette

Physical Science: Reaction of Matter

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

Source: Ohio Science Standards

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

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

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

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

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

Sample Content-based Participation Goals - Social Studies Lesson Vignette

Social Studies (World Geography)

Environment and Society CS #7

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

Possible video link:

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

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

Essential Questions:

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

Source: Ohio Social Studies Standards - Model Curriculum,

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School World-Geography Model-Curriculum_April2014.pdf.aspx p.8 - p.

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

influence human interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart.	influence human interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write sentences in a comparative writing framework about each of the attributes of both of the cultures and shares them aloud.	interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write a paragraph comparing and contrasting treatment of cattle in India and in U.S. Present orally information from the written paragraph.	differences in treatment of cattle in India and the U.S. Record reading of essay on Audacity so peers can listen.	cattle in India and the U.S. Prepare and give an oral presentation on the differences in treatment of cattle in India and the U.S. Compose a comparative essay.
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.	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.	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 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.

Provide criteria for writing cohesive

paragraphs (main idea, supporting details); share examples of model paragraphs.

Demonstrate and model

Have students work with

use of KWL chart.

partners to complete

KWL chart.

Demonstrate and model

Have students work with

use of KWL chart.

partners to complete

KWL chart.

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

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

Sample Content-based Participation Goals - Mathematics Lesson Vignette

Number and Quantity: The Real Number System

N-RN: Extend the properties of exponents to rational exponents.

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

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

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

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

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

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

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

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

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

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

Source: Ohio Mathematics Standards, p. 53

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

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

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

DRAFT

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

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

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies (Modern World History)

Historical Thinking & Skills CS #2

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

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

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

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

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

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

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

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

Sources: Ohio History Connection

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

Ohio Social Studies Standards, Model Curriculum, Modern World History, p.2

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_Modern-World-History_Model-Curriculum_April2014.pdf.aspx

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

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

DRAFT

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

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

Sample Content-based Participation Goals Social Studies Lesson Vignette

Social Studies (American History)

Historical Thinking & Skills CS #4

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

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

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

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

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

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

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

Sources: Ohio History Connection

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

Ohio Social Studies Standards, Model Curriculum, American History

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School American-History Model Curriculum April2014.pdf.aspx p.1

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

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

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

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

ELA

Language: Knowledge of Language. SS #3

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

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

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

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

Source: Ohio English Language Arts Standards, Model Curriculum, Grades -9-10, p. 36-37 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 9-10 ELA Model Curriculum March2015.pdf.aspx

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

teacher will provide them guiding questions to answer.

With a partner, elaborates on their initial ideas.

Revises their ideas, generates new ones, and develops at least one specific pieces of information from the article to defend his/her position.

Writes at least 3-5 simple sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After the teacher assesses the student's work, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it. ideas. They revise their ideas, generate new ones, and develop at least two specific pieces of information from the article to defend his/her position.

Writes their information in at least 5-7 simple and/or compound sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it.

initial ideas. They will revise their ideas, generate new ones, and develop at least four specific pieces of information from the article to defend his/her position.

Intermediate students will write their information in at least 7-9 compound and/or complex sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, the intermediate student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.

initial ideas. They will revise their ideas, generate new ones, and develop at least four specific pieces of information from the article to defend his/her position.

Advance students will write their information in at least 9-11 compound and/or complex sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, the student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.

their initial ideas. They will revise their ideas, generate new ones, and develop at least five specific pieces of information from the article to defend his/her position.

These students will write their information in at least 11-15 complex sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, the proficient-trial mainstream student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.

Sample instructional strategies and supports

Provide guiding questions to assist with writing process.

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

Provide and discuss words and phrases that can be used for informal and formal letter writing. Lead discussion on differences between informal and formal language used in communication with different audiences. Lead discussion on differences between informal and formal language used in communication with different audiences. Provide criteria of a well-written informal and formal letters that students can use as selfevaluation during the writing process.

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

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

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

ELA

Reading: Literature, Craft and Structure SS #4

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

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

For more information, visit www.idiomsite.com.

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

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

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

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

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

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

Biology: Evolution

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

Concluding the simulation, students will answer the following questions:

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

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

Sources:

PHET Interactive Simulations, University of Colorado Boulder

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

Ohio Science Standards

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences)	Use simple phrases (e.g., noun, verb, adjectival, adverbial, and prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	Use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

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

ELA

Writing: Production and Distribution of Writing. SS #4

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

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

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

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

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

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

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

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

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

Grades 11-12, Standard 1

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

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

Sample Content-based Participation Goals—Science Lesson Vignette

Science (Chemistry)

Source: Ohio Science Standards, Chemistry, p. 297

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

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

Here are some possible video links:

- https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introductio
- $\underline{\quad \text{http://education-portal.com/academy/lesson/early-atomic-theory-dalton-thompson-rutherford-and-millikan.html \#lesson}}$
- https://www.youtube.com/watch?v=IO9WS_HNmyg&list=PLfWuBca_SOr_fViaErgwQP18HRZ82AJe7

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

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

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

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

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

Sample Content-based Participation Goals—Math

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

Source: Ohio Mathematics Standards, Model Curriculum, Functions
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High School Functions Model Curriculum March2015.pdf.aspx

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

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

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

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

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

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

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

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

Sample Content-based Participation Goals—Science Lesson Vignette

Science (Environmental Science)

Earth Systems: Interconnected Spheres of Earth

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

Source: Ohio Science Standards, Environmental Science, p. 306

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

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

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

Sample instructional strategies and supports

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

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

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

Sample Content-based Participation Goals—Math Lesson Vignette

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

Source: Ohio Mathematics Standards, Model Curriculum, Geometry
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-
Standards/Mathematics/High School Geometry Model Curriculum March2015.pdf.aspx

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

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

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

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

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

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

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

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

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

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

Social Studies (Economics & Financial Literacy):

Economic Decision Making and Skills CS#2

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

Stock Market Game

www.stockmarketgame.org

Classroom teams compete to develop an investment strategy, invest simulated money and compete for an award for largest portfolio growth during the contest period.

Source: Ohio Social Studies Standards, Model Curriculum, Economics and Financial Literacy
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School Economics-and-Financial-Literacy Model-Curriculum April2014.pdf.aspx p.3

Level 1	Level 2	Level 3	Level 4	Level 5
Select a familiar	Select a familiar	Find two different stock	Selecting from a broad	Selecting from a broad
company or product	company or product	market reports about one	teacher-created list (so that	teacher-created list (so that
(Coke, Microsoft).	(Coke,	company or product with	the same companies are	the same companies are not
With teacher support,	Microsoft).With	which he or she is	not repeated over and	repeated over and over),
read a stock report and	teacher support	familiar. Using a top-hat	over), research 2-3	research at least 3 companies
calculate the number of	and/or model	or Venn diagram,	companies or products,	or products, creating a
stocks he can buy with	calculator, read a	compare research	creating a graphic	graphic organizer to compare
a pretend sum of	stock report and	sources.	organizer to compare	market patterns, company
money.	calculate the		market patterns, company	earning statements, stock

Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class. Use a paragraph frame to support presentation, ex: "I began with

_____ dollars.
I bought

ended with

dollars. So, I (gained, lost) _____dollars."

number of stocks he can buy with a pretend sum of money.

Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like).

If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of their stock using graphs.

At the end of the course, present graph and results to the class. Using paragraph frames or other graphic organize; prepare a 2-3 paragraph report telling about the initial investment, effect of buying and/ or selling during the class, and their results. Support presentation with visual representation of the data that they accumulated through the year.

Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports; identify the more reliable source. Present comparison and organizer to the class.

Using the preferred source, select two companies or products with which he is familiar (Coke, Microsoft) and make a simulated purchase with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs.

Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class.

Using paragraph frames or other graphic organizer, prepare a 3-5 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and how to invest for a future goal (e.g., college, car). Support presentation with visual representation of the year's data and citations for at least two stock reports.

earning statements, stock market reports and economic indicators.

Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources.

After viewing classmates' presentations, create a portfolio of at least three different stocks with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs.

Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class.

With optional, pre-writing organizer, prepare a 5-7 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and describing a future investment goal e.g... college, car). Presentation must be supported with visual representation of the year's data and citations for at least two stock reports.

market reports and economic indicators. Choose stocks of different types (i.e. banking, retail, technology, or other).

Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources.

After viewing classmates' presentation, create a portfolio of at least three different stocks with their pretend sum of money. If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using line graphs.

Track value of their stocks through the duration of the class, adding data to the line graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class.

Prepare a 5-7 paragraph report analyzing a future investment goal (e.g... college, car), planning stock to buy, and estimating the amount of time it would take to achieve the goal.

Presentation must be supported with visual representation of the year's data and citations for at least three stock reports.

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

DRAFT

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

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

Sample Content-based Participation Goals—Math Lesson Vignette

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

Source: Ohio Mathematics Standards, Model Curriculum, Statistics

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High School Statistics-and-Probability Model-Curriculum March2015.pdf.aspx

Students participate in a reenactment of a real world statistical study in the 1850's AND learn about flaws and fallacies in statistical thinking.

After role play, the students gather in groups of three. Each person in the group is handed a different scenario to present to the other two. The students are instructed that for the next 25 minutes, they will be members of a student council on academics. Their job is to assess the validity of the statistical data being presented. (All of the scenarios have issues!) Students may discuss each scenario for 8 minutes.

At the end of the group discussion time, whole class analyzes the scenarios (projected at the front of the classroom) As the whole class brings up reasons to invalidate the data for each problem, teacher lists points on the board (PARTIAL list of flaws and fallacies in statistical thinking is created) The students will use this list in their homework, so they should take careful notes.

Source: http://cc.betterlesson.com/lesson/448252/role-play-plus-flaws-and-fallacies-in-statistical-thinking

Level 1	Level 2	Level 3	Level 4	Level 5
With an English	With an English	Assume a silent or	Assume a silent or	Assume any role in the
dominant partner,	dominant partner,	responsive role in the	responsive role in the	reenactment.
assume role of a cholera	assume a mostly silent	reenactment. If	reenactment. Following	
victim in the enactment.	rolecholera victim,	speaking, use a sentence	at least one peer, speak	Join a group of three
	contaminated well, clean	frame to express relevant	to express relevant	students and participate
Join teacher-selected	wellin the reenactment.	information (ex., "I drink	information.	in discussion, including
group of four students.	Repeat model responses.	water from the		presenting his scenario to
		well.)	Join a group of three	group-mates, and
Given one simplified	Join teacher-selected		students.	identifying the predicate
statistical scenario	small group of four	Given simplified		flaw.
(including margin notes,	students.	scenarios (margin notes,	After at least one other	

illustrations, and		illustrations, definitions	student models the	Participate in whole class
definitions of highlighted	Given simplified	of highlighted words),	presentation, present his	discussion of flaws.
words) complete cloze	statistical scenarios	join a group of three	scenario and identify the	
sentence to highlight the	(including margin notes,	students.	flaw/fallacy.	Copy flaws from the
faulty predicate in the	illustrations, definitions			board.
one scenario.	of highlighted words),	After at least one other	Participate in whole	
	complete a cloze	student models the	class discussion of flaws.	
Copy some of the flaws	sentence to highlight the	presentation, present his	Student may need some	
from the board.	faulty predicate in each	scenario.	modeling or prompting	
	of the scenarios.		when he or she gives	
		Complete cloze	response.	
	Copy some of the flaws	sentences to highlight	•	
	from the board.	the faulty predicate in	Copy most of the flaws	
		each of the scenarios;	from the board.	
		later using cloze		
		sentences for a prompt		
		participate in whole class		
		discussion of flaws.		
		Copy most of the flaws		
		from the board.		
	Sample in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Review and provide	Lead class discussion on	Lead class discussion on
vocabulary; provide	vocabulary; provide	feedback on students'	how to identify and	how to identify and
bilingual dictionary or	bilingual dictionary or	first drafts of complete	analyze evidence	analyze evidence
online translation tool if	online translation tool if	cloze sentences; allow	provided to support a	provided to support a
available.	available.	students to make	claim.	claim.
		corrections.	26.1.1.1	
			Model sharing	
			information and asking	
			questions during a group	
			discussion.	

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

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

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

Social Studies (Government)

Civic Participation & Skills CS #4

Source: Ohio Social Studies Standards, Model Curriculum, High School American Government, p.5 http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Social-Studies

Divide students into three to four groups to engage in a discussion of how to resolve a contentious issue, issues ranging from very local (within the school (ex: should students be allowed to carry their cell phones) to national (ex: should the United States intervene in a civil war in another country).

All students label individual index cards

with the words Persuasion, Compromise, Consensus Building and Negotiation. Have the groups take turns observing as one group discusses their issue for several minutes. As the dynamics of the discussion proceed, have the observers hold up one of the four index cards containing the word or words representing what process they see taking place in the first group's discussion at that time.

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

	1		1	
Transfer the new words	• words for	 words for 	discussing a one of the	using several sentences:
to individual index cards.	compromise	compromise	non-local issues. Given	simple, compound, and
	 words for 	 words for 	a list of words and	complex.
With partner, hold up	consensus	consensus	phrases pertinent to the	
cards as the discussions	building ● words for	building ■ words for	issue, participate in	
proceed.	negotiation	negotiation	group discussion. Speaks	
1	negotiation	negotiation	with 2-3 simple,	
	Transfer the new words	Transfer the new words	compound or complex	
	to individual index cards.	to individual index cards.	sentences.	
	With partner, hold up	With partner, hold up		
	cards as the discussions	cards as the discussions		
	proceed.	proceed.		
	proceed.	proceed.		
		Join a group that is		
		discussing a local,		
		familiar issue. Given a		
		list of words and phrases		
		pertinent to the issue,		
		1 -		
		participate in group discussion. With		
		prompting and or		
		modeling, speak in		
		simple sentences and		
		phrases.		
	Sample in	structional strategies an	d supports	
Model how to ask	Model how to ask	Provide opportunities for	Provide opportunities for	Discuss differences in
questions during oral	questions during oral	students to practice	students to practice	language used in
presentations when a	presentations when a	model sentences and	model sentences and	informal and formal
word or phrase is not	word or phrase is not	phrases that can be used	phrases that can be used	discussions.
understood.	understood.	in a discussion about a	in a discussion about a	
		certain issue.	certain issue.	Elicit from students
				language use that would
				be inappropriate for
				formal discussions about
				a topic.

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

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

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

English Language Arts

Reading: Literature, Craft & Structure--SS #4

Students choose a word or phrase from and assigned passage of <u>The Canterbury Tales</u> (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and their favorite comments with the class.

For ELLs, grade-level texts may not be appropriate. Choose appropriate reading-level text For Level 1 ELL, this could mean a picture book with high-interest content.

ELLs who read at a level higher than Level I access the text through simplified editions. These publishers offer simplified, abridged versions of many required high school texts:

- Oxford University Press (Bookworms Library)
- Steck-Vaughn Short Classics

Note: If available and if student is literate in his or her first language, student may read a translated version of the class text.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Provide the meaning of his or her name in own language. Print own name and illustrate the meaning. Present in front of class, using a sentence frame: "My name is It means Circulate illustration through class or small group and receive peer comments on stick notes.	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teacher-created list of words or phrases from assigned text, student will select one that is interesting. Through role-play, illustration, and/or use of a dictionary, gain understanding of the word. Illustrate the word or phrase. Presents in front of class, using a sentence frame: "My interesting word (phrase) is" Circulate illustration through class or small group and receive peer comments on stick notes.	Given a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example), choose a word or phrase from the text. Use English dictionary, bilingual dictionary to support comprehension of written text. Paired with a partner, silently read and comment on a few other students' selections; using partner comments as a model, writes his or her own sticky note observations. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	After guided reading of non-leveled text, students participate fully students choose a word or phrases the assigned text and write it on a stick note. Use English dictionary, bilingual dictionary to support comprehension of written text. With teacher or partner, read one example of another student's sticky note. Following teacher or peer model, use blank sticky notes to comment on other students' selections. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	Given class reading assignment, participate fully in vignette lesson. Use English dictionary, bilingual dictionary to support comprehension of written text. After one or two classmates have already modeled the sharing activity, share his or her quotation and a favorite comment until
	Sample in	structional strategies and	d supports	
Provide opportunity for students to practice with a partner before presenting to whole class.	Provide opportunity for students to practice with a partner before presenting to whole class.	In small group setting, read aloud sections of the poem or other text that students are reading. Provide opportunities for students to ask about words and phrases they don't understand.	Demonstrate examples of how context, knowledge of morphology and other clues can help determine the meaning of unfamiliar words.	Identify idiomatic expressions in students' assigned readings and lead discussion of their meanings.

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

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

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

English Language Arts

Writing: Texts types & purposes, SS #3

Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include This I Believe (NPR), Laws of Life and Digital Writing Workshop (Troy Hicks).

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12, p. 23 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

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

several adjectives to	ideas/behaviors that are	or she strives to embody.	supported software).	supported software).
describe self.	valuable to his life.	Include at least three		
		supporting sentences	If desired, post audio	If desired, post audio
Given a model, use	Record an auditory copy	illustrating examples or	version of the credo on a	version of the credo on a
writing process (pre-	of his or her credo (using	reasons why that quality	school or public website;	school or public website;
writing, drafting,	Audacity or other school	is desirable. Conclude	may submit credo to a	may submit credo to a
revising, editing, and	supported software).	paragraph with an	Laws of Life contest or	Laws of Life contest or
publishing) to creatively		effective closing	NPR program.	NPR program.
organize a list of	If desired, post an audio	sentence.		
adjectives that describe	version of the whole or			
self. (Note: advanced	partial poem on school	With a partner or peer,		
students may find	or public website.	practice reading his		
adjectives that match the		poem to improve		
letters of their names to		fluency.		
make an acrostic.)				
		Record an auditory copy		
With a partner or peer,		of his or her credo (using		
practice reading his		Audacity or other school		
credo to improve		supported software).		
fluency.				
-		If desired, post audio		
Record an auditory copy		version of the credo on a		
of his or her credo (using		school or public website;		
Audacity or other school		may submit credo to a		
supported software).		Laws of Life contest or		
		NPR program.		
If desired, post an audio		, 0		
version of the whole or				
partial poem on school				
or public website.				
	Sample in	structional strategies an	d supports	
	~ F - v		rr · ···	
Show and discuss	Show and discuss	Share examples of	Provide opportunities for	Provide criteria of a
examples of podcasts on	examples of podcasts on	written texts that	students to practice	well-written personal
websites.	websites.	illustrate main idea and	giving auditory version	credo that students can
		supporting details.	of credo; provide	use for self evaluation
	Have students work in	777	feedback to assist with	during writing process.
	pairs to support each		making improvements.	
	other in developing			
	personal poems/credos.			
	personal poems/credos.			

Grades 11-12, Standard 10

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

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a	Use frequently occurring	Use simple phrases (e.g.,	Use increasingly	Use complex phrases
small number of	verbs, nouns, adjectives,	noun, verb, adjectival,	complex phrases (e.g.,	and clauses, and produce
frequently occurring	adverbs, prepositions,	adverbial, prepositional)	noun, verb, adjectival,	and expand simple,
nouns, noun phrases,	and conjunctions, and	and clauses (e.g.,	adverbial and participial,	compound,
verbs, conjunctions (but,	produce simple and	independent, dependent,	prepositional, absolute)	and complex sentences.
or, and), and	compound sentences,	relative, adverbial), and	and clauses, and produce	
prepositions, and	with support (including	produce and expand	and expand simple,	
understand and respond	modeled sentences).	simple, compound, and a	compound, and complex	
to simple questions.		few complex sentences,	sentences.	
		with support (including		
		modeled sentences).		

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

English Language Arts

Language: Conventions of Standard English, SS #1 & 2

Students take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.

Note: may need some explicit instruction and/or models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-quizzes.com/adj_order.html

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades">http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 <a href="http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/Englis

Level 1	Level 2	Level 3	Level 4	Level 5
Given a simple, present	Given a written model	Given a written model	Given a written model	Students fully participate
tense written sentence	simple, compound and	simple, compound and	simple, compound and	in model vignette.
with up to 8 words,	complex sentences,	complex sentences,	complex sentences,	
supply the missing word.	change highlighted	change highlighted	change highlighted	For example, "Mr.
Here is an example	words to create new	phrases to create new	phrases or clauses	Wilson called on the
pattern: noun + action	meaning.	meaning.	sentence to create new	girl."
verb + preposition +			meaning.	
adjective (article) +	For example, "Mr.	For example, "Mr.		Add additional words,
noun.	Wilson called on the girl	Wilson called on the girl	For example, "Mr.	phrases, and clauses to
	in the back row who	in the back row who	Wilson called on the girl	create new or more
Complete a few sentence	always raises her hand."	always raises her hand."	in the back row who	specific meaning.
frames with this			always raises her hand."	
sentence. For each	Share new sentences	Share new sentences		Share new sentences
repetition, write the	with the group and	with the group and	Share new sentences	with the group and
missing word in the	participate in a	participate in a	with the group and	participate in a
blank.	discussion of the	discussion of the	participate in a	discussion of the
	meanings of each other's	meanings of each other's	discussion of the	meanings of each other's
Example: Students and	sentences.	sentences.	meanings of each other's	sentences.

teachers walk to the sentences. school. Record example parts of Record definitions of Record speech and their names parts of sentences (i.e., definition/examples of Record and (i.e., "nouns") in independent clause, definition/examples of noun, verb, adjectival, teachers walk to notebook, journal, or dependent clause, noun, verb, adjectival, adverbial and participial, the school. other note-taking phrase) in notebook, adverbial and participial, prepositional, absolute 2. Student's method. journal, or other noteprepositional, absolute phrases and of relative teachers walk to taking method phrases and of relative clause in in notebook, the school. journal, or other noteclause in in notebook, Students and journal, or other notetaking method. teachers to the school. taking method. Respond to "wh" questions with complete sentences, supplying different missing words each time; for example: "Who walks to the school?" "To where do the students and teachers walk?" Note: Activities can be done in a congo line/station format to engage kinesthetic learners. Teachers should limit correcting subject-verb agreement at this level. Simply model the correct agreement (use of suffix "s") Sample instructional strategies and supports Model making changes Provide and discuss Provide and discuss Provide and discuss Model making changes with other sentences. with other sentences. examples of texts that examples of texts that examples of texts that contain compound and contain complex phrases contain complex phrases Have students work in Have students work in complex sentences. (e.g., noun, verb, (e.g., noun, verb, adjectival, adverbial and adjectival, adverbial and pairs. pairs. participial, prepositional, participial, prepositional,

absolute) and clauses.

absolute) and clauses.

GUIDELINES FOR ASSISTING ELLS WITH LIMITED FORMAL SCHOOLING

Note: the following information is excerpted from Ohio's current English Language Proficiency Standards for Limited English Proficient Students (Ohio Department of Education, 2010, pp. 5-7).

As indicated in a previous section, among Ohio's ELLs are students with limited formal schooling (LFS). They have a special challenge in accessing Ohio's New Learning Standards because they do not have the same advantages as many of their peers. Students with more experience in the classroom have acquired and developed learning strategies they can apply to their new learning and thus are likely to progress more rapidly than those who have had little or no exposure to formal education. An area where this is particularly obvious is literacy. Students who have had experiences with books have developed a set of skills that allows them to use books, even though in a new language, more rapidly than those who have not had this experience. For example, students who are familiar with books know that words carry meaning and that pictures give clues to content, and they are able to apply this previous knowledge to more rapidly extend their comprehension of new printed material. In contrast, non-literate students of any age need to start by establishing an awareness of the connection between oral language and print, and progress through all the stages of literacy learning.

In addition to lacking the tools of literacy, students with no previous educational experience have not developed knowledge of or comfort with classrooms and classroom routines. Thus, these students enter the classroom filled with anxiety and a lack of self-confidence. Students with limited or no school experience need to quickly learn appropriate school behaviors and expectations. For example, students must learn where to sit, when to sit, how to volunteer information, what information to volunteer and when to change classes. They also must learn that the teacher asks questions even though he or she already knows the answers, and that they must answer the questions anyway. They need to learn time management skills such as arriving in class on time, reaching the bus on time and assessing how much time is necessary to complete a learning task.

Because of the lack of previous school schema, LFS students need to be specifically taught the skills and knowledge about the schooling situation that other students bring with them. The major areas in which LFS students need special assistance or direct instruction include orientation to the American school setting and structure, behavioral knowledge and academic information. The following provide examples of specific knowledge and competencies that may need to be directly taught to LFS students.

Knowledge and Competencies Related to American School Culture

- Knowledge of American school facilities and their functions
- Lockers
- Drinking fountains

•	Cafeteria □ Library □ Gymnasium □
•	Student services (nurse, librarian, counselor, buses)
À • • • • • • • • • • • • • • • • • • •	Understanding of American school policies and procedures Class schedules Reports cards □ Grades □ Tornado, fire drills and lock down drills □ Clothing and equipment for physical education classes □ Variety and purposes of tests Test-taking techniques □ Rules relating to plagiarism and cheating
> •	Understanding of expressions of respect in American schools How to take turns appropriately How to interrupt appropriately □
•	Respect for others' possessions (e.g., do not touch or remove things from someone' 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 □
•	 Famous American historical and literary figures □
•	 Grade-appropriate knowledge of American icons, American poems and other
٦	literature 🗆 U.S. history
	 Local, state and national systems of government □ Local, state and national
ı	geography 🗆
•	American fauna and flora
ı	
ı	

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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Appendix A

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

Ordered by Content Areas

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

LANGUAGE ARTS

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

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

Sample Content-based Participation Goals - English Language Arts

Lesson Vignette

Students listen to the story, <u>The Little Red Hen</u>. Then, they identify key idea and details using a retelling glove. Source: Ohio English Language Arts Model Curriculum Strand--Reading: Literature

Topic: Key Idea and Details p. 1-2.

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten ELA Model Curriculum March-2015.pdf.aspx

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

^{*}Retelling glove: a colorful, stretchy glove with visual cues used to retell a story. Different elements of a story are written with a fine-tipped marker on each finger of the glove. After reading a story, students put on the glove and discuss the different elements of the story by referring to cues on the glove. For more ideas on using retelling gloves, refer to the following website link:

http://www.smekenseducation.com/use-the-retelling-glove-for-summarizing-stories.html

Sample instructional strategies and supports

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

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

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

Sample Content-based Participation Goals - English Language Arts

Lesson Vignette

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5	
Students point to pictures in the text by responding to the question, "What animal lives in a web?" When viewing a picture of a web, the student will point to a picture of a spider.	Create a graphic organizer to help identify items from the story that have a house. For example: pea and pea pod corn and a husk bee and a hive Use picture cards as	Complete the sentence frame A is a house for a Begin to discuss different types of house dwellings (apartment, house, trailer, duplex,).	Take turns answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.	Take turns asking and answering questions about shelter and protection. Discuss details about different habitats, locations of habitats, and reasons people, animal, and things may live in various habitats.	
Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension	Pre-teach selected vocabulary. Use bilingual resource (if available) and pictures to aide comprehension	Lead whole class discussion on different kinds of houses/shelters.	d supports Provide opportunities for students to practice communication skills in small group settings.	Provide opportunities for students to practice communication skills in small group settings.	
	Provide a model of a chart that can be used to record key information.				

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

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

Sample Content-based Participation Goals - English Language Arts

Lesson Vignette

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

Sources:

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

Ohio Social Studies Model Curriculum, Personal Histories, Content Elaboration, pg 2 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum April 2014.pdf.aspx -

Level 1	Level 2	Level 3	Level 4	Level 5
		Use photographs to	Create an autobiography	Create an autobiography
		retell a sequence of	book retelling a	book of life events (birth
NA	NA	events from an	sequence of events using	to current) using photos
INA	1171	experience such as a	photos and drawings.	and/or drawings.
		vacation. In the	In the retelling, students	Student will use linking
		retelling, students will	will use linking words	words to sequence
		use linking words either	either orally or in	events.
		orally or in writing.	writing.	ļ
			_	
	Sample ins	structional strategies an	d supports	
	T		Tacaa .	
		Model using	Model using	Provide students
		autobiography book to	autobiography book to retell a series of events.	opportunities to practice
		retell a past experience. Point out use of key	Point out use of key	telling about events in their personal history
		vocabulary and linking	vocabulary and linking	and give feedback for
		words.	words.	making improvements.
		110100.	1101001	making improvements.
		Provide opportunities	Provide opportunities	
		for students to practice	for students to practice	
		retelling in small group	retelling in small group	
		settings	settings	

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students participate in a noun sort and shared writing experience

Students sort with a partner noun picture cards into different categories

Source: Ohio English Language Arts Model Curriculum Strand: Language

Topic: Conventions of Standard English, pp.34-35

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

Standards/English/Kindergarten ELA Model Curriculum March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
Sort picture cards in	Sort picture cards in	Sort picture cards in	Sort picture cards in	Sort nouns word cards		
categories of person,	categories of person,	categories of person,	categories of person,	independently into		
place, thing, and animal.	place, thing, and animal.	place, thing, and animal.	place, thing, and animal.	categories of singular		
Participate in writing a	Participate in writing a	With a partner, develop	With a partner, develop	and plural nouns		
shared story as a class	shared story as a class	an oral story using some	an oral story using some	Write a shared story as a		
using nouns from the	using nouns from the	of the nouns from the	of the nouns from the	whole group. Select		
sort. As a class circle all	sort.	sort.	sort.	words from the sort to		
nouns in blue.				use in the story writing.		
	State orally three		Retell the story to other classmates. After the			
Repeat orally sentences	sentences using nouns		retelling, answer	After being given a copy		
using several of the	from the shared story.		questions about the	of the story with some		
nouns. ("A lion is an animal,")	("A lion roared in the night.")		retelling.	blank spaces, fill in the missing nouns using the		
ammai,)	ingit.)		8	words from the sort.		
				Circle singular words in		
				red and plural words in		
				purple.		
	Sample in	structional strategies an	d supports			
Pre-teach selected	Pre-teach selected	Model the development	Model the development	As a practice, tell a story		
vocabulary. Use	vocabulary. Use	of an oral story.	of an oral story. Retell	to the students; during the		
bilingual resource (if	bilingual resource (if	·	the story to whole class,	story telling, have the		
available) and pictures	available) and pictures		elicit and answer	students raise their right		
to aide comprehension	to aide comprehension		questions about the	hand when they hear a		
M 11 1 1 1 1	M 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		story.	singular noun, and their		
Model using words to make statements.	Model using words to make statements.			left hand when they hear		
make statements.	make statements.			a plural noun.		

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Source: Ohio Science Standards, Grade 1, page 36

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

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

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

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

Level 1 Lev	rel 2 Level :	Level 4	Level 5		
Use pictures and body	Use pictures and key	Use pictures and key	Referring to various	Referring to various	
gestures demonstrate	words to demonstrate	words to demonstrate	resources (books,	resources (books,	
how to carry out a	how to carry out a	how to carry out a	magazines, and videos),	magazines, and videos),	
familiar and simple task	familiar and simple tasl	familiar and simple task	follow teacher	follow teacher	
(brushing teeth, calling a	(brushing teeth, calling	a (brushing teeth, calling a	guidelines to write about	guidelines to write about	
friend, checking a book	friend, checking a book	friend, checking a book	a three-step task (e.g	a three to five step task	
out from the school	out from the school	out from the school	making a sandwich).	(e.g making pancakes).	
library). Place pictures	library). Place pictures	library). Place pictures	Present to class using	Present to class using	
in appropriate sequence	in appropriate sequence	in appropriate sequence.	visual aides.	visual aides.	
and practice saying new	and talk about them	Write about them in a			
vocabulary words.	using key words and	journal using simple			
	phrases.	sentences. Share with			
		partner.			
Sample instructional strategies and supports					
Demonstrate how to	Demonstrate how to	Demonstrate how to	Have students work with	Allow students to	
search "how to" topics	search "how to" topics	search "how to" topics	a partner to develop	practice giving	
on Internet and how to	on Internet and how to	on Internet and how to	PowerPoint	PowerPoint	
use PowerPoint to share	use PowerPoint to shar		presentation. Allow	presentations in small	
information.	information.	information. Have	students to practice	group settings.	
		students work with a	giving PowerPoint		
		partner to develop	presentations in small		
		PowerPoint	group settings.		
		presentation.			

Grade 1: Standard 7

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Listen to a read aloud of Yo! Yes. By Chris Raschka. Demonstrate an awareness of informal speech and formal speech.

Source: Adapted from English Language Arts Model Curriculum Grade 1, Language, Knowledge, Standard 3, pg 34)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 1 ELA Model Curriculum March-2015.pdf.aspx

Level 1	Level 2		Level 3	Level 4	Level 5
			Participate in a classroom discussion about the informal speech used in the book. Create a t-chart comparing the informal language in the books and the formal equivalent (e.g. Yo, What's up! /Hello, how are you?)	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of story, pretending that one of the characters is a teacher/doctor.	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of the story, pretending that one of the characters is a teacher/doctor.
Sample instructional strategies and supports					
			Demonstrate how to use a T-chart to illustrate differences. Have students work with partners to complete the T-chart.	Have students work with partners in writing alternate dialog.	Provide opportunities for peer feedback on initial drafts.

Grade 1: Standard 8

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5		
Listen to the teacher	Listen to the teacher	Listen to the teacher	Listen to the teacher read	Listen to the teacher read the		
read the story. Follow	read the story. With	read the story. With	the story. With teaching	story. With teaching		
oral directions to draw	teaching prompting,	teaching prompting, use	prompting, use	prompting, use illustrations		
a picture of a mouse.	use illustrations and	illustrations and simple	illustrations and context	and context clues to answer		
(e.g.Draw the ears.	simple clues in the	clues in the story to	clues to answer questions	questions about the		
Draw the eyes.)	story to guess the	answer questions about	about the meanings of	meanings of words (e.g		
	meaning of a few	the meanings of a larger	words (e.g insulting,	insulting, chimed,		
	new words (e.g. fur,	range of new words	chimed, constantly). Give	constantly) . Give an		
	diaper)	(e.g. fur, diaper,	an example of another	example of another		
		disgusting, insulting)	situations in which that	situations in which that word		
			word might be used.	might be used.		
	Samp	ole instructional strateg	ies and supports			
Pre-teach selected	Demonstrate how to	Demonstrate how to use	Have students work with	Provide opportunities for		
vocabulary; provide	use illustrations and	illustrations and context	partners on using clues to	students to share their		
bilingual resource if	context clues to	clues to determine	determine meanings of	examples in small groups.		
ailable and	determine meaning	meaning of words.	unknown words.			
illustrations to aid	of words.					
comprehension.		Have students work				
		with partners on using				
		clues to determine				
		meanings of unknown				
		words.				

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5	
	After reading the story, use visual aids to sort the activities that the ladybug did by morning, afternoon, and evening. Using pictures and words complete a chart about what one would do during different times of the day. Share with partner.	After reading the story, sort the activities that the ladybug did by morning, afternoon, and evening. Write simple sentences about what one would do during different times of the day. Share with partner.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, "Yesterday was no ordinary day" write a creative story including at least one event that happened during the morning, afternoon, and evening. Share with small group or class.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, "Yesterday was no ordinary day" write a creative story including a complex sequence of events. Share with small group or class.	
Sample instructional strategies and supports					
	Demonstrate the use of a graphic organizer to share information. Have students work with partners in completing	Demonstrate the use of a graphic organizer to share information.	Provide examples of creative stories written by other students. Discuss the use of transitional phrases to	Provide feedback on initial drafts of story and allow students to make revisions for final draft.	
	the chart.		connect ideas.		

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

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

Sample Content-based Participation Goals - English Language Arts

Lesson Vignette

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

Source: Ohio English Language Arts Model Curriculum 2.1 page 1)

Literature: Key idea and details (also refer to page 10)

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

T 14	T 10	T 1.2	7 14	T 15
Level 1	Level 2	Level 3	Level 4	Level 5
After listening to a teacher	After listening to a story	After listening to the	After listening to	Write 5 or more
read aloud multiple times,	read aloud, sort picture	story, complete story map	the story, write 3-5	sentences summarizing
sort story pictures cards	cards by key ideas and	graphic organizer on story	complete sentences	key ideas and details.
by two of the five areas	details into 5 categories of	elements to indicate key	summarizing the	Share retellings during
who, what, where, when,	who, what, where, when,	ideas and details. Use a	story and use as an	a formal presentation
and why to indicate key	and why. Complete	combination of	aide for a retelling.	incorporating a
ideas and details orally to	graphic organizer and	illustrations and sentences	Include key ideas	PowerPoint.
the teacher.	illustrate categories	for detail recall and share	and details in the	1 0 11 01110.
the teacher.	sharing orally with a	with a small group.	retelling.	
	partner.	with a sman group.	reterning.	
	partiter.			
	Sample instr	uctional strategies and su	nnorts	
	Sample mstr	uctional strategies and su	pports	
Pre-teach selected	After reading the story, in	Provide a model of a chart	Model how to take	Provide time for sharing
vocabulary; provide	a large group setting asks	that can be used to record	notes while listening	drafts with peers and
bilingual resource (if	students to identify main	key information.	to a story.	getting their feedback
available) and pictures to	ideas and key details.			before completing final
aid comprehension.		Have students work with a		draft of PowerPoint.
are comprehension.	Provide a model of a chart	partner to complete		Grant ST 1 S OIT SING.
	that can be used to record	graphic organizer.		
	key information.	grapine organizer.		
	key iiiioiiiiaiioii.			

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Sources: Oho English Language Arts Model Curriculum, Writing, Text Types and Purposes pg 22 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 2 ELA Model Curriculum March-2015.pdf.aspx

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

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

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Sources: Ohio English Language Arts Model Curriculum, Grade 2, pg 32

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
Using Smart board	Using Smart board	Using Smart board	Using Smart board	Using Smart board
technology, read the	technology, read the	technology, read the eBook	technology, read the	technology, read the
eBook <i>Penguins</i> by	eBook <i>Penguins</i> by	Penguins by Penelope	eBook <i>Penguins</i> by	eBook <i>Penguins</i> by
Penelope Arlon.	Penelope Arlon.	Arlon.	Penelope Arlon.	Penelope Arlon.
Students will learn a few	Demonstrate	match regular past tense	Determine if the past	Determine if a wide
common action verbs	understanding of a	verbs with present tense	tenses of the verbs are	range of past tense verbs
from the book.	number of verbs in a	verbs and drag them to a T-	regular or irregular and	are regular or irregular
Demonstrate	story using simple	Chart. Write sentences	drag them to a T-Chart.	and drag them to a T-
understanding of	sentences. Write a	about a penguin using	Write a short story about	Chart. Students will
selected action words in	few simple verbs in	regular past tense verbs.	a penguin using both	write a story about a
the book by performing	sentences.	regular past tense verbs.	regular irregular verbs	penguin using a wide
the actions during a	sentences.		provided by the teacher.	range of vocabulary and
game of "Simon Says".			provided by the teacher.	sentence structures.
	Cample	instructional strategies an	d cunnoute	
	Sample	instructional strategies an	a supports	
Provide list of key	Provide list of key	Model how to use a T-chart	In whole group setting,	Provide criteria of a
words for students to	words for students to	to compare and contrast.	lead the students in the	well-written story that
note when listening to	note when listening	Have ELL work with	development of a story	student can use for self
the story.	to the story.	partner to complete TChart.	about a past event,	evaluation.
-	-		demonstrating the use of	
	Have students work	In whole group setting, lead	a variety of adjectives,	
	with a partner in	the student's development	compound and complex	
	writing sentences	of a story about a past	sentences.	
	with the selected	event, demonstrating the		
	verbs.	use of past tense and		
		conjunctions.		

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

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

Sample Content-based Participation Goals Language Arts

Lesson Vignette

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

Source: Ohio's English Language Arts RL 3.2 Model Curriculum Standard Statement 2, page 1 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 3 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Match pictures to a few	Complete a graphic	Complete a graphic	Retell "Charlotte's Web"	Retell "Charlotte's Web"
key words from	organizer with 3 boxes to	organizer to identify the	using a graphic organizer	by completing a graphic
"Charlotte's Web" after	identify the beginning,	main idea of "Charlotte's	showing the main idea,	organizer with main idea,
listening to the teacher	middle and end after	Web" and identify some	important details and	important details,
read it. E.g "pig,	listening to the teacher	important details with	characters, and correct	characters, correct
spider, web, word", with	read "Charlotte's Web".	visual supports as needed.	sequence of events with	sequence and identify the
bilingual assistance if	Student may use a		limited support.	theme independently.
available.	combination of words and			
	pictures.			
	Sample t	eaching strategies and	supports	
			T	
Pre-teach selected	Demonstrate how to use a	Have student work with a	Provide time to practice	Allow student to redo
vocabulary; provide	graphic organizer with	partner.	retelling in a small group	retelling after receiving
bilingual dictionary or	another story.		setting.	feedback on a practice
online translation tool if				presentation.
available.				

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Source: Ohio's English Language Arts W 3.1 Model Curriculum Standard Statement, page 21

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

Standards/English/Grade 3 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Use a sentence frame	Write an opinion and	Write a paragraph	Provide a clear	Independently write a	
(e.g., "Ischool	give a reason for it (e.g.,	stating an opinion and	introduction with a clear	well- developed opinion	
uniforms.") to express	"I don't want school	support the opinion with	opinion on the topic, at	piece with a strong	
an opinion and illustrate	uniforms, because	3 reasons based on a	least 3 reasons	introduction, clear	
the sentence.	I like my clothes.")	teacher provided outline.	supporting the opinion	supporting reasons, and	
	using a teacher provided	Begin to use linking	using a logical	well chosen vocabulary	
	outline. Support with	words and phrases such	construction with	with an effective	
	illustration.	as "because, since, for	linking and sequence	conclusion.	
		example".	words giving a		
			concluding sentence.		
Sample teaching strategies and supports					
Provide sample sentence	Model both oral and	Have ELL work with	Provide opportunities	Provide criteria of a	
structures to express	written statements	partner on writing an	for peer feedback on	well-written opinion	
opinions (I like, I	expressing opinions with	opinion piece with	initial drafts.	piece that student can	
don't like, I	reasons.	supporting reasons.		use for self evaluation.	
prefer).					

Grade 3: Standard 9

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Source: Ohio English Language Arts SL3.4 Model Curriculum Standard Statement 4, page 31 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 3 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Use visuals, basic words	Write about 2 important	Write about several	Write about several	Write then orally present	
and 1-2 simple learned	events from the book	important events in	important events in the	a clear, coherent, and	
sentences to write and	using pictures, props,	correct sequence.	book in correct	creative book report	
tell about a favorite	and modeled sentences.	Present the book report	sequence Present to the	which is logically	
book.	Present to class or small	to the class or a small	class or a small group	organized and contains	
	group. Students will	group, speaking clearly	by speaking clearly and	very few grammar errors	
	begin using common	and demonstrating	demonstrating	and an effective	
	linking words.	developing control over	developing control over	concluding statement.	
		grammar. Demonstrate	grammar. Demonstrate		
		use of common linking	use of common linking		
		words and fluency.	words and fluency.		
Sample teaching strategies and supports					
Read aloud a book, and	Have student work with	Provide ELLs	Provide opportunities to	Provide feedback on	
then have ELL discuss	a partner in writing	opportunity to listen to	practice giving reports	students' practice of	
the book with a partner.	about events in a story.	reports from peers.	in small group settings	giving oral reports.	

Grade 4: Standard 1

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

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

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

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

Source: Ohio English Language Arts RI 4.2 Model Curricula, p.12 and Science ESS, Solar System http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 4 ELA-Model Curriculum March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Use a picture dictionary,	Use a simplified version	Use a simplified version	Use the teacher prepared	Independently complete
match pictures with	of the outline to identify	of the outline to identify	outline to identify main	the outline, identifying 2
simple weather words	at least one main topic	2 key topics and	ideas and key details,	or more main ideas and
such as	and 2 key details with	supporting details using	and write a simple	relate how the details
"rain, thunder, lightning,	bilingual or translation	a bilingual dictionary (if	summary with some	support the main idea
hurricane" with	support (if available)	available) then share this	teacher assistance then	then write and share a
assistance from a	then share this	information in a small	share the summary in a	grade appropriate
teacher.	information in a small	group.	small group.	summary of the text.
	group.	See al.	8	
	group.			
	Sample in	structional strategies an	d supports	
	•		• •	
Pre-teach selected	Model the use of an	Have ELL work with a	Provide feedback on	Provide time for sharing
vocabulary; provide	outline to show main	partner.	students' draft outlines.	drafts with peers and
bilingual dictionary or	idea and details of	^		getting their feedback
online translation tool if	another written text.			before completing final
available.	and and written text.			draft of summary.
avanaoie.				drait of summary.

Grade 4: Standard 3

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

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

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

After reading and discussing 2 poems, "Fog" by Carl Sandberg and "They Were my People" by Grace Nichols, students compare the different structural elements of the poems, e.g., verse, rhythm, meter, using a teacher supplied chart, then share their examples of each poetic device in a short oral presentation to a small group.

Source: Ohio English Language Arts RL 4.5, Model Curriculum, page 3 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_4_ELA_Model_Curriculum_March-2015.pdf.aspx

			I	
Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and	Use a differentiated	Use a differentiated	Complete the teacher-	Complete the chart
translation help to	chart to write about 1 or	chart to write 2-3 key	supplied regular chart	comparing the 2 poems
understand the poem	2 key differences in the	differences between the	comparing the 2 poems,	giving details with
"Fog", show	2 poems with some	poems with minimal	giving 3-4 details using	examples in a grade
comprehension by	bilingual and translation	support.	structural element	appropriate way and
drawing a picture with	support. Then share an	Then share examples of	vocabulary with some	using grade appropriate
key words labeled such	example of 1 poetic	2 poetic devices in a	assistance if needed.	academic terms. Then
as "fog, cat, and city".	device in a small group.	small group.	Then share these	share these examples in
			examples in a small	a small group.
			group.	
	Sample in	structional strategies an	d gunnants	
	Sample in	structional strategies an	u supports	
Read poems aloud and	Provide examples of	Have ELL work with	Provide feedback on	Allow students to
point out features of	charts used to show	partner to complete	initial drafts of charts	practice giving oral
each poem. Provide	different structural	chart.	containing information,	reports and provide
bilingual dictionary or	elements of other	Chart.	and allow students to	feedback for
online translation tool if			make revisions based on	improvements.
available to assist	poems.		feedback.	improvements.
			iccuback.	
understanding of key				
words and phrases.				

Grade 4: Standard 9

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

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

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

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

Source: Ohio English Language Arts Model Curriculum Writing 4.3, p. 25 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 4 ELA Model Curriculum March-2015.pdf.aspx

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

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

Sample instructional strategies and supports

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

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

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

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

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

Source: Ohio English Language Arts RL 5.2, Model Curriculum, page 1
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx

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

Grade 5: Standard 9

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

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

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

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

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

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

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

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

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

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

Source: Ohio English Language Arts Model Curriculum R.L., Genre, p. 6 and 5.6, p. 26 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade/5_ELA_Model_Curriculum_March2015.pdf.aspx

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

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

DRAFT

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

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

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

ELA Standards: Reading Strand (Informational Texts) 6 and 7 and Writing Strand 1, and 4

Reading Standard 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Reading Standard 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Source: Ohio English Language Arts Model Curriculum, Grade Six

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

The goal of the lesson is for students to read several selections and watch videos in order to answer reading comprehension questions and compare and contrast ideas presented in the different sources of information. As an entire class, discuss the facts that students have learned this week about the Titanic that they did not already know when we started reading about the ship on Day 1. Watch video that discusses the sinking of the Titanic and students will complete questions as the video is playing. (United Streaming – "Science Investigations: Buoyancy and the Titanic") After the video, discuss the correct answers to the While-viewing questions. Students will then read two different selections about the crash of the Titanic and what happened to the passengers. (*Titanic Past and Present* and *Disaster Strikes*)

They will then need to compile the information to answer reading comprehension questions on a handout. The handout will be collected at the end of the class period. Students will share their opinion about the crash and support their opinion with a fact from one of the selections that they read today during class. (E.g.. The crash could have been avoided – they did not take the warnings seriously.)

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

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

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

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

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

ELA Standard 4.

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

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

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

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

Grade 7: Standard 1

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

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

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

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

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

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

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

See also, book trailer at

https://www.youtube.com/watch?v=erjRxbX4CzM

or short reading by author:

https://www.youtube.com/watch?v=KEkjwu2WEIA

"Notice & Note" by Beers and Probst

http://www.heinemann.com/products/E04693.aspx

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

With teacher assistance,	While reading, choose 2-	and use graphic	character, and central	summary, character, and
complete a story map or	3 signposts to record on	organizers to write	idea. Write developed	central idea. Then,
plot diagram. With	the signpost worksheet	answers to the three	paragraph to answer	independently create a
	((Again & Again (central		each question. Then,	
teacher support, summarize the novel		questions: summary,	_	visual (poster, power
***************************************	message) and Memory	character, and central	create a poster or other	point, prezi, etc.) to
using 2-3 simple	Moment (flashback)).	idea. Answers will	visual to aid in a short	enhance presentation to
sentences.	With support, complete	contain specific details	presentation to the class.	the class.
	graphic organizers (story	from the novel and use		
	map or plot diagram) and	basic paragraph format		
	decide on the novel's	(5-7 sentences). Then,		
	central message (use	create a poster or other		
	Again & Again from	visual to aid in a short		
	signpost chart) and write	presentation to the class.		
	three to five sentence			
	summary, using simple			
	and compound			
	sentences. Write one			
	sentences. White one			
	central message. Using			
	one graphic organizer			
	and written response,			
	present with partner the			
	novel to class.			

Sample instructional strategies and supports

Provide list of key words	Provide list of key words	Demonstrate the use of a	Model the use of details	Provide time for sharing
for students to note while	for students to note while	graphic organizer to	to support a central idea.	draft presentations with
reading.	reading.	record information from		peers and getting their
		the story.	Demonstrate how to use	feedback before
Show the Inside Out and	Show the Inside Out and		context clues to try to	completing final
Back Again book trailer	Back Again book trailer	Model the use of details	figure out unknown	presentation.
on YouTube	on YouTube	to support a central idea.	words and phrases in a	
https://www.youtube.co	https://www.youtube.co		text.	
m/watch?v=erjRxbX4Cz	m/watch?v=erjRxbX4Cz	Have students work with		
<u>M</u> .	<u>M</u> .	partner to create poster		
		and short presentation.		
Read aloud sections of	Read aloud sections of			
the book; then lead	the book; then lead			
discussion of the central	discussion of the central			
ideas of each section.	ideas of each section.			
Demonstrate use of	Demonstrate use of story			
signpost worksheet.	map and plot diagram.			

Grade 7: Standard 3

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

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

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

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

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

Source: Ohio's New Learning Standards: ELA, Grade 7 Curriculum Model, page 2 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 7 ELA Model Curriculum March2015.pdf.aspx

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

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

DRAFT

Grade 7: Standard 4

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

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

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

ELA R.L. 7 and W.7.1:

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

Source: Ohio ELA Model Curriculum, Grade 7

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

Standards/English/Grade 7 ELA Model Curriculum March2015.pdf.aspx

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

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

Grade 8: Standard 1

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

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

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

Ohio English Language Arts Standards R.I.2, R.I.3, W.4, W.6

Source

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

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

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

Notice & Note by Beers & Probst

http://www.heinemann.com/products/E04693.aspx

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

using two to three simple	partner to complete	contain specific details	other visual to aid in a	to the class.
sentences.	graphic organizers (story	from the text and use	short presentation to the	
	map or plot diagram) and	basic paragraph (five to	class.	
	decide on the novel's	seven sentences) format.		
	central message (use	Create a poster or other		
	Again & Again from	visual to aid in a short		
	signpost chart). With	presentation to the class.		
	teacher support, write			
	three to five sentence			
	summary, using simple			
	and compound			
	sentences. Write one			
	sentence to identify the			
	central message. Using			
	one graphic organizer			
	and written response,			
	present with partner			
	novel to class.			
	Sample in	structional strategies and	d supports	
Pair students with	Pair students with	Demonstrate and model	Provide criteria for	Provide opportunities for
partner reading same	partner reading same	use of plot diagram.	writing cohesive	students to practice
novel.	novel.	use of plot diagram.	paragraphs (main idea,	sharing information
novei.	novei.	Provide criteria for		about the novel.
Duovida list of lavy would	Dravida list of kay yanda		supporting details); share examples of model	about the novel.
Provide list of key words for students to note while	Provide list of key words for students to note while	writing cohesive paragraphs (main idea,	1	
			paragraphs.	
reading.	reading.	supporting details); share examples of model		
Read aloud sections of	Provide sentence	paragraphs.		
the book; then lead	structures and have			
discussion of the central	student practice using			
ideas of each section.	structures to share			
	information.			

Grade 8: Standard 3

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

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

Sample Content-based Participation Goals – Language Arts Lesson Vignette

ELA Standard R.L.6

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

Source: Ohio's New Learning Standards, ELA Grade 8, page 4
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-LearningStandards/English/Grade 8 ELA Model Curriculum March2015.pdf.aspx

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

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

DRAFT

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

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

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

ELA

Language: Knowledge of Language. SS #3

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

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

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

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

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

	1	1	1	•
Level 1	Level 2	Level 3	Level 4	Level 5
Utilizes provisional writing where they will write spontaneously for two to five minutes to generate or extend ideas about their point of view in their learning logs.	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.	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.	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.	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 of similar ability, have them elaborate on their initial ideas. They revise their ideas, generate new ones, and develop at	With an advanced- leveled student, have them elaborate on their initial ideas. They will revise their ideas, generate new ones, and	With an intermediate- leveled student, have them, elaborate on their initial ideas. They will revise their ideas, generate new ones, and	With another proficient- trial mainstream student, have them elaborate on their initial ideas. They will revise their ideas, generate new ones, and

With a partner, elaborates on their initial ideas

Revises their ideas, generates new ones, and develops at least one specific pieces of information from the article to defend his/her position.

Writes at least 3-5 simple sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After the teacher assesses the student's work, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it. least two specific pieces of information from the article to defend his/her position.

Writes their information in at least 5-7 simple and/or compound sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, he/she begins to decide which form of digital media they will use for each recipient and will begin writing it.

develop at least four specific pieces of information from the article to defend his/her position.

Intermediate students will write their information in at least 7-9 compound and/or complex sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, the intermediate student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.

develop at least four specific pieces of information from the article to defend his/her position.

Advance students will write their information in at least 9-11 compound and/or complex sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one intermediate, advanced, or proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, the student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.

develop at least five specific pieces of information from the article to defend his/her position.

These students will write their information in at least 11-15 complex sentences for each recipient of a letter.

The teacher will review with all students the manner in which to format written communication to peers and to adults.

After one proficient-trial mainstream student assesses the student's work, the teacher will also assess the student's work.

After making suggested revisions by a peer and teacher, the proficient-trial mainstream student will begin to address each recipient by deciding which form of digital media they will receive and will begin writing it.

Sample instructional strategies and supports

Provide guiding questions to assist with writing process.

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

Provide and discuss words and phrases that can be used for informal and formal letter writing. Lead discussion on differences between informal and formal language used in communication with different audiences. Lead discussion on differences between informal and formal language used in communication with different audiences. Provide criteria of a well-written informal and formal letters that students can use as self-evaluation during the writing process.

Grade 9-10, Standard 8

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

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

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

ELA

Reading: Literature, Craft and Structure SS #4

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

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

For more information, visit www.idiomsite.com.

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

Level 1	Level 2	Level 3	Level 4	Level 5
Select one idiom from the video with teacher support.	Select two idioms from the video.	Selects4-6 idioms from the video.	Select 5-7 idioms from the video.	Selects 7-9 idioms from the video.
Create a picture of what each idiom looks like using Microsoft Paint and converts the images into a slide show.	Create a picture of what each word looks like using Microsoft Paint and converts the images into a slide show.	Create a picture of what each word looks like using Microsoft Paint and converts the images into a slide show.	Determine the metaphorical meanings of the idioms by writing the definitions on the graphic organizer.	Determines the metaphorical meanings of the idioms by writing the definitions on a graphic organizer.
Orally use the idiom in a simple context sentence to show understanding of its meaning.	Complete cloze sentences by selecting the correct idiom from the list (provided by the teacher) and reads their	Write simple context sentences using each of the idioms. Share these sentences	Compose complex context sentences of 5-7 idioms they viewed in the video.	Composes complex context sentences of 8-10 idioms they viewed in the video.
or no meaning.	sentences with a peer.	orally and in written form with their partner.	With a peer, read each other's sentences and	With a peer, reads each other's sentences and

	Determine the metaphorical meaning of the idiom, and writes a context sentence to show understanding of its meaning with a peer.	The partner is asked to match the sentence to its image. Post the idioms they discover to the wall of idioms, so other students can refer to them at a later time.	selects 4-6 of the idioms used in their sentences to create a narrative they are to write together. Share their final product with peers through the use of digital storytelling.	selects 7-9 of the idioms used in their sentences to create a narrative they are to write together. Shares their final product with peers through the use of digital storytelling.
	Sample ins	structional strategies and	d supports	
Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Have students work with a partner on creating a picture of the idiom.	Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Have students work with a partner on creating pictures of the idiom. Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Help students get meaning of idioms; provide bilingual dictionary or online translation tool if available. Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Demonstrate how to use context and knowledge of morphology to help figure out meaning of unknown words in a text.	Lead a discussion on the use of figurative language (example, irony, hyperbole), and show examples in different texts. Provide rubric that can be used to self evaluate their narratives during the writing process.

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

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences)	Use simple phrases (e.g., noun, verb, adjectival, adverbial, and prepositional) and clauses (e.g., independent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).	Use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	Use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

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

ELA

Writing: Production and Distribution of Writing. SS #4

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

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

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

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

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

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

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

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

Grades 11-12, Standard 8

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

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

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

English Language Arts

Reading: Literature, Craft & Structure--SS #4

Students choose a word or phrase from and assigned passage of <u>The Canterbury Tales</u> (ex: "The Wife of Bath:) that is interesting, confusing, descriptive, or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and their favorite comments with the class.

For ELLs, grade-level texts may not be appropriate. Choose appropriate reading-level text For Level 1 ELL, this could mean a picture book with high-interest content.

ELLs who read at a level higher than Level I access the text through simplified editions. These publishers offer simplified, abridged versions of many required high school texts:

- Oxford University Press (Bookworms Library)
- Steck-Vaughn Short Classics

Note: If available and if student is literate in his or her first language, student may read a translated version of the class text.

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades">http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 <a href="http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/Englis

Level 1	Level 2	Level 3	Level 4	Level 5	
Provide the meaning of his or her name in own language. Print own name and illustrate the meaning. Present in front of class, using a sentence frame: "My name is It means" Circulate illustration through class or small group and receive peer comments on stick notes.	Participate in guided reading of a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example). Given teacher-created list of words or phrases from assigned text, student will select one that is interesting. Through role-play, illustration, and/or use of a dictionary, gain understanding of the word. Illustrate the word or phrase. Presents in front of class, using a sentence frame: "My interesting word (phrase) is" Circulate illustration through class or small group and receive peer comments on stick notes.	Given a simplified or illustrated version of the assigned reading or a leveled complimentary text (a poem, for example), choose a word or phrase from the text. Use English dictionary, bilingual dictionary to support comprehension of written text. Paired with a partner, silently read and comment on a few other students' selections; using partner comments as a model, writes his or her own sticky note observations. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	After guided reading of non-leveled text, students participate fully students choose a word or phrases the assigned text and write it on a stick note. Use English dictionary, bilingual dictionary to support comprehension of written text. With teacher or partner, read one example of another student's sticky note. Following teacher or peer model, use blank sticky notes to comment on other students' selections. Share his or her quotation and a favorite comment after watching several classmates do the sharing activity.	Given class reading assignment, participate fully in vignette lesson. Use English dictionary, bilingual dictionary to support comprehension of written text. After one or two classmates have already modeled the sharing activity, share his or her quotation and a favorite comment until	
Sample instructional strategies and supports					
Provide opportunity for students to practice with a partner before presenting to whole class.	Provide opportunity for students to practice with a partner before presenting to whole class.	In small group setting, read aloud sections of the poem or other text that students are reading. Provide opportunities for students to ask about words and phrases they don't understand.	Demonstrate examples of how context, knowledge of morphology and other clues can help determine the meaning of unfamiliar words.	Identify idiomatic expressions in students' assigned readings and lead discussion of their meanings.	

Grades 11-12, Standard 9

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

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

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

English Language Arts

Writing: Texts types & purposes, SS #3

Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include This I Believe (NPR), Laws of Life and Digital Writing Workshop (Troy Hicks).

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12, p. 23 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades_11-12_ELA_Model_Curriculum_March2015.pdf.aspx

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

1 1	1., , , .	I		
several adjectives to	ideas/behaviors that are	or she strives to embody.	supported software).	supported software).
describe self.	valuable to his life.	Include at least three	TC 1	TC 1
C' 11	B 1 11	supporting sentences	If desired, post audio	If desired, post audio
Given a model, use	Record an auditory copy	illustrating examples or	version of the credo on a	version of the credo on a
writing process (pre-	of his or her credo (using	reasons why that quality	school or public website;	school or public website;
writing, drafting,	Audacity or other school	is desirable. Conclude	may submit credo to a	may submit credo to a
revising, editing, and	supported software).	paragraph with an	Laws of Life contest or	Laws of Life contest or
publishing) to creatively		effective closing	NPR program.	NPR program.
organize a list of	If desired, post an audio	sentence.		
adjectives that describe	version of the whole or			
self. (Note: advanced	partial poem on school	With a partner or peer,		
students may find	or public website.	practice reading his		
adjectives that match the		poem to improve		
letters of their names to		fluency.		
make an acrostic.)				
		Record an auditory copy		
With a partner or peer,		of his or her credo (using		
practice reading his		Audacity or other school		
credo to improve		supported software).		
fluency.				
		If desired, post audio		
Record an auditory copy		version of the credo on a		
of his or her credo (using		school or public website;		
Audacity or other school		may submit credo to a		
supported software).		Laws of Life contest or		
		NPR program.		
If desired, post an audio				
version of the whole or				
partial poem on school				
or public website.				
	Sample in	structional strategies an	d supports	
Show and discuss	Show and discuss	Share examples of	Provide opportunities for	Provide criteria of a
examples of podcasts on	examples of podcasts on	written texts that	students to practice	well-written personal
websites.	websites.	illustrate main idea and	giving auditory version	credo that students can
		supporting details.	of credo; provide	use for self evaluation
	Have students work in		feedback to assist with	during writing process.
	pairs to support each		making improvements.	
	other in developing			
	personal poems/credos.			

Grades 11-12, Standard 10

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

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a	Use frequently occurring	Use simple phrases (e.g.,	Use increasingly	Use complex phrases
small number of	verbs, nouns, adjectives,	noun, verb, adjectival,	complex phrases (e.g.,	and clauses, and produce
frequently occurring	adverbs, prepositions,	adverbial, prepositional)	noun, verb, adjectival,	and expand simple,
nouns, noun phrases,	and conjunctions, and	and clauses (e.g.,	adverbial and participial,	compound,
verbs, conjunctions (but,	produce simple and	independent, dependent,	prepositional, absolute)	and complex sentences.
or, and), and	compound sentences,	relative, adverbial), and	and clauses, and produce	
prepositions, and	with support (including	produce and expand	and expand simple,	
understand and respond	modeled sentences).	simple, compound, and a	compound, and complex	
to simple questions.		few complex sentences,	sentences.	
		with support (including		
		modeled sentences).		

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

English Language Arts

Language: Conventions of Standard English, SS #1 & 2

Students take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.

Note: may need some explicit instruction and/or models to help them arrange their modifier in a "natural" sounding order. Here is an example website: http://www.grammar-quizzes.com/adj_order.html

Source: Ohio English Language Arts Standards, Model Curriculum, Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades">http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grades 11-12 <a href="http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/English/Englis

Level 1	Level 2	Level 3	Level 4	Level 5
Given a simple, present	Given a written model	Given a written model	Given a written model	Students fully participate
tense written sentence	simple, compound and	simple, compound and	simple, compound and	in model vignette.
with up to 8 words,	complex sentences,	complex sentences,	complex sentences,	
supply the missing word.	change highlighted	change highlighted	change highlighted	For example, "Mr.
Here is an example	words to create new	phrases to create new	phrases or clauses	Wilson called on the
pattern: noun + action	meaning.	meaning.	sentence to create new	girl."
verb + preposition +			meaning.	
adjective (article) +	For example, "Mr.	For example, "Mr.		Add additional words,
noun.	Wilson called on the girl	Wilson called on the girl	For example, "Mr.	phrases, and clauses to
	in the back row who	in the back row who	Wilson called on the girl	create new or more
Complete a few sentence	always raises her hand."	always raises her hand."	in the back row who	specific meaning.
frames with this			always raises her hand."	
sentence. For each	Share new sentences	Share new sentences		Share new sentences
repetition, write the	with the group and	with the group and	Share new sentences	with the group and
missing word in the	participate in a	participate in a	with the group and	participate in a
blank.	discussion of the	discussion of the	participate in a	discussion of the
	meanings of each other's	meanings of each other's	discussion of the	meanings of each other's
Example: Students and	sentences.	sentences.	meanings of each other's	sentences.

sentences. teachers walk to the school. Record example parts of Record definitions of Record speech and their names parts of sentences (i.e., Record definition/examples of definition/examples of (i.e., "nouns") in independent clause, noun, verb, adjectival, notebook, journal, or dependent clause, noun, verb, adjectival, adverbial and participial, teachers walk other note-taking phrase) in notebook, adverbial and participial, prepositional, absolute to the school. method. journal, or other noteprepositional, absolute phrases and of relative Student's taking method phrases and of relative clause in in notebook, teachers walk to journal, or other noteclause in in notebook, the school. journal, or other notetaking method. Students and teachers taking method. to the school. Respond to "wh" questions with complete sentences, supplying different missing words each time; for example: "Who walks to the school?" "To where do the students and teachers walk?" Note: Activities can be done in a congo line/station format to engage kinesthetic learners. Teachers should limit correcting subject-verb agreement at this level. Simply model the correct agreement (use of suffix "s") Sample instructional strategies and supports Model making changes Model making changes Provide and discuss Provide and discuss Provide and discuss with other sentences. with other sentences. examples of texts that examples of texts that examples of texts that contain compound and contain complex phrases contain complex phrases Have students work in Have students work in complex sentences. (e.g., noun, verb, (e.g., noun, verb, pairs. pairs. adjectival, adverbial and adjectival, adverbial and participial, prepositional, participial, prepositional,

absolute) and clauses.

absolute) and clauses.

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

MATHEMATICS

DRAFT

Grade K: Standard 2

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

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

Sample Content-based Participation Goals - Mathematics

Lesson Vignette

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

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

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Kindergarten Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
With a partner,	With a partner,	Participate in shape	Participate in shape	Participate in shape		
participate in a shape	participate in a shape	hunt; locate several	hunt; locate several	hunt; locate several		
hunt; with teacher	hunt; with teacher	2D/3D shapes with a	2D/3D shapes with a	2D/3D shapes with a		
support, locate a few	support, locate a few	partner. In a group, sort	partner. In a group, sort	partner. In a group, sort		
2D/3D shapes in the	2D/3D shapes in the	shapes by attributes such	shapes by attributes such	shapes by attributes such		
classroom. Respond to	classroom. Respond to	as size, dimension,	as size, dimension,	as size, dimension,		
simple questions with	simple questions about	number of sides, and	number of sides, and	number of sides, and		
yes/no or one-word	their attributes. (e.g	corners. Answer simple	corners. Ask and answer	corners. Ask and answer		
responses. (e.g. Is this a	Which shapes have four	questions posed by	simple questions with	a variety of questions		
circle? What shape is	sides?)	partners. (e.g Is this a	partners. (e.g. How	with partners while		
this?)		2D shape or 3D shape?)	many corners does a	completeing task.		
			cube have?) Record	Record in math journal		
			answers in math journal.	and share out.		
	Sample instructional strategies and supports					
Introduce and	Introduce and	Demonstrate how to use	Demonstrate how to use	Provide opportunities		
demonstrate key	demonstrate key	graphic organizer to	graphic organizer to	for students to discuss		
vocabulary terms such	vocabulary terms such	record information about	record information about	with partner the		
as "flat", "solid",	as "flat", "solid",	shapes of objects.	shapes of objects.	procedure for		
"corners", and "angles".	"corners", "sides" and			constructing shapes.		
Provide native language	"angles". Provide native					
support if available.	language support if					
	available.					

Grade K: Standard 5

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5	
Standing back-to-back	Standing back-to-back	Standing back-to-back	Standing back-to-back	Standing back-to-back	
with outstretched arms,	with outstretched arms,	with outstretched arms,	with outstretched arms,	with outstretched arms,	
compare the lengths of	compare the lengths of	compare the lengths of	compare the lengths of	compare the lengths of	
arm spans with a fellow	arm spans with a fellow	arm spans with a fellow	arm spans with a fellow	arm spans with a fellow	
student, then determine	students, then determine	students, then determine	students. Record	students. Record findings	
who has the shorter arm	who has the shortest arm	who has the shortest arm	findings in a chart.	in a chart. Present the	
span.	span. Record findings in	span. Record findings in	Respond to multiple	results to the class.	
	chart. Respond to simple	a chart. Respond to	questions about activity,		
	questions. (e.g. Who has	multiple questions about	referencing the chart.		
	the longest arm span?)	activity, referencing the			
		chart			
	Sample instructional strategies and supports				
Pre-teach selected	Pre-teach selected	Demonstrate how to use	Demonstrate how to use	Demonstrate how to use	
vocabulary, such as	vocabulary, such as	a chart to record	a chart to record	information in chart when	
"larger," "smaller," arm	"larger," "smaller," arm	information.	information.	giving an oral	
span"	span". Model questions			presentation.	
	and answers related to				
	targeted information.				

Grade 1: Standard 2

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students demonstrate an understanding of subtraction as an unknown addend problem by participating in the game, "How Many Left?"

Source: Mathematics Model Curriculum Grade 1, Domain Operations and Algebraic Thinking, Standard 4, pg 4-5; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 1 Math Model Curriculum March2015.pdf.aspx

ORC#3978 From the National Council of Teachers of Mathematics, Illuminations: How Many Left?) http://illuminations.nctm.org/Lesson.aspx?id=679

Level 1	Level 2	Level 3	Level 4	Level 5
Use pasta shapes to	Answer basic questions	Answer a range of	Create a "take-away"	Create a "take-away"
model subtraction	about a simple "take-	questions about a "take-	story, modeling it with	story, modeling with
problem after listening to	away" story provided by	away" story provided by	pasta shapes. Participate	pasta shapes. Participate
the teacher tell simple	teacher. Use words and	the teacher. Explain to	in discussion and	in discussion and
take-away story.	phrases to retell the	the teacher, using pasta	respond to the	respond to the
	story to teacher,	shapes to model.	comments of others.	comments of others.
	modeling with pasta		Present to teacher and	Present story to new
	shapes.		write out problem in	partner, who writes out
			numbers.	problem in numbers.
	Sample ins	structional strategies an	d supports	
Have students write the	Have students work with	After reading the math	Provide students the	Provide students
numbers they hear when	a partner to develop a	problem, have students	opportunity to share	opportunities to practice
listening to oral reading	retelling of the word	discuss with a partner	their take-away	presenting their word
of word problems.	problem.	their understanding of	problems in small	problems and provide
		the problem.	groups.	feedback for
				improvements.

Grade 1: Standard 4

An ELL can .construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express a preference or opinion about a familiar topic.	Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story, and give a reason for the opinion.	Express opinions about a variety of texts and topics, and give a reason for the opinion.	Express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure.

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

In groups, students choose common objects (paperclip, eraser, candy bars) as unconventional units of measurement to determine length of classroom objects (desk, bookshelf, carpet, pencil). With teacher prompting, they write a journal entry to discuss how why they chose these units.

Source: Mathematics Model Curriculum Grade 1, Measurement and Data, Standard 2, pg 17; http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 1 Math Model Curriculum March2015.pdf.aspx

Science Net Links: Estimation and Measurement

http://sciencenetlinks.com/lessons/estimation-and-measurement/

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher support, use toothpicks to measure a small object (e.g. pencil) and large object (e.g. rug). Indicate with gestures or "yes" "no" responses if the toothpick was an appropriate choice for a unit of measure.	With teacher support, use toothpicks to measure a small object (e.g. pencil) and large object (e.g. rug). Using key words and simple phrases indicate for which object the toothpick was the better choice. Record in math journal and share with a partner.	In groups, use an unconventional unit (e.g. toothpicks) to measure objects in the classroom. Record results. Write a journal entry about which objects were suitable to be measured by toothpicks (shorter items, like pencils), and which ones were not suitable (longer objects-classroom rug). Give one reason. Come up with another unconventional unit to measure this larger object	In groups, use unconventional units provided by teacher to measure objects in the classroom. Record results and compare to other groups. Write a journal entry about how the group determined which units of measurement to use, giving reasons to support that choice.	In groups, use unconventional units provided by teacher to measure objects in the classroom. Record results and compare to other groups. Write a journal entry about how the group determined which units of measurement to use, giving reasons to support that choice. Discuss with teacher why it is important to have standard units of measurement.
Have students work with a partner on the measuring task.	Sample installable Have students work with a partner on the measuring task.	Demonstrate how to use graphic organizer to record information.	d supports Model how to write a journal entry to report information. Provide	Model how to write a journal entry to report information. Provide
measuring task.	measuring task.	record information.	sample sentence structures and vocabulary that can be used in journal entries.	sample sentence structures and vocabulary that can be used in journal entries. Model how to support opinions with reasons.

Grade 2: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple information about familiar texts, topics, experiences, or events	Deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts,	Deliver short oral presentations and compose written narratives and informational texts about a variety of texts,	Deliver oral presentations and compose written narratives and informational texts, with some details, about a
		topics, experiences or events.	topics, experiences or events.	variety of texts, topics, experiences, or events.

Sample Content-based Participation Goals = Mathematics

Lesson Vignette

To review the concept of subtraction, students listen to a telling of the story *Ten Sly Piranhas: A Counting Story in Reverse*. Students then retell the story and write a related subtraction problem for each page.

Source: Ohio Mathematics Model Curriculum, Instructional Resources and Tools, pg 5; National Council of Teachers of Mathematics: Finding Fact Families)

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-

Standards/Mathematics/Grade 2 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Act out part of the story using counters and hand gestures (e.g. counting on fingers). Count the number of piranhas on a given page. With support, write a subtraction problem using numbers.	Retell a part of the story using simple words and phrases. Draw a picture of that part of the story and write one sentence about it using numbers words.	Retell part of the story using simple sentences with some temporal words and linking words. Write subtraction sentences for the page using appropriate math vocabulary (minus, difference, equal).	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work with a partner or in a small group to write our own scenario.	Retell part of the story using more elaborate vocabulary and sentence structures. After being given a subtraction problem by the teacher (e.g. 7-3=4), student will work independently to write our own scenario.
	Sample ins	structional strategies an	d supports	
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures that can be used for retelling.	Review with the class key vocabulary for mathematical problems.	Provide opportunities for students to practice doing retellings in small group settings.	Provide time for sharing draft scenarios with peers and getting their feedback before completing final draft.

Grade 2: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Ask and answer	Determine the meaning	Determine the meaning	Determine the meaning
of a few frequently	questions about the	of less-frequently	of less-frequently	of less-frequently
occurring words, simple	meaning of frequently	occurring words and	occurring words and	occurring words,
phrases, and formulaic	occurring words,	phrases, content-specific	phrases, some idiomatic	phrases, some idiomatic
expressions in simple	phrases, and expressions	words, and some	expressions, and (at	expressions, and (at
oral discourse, read-	in simple oral discourse,	idiomatic expressions in	Grade 3) some general	Grade 3) some general
alouds, and written texts	read-alouds, and written	oral discourse, read-	academic and content-	academic and content-
about familiar topics,	texts about familiar	alouds, and written texts	specific vocabulary in	specific vocabulary in
experiences, or events,	topics, experiences, or	about familiar topics,	oral discourse, read-	oral presentations and
relying heavily on visual	events, using context,	experiences, or events,	alouds, and written texts	written texts about a
aids, context, and	visual aids, and	using context, some	about a variety of topics,	variety of topics,
knowledge of	knowledge of	visual aids, reference	experiences, or events,	experiences, or events,
morphology in his or her	morphology in his or her	materials, and a	using context, some	using context, reference
native language.	native language.	developing knowledge	visual aids, reference	materials, and
		of English morphology.	materials, and an	morphology (e.g., root
			increasing knowledge of	words, simple
			morphology (root	inflectional endings such
			words, some prefixes).	as - ed, -ing, and some
				common prefixes).

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students listen to an oral reading of How Long and How Wide? by Brian Cleary. Then, they sort vocabulary words (rulers, yard stick, meter, inch, feet)

Source: Ohio Mathematics Model Curriculum, grade two, p. 12

Measurement Cluster

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 2 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to a read aloud of	Listen to a read aloud of How	Listen to read aloud.	Listen to read aloud.	Listen to a whole
How Long and How	Long and How Wide? Create a	Sort words into teacher	Sort measurement	group reading of
Wide?. Create a chart of	chart of new words, such as	directed categories.	vocabulary words	story. Sort
new words, such as	measure, inch, and foot. Sort	Explain justifications to	into self created	vocabulary words
measure, inch, and foot.	words with a partner by tools	teacher. Illustrate in	categories. Create a	independently into
Provide picture support	used to measure and unit of	math vocabulary	measurement	self generated
and sort words with a	measurement ways to measure.	journal.	dictionary.	groups. Create a
partner by tools used to	Illustrate sorts in math vocabulary			measurement
measure and units of	journal.			dictionary
measure.				explaining concepts.
	Sample instruction	nal strategies and suppo	orts	
Provide native language	Provide picture support as needed.	Have students work	Have students work	Provide sentence
support if available.		with partners in	with partners in	structures that can
	Demonstrate note-taking strategies	creating chart with	creating	be used to explain
Provide list of key	while listening to oral information.	measurement	measurement	measurement terms.
words for students to		categories.	dictionary.	
note when listening to	Guide students on creating a chart			
information about	to sort words into category.			
measurement.				

Grade 3: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and	With prompting and	With prompting and	With prompting and	With prompting and
support (at Grade 2),	support (at Grade 2),	support (at Grade 2),	support (at Grade 2),	support (at Grade 2),
carry out short	carry out short	carry out short individual	carry out short	carry out short
individual or shared	individual or shared	or shared research	individual or shared	individual or shared
research projects,	research projects,	projects, recalling	research projects,	research projects,
gathering information	recalling information	information from	recalling information	recalling information
from provided sources	from experience or	experience or gathering	from experience or	from experience and/or
and labeling	gathering information	information from	gathering information	gathering information
information.	from provided sources,	provided sources, and	from multiple sources.	from multiple sources.
	and recording some	recording		
	information/observations	information/observations		
	in simple notes.	in orderly notes.		

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students find and compare the perimeters of various classroom items (e.g. doors, cabinets, desktops, rugs, computer monitors, bulletin boards, and whiteboards) and communicate their findings through illustrations and charts in their math journals.

Source: Ohio's Mathematics Model Curriculum 3 MD.8 Standards, page 25 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 3 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Measure classroom	Measure classroom	Measure classroom	After measuring	Independently measure
objects then draw and	objects, draw, and label	objects and compute	classroom objects and	classroom objects,
label the objects with	and compute perimeters.	perimeters. Display	determining the	determine the
dimensions and compute	Record observations on	information in a logical	perimeters, students	perimeters. Discuss
perimeters. Use simple	perimeters in math	order on a chart or in a	will compare their	their findings and write
descriptive adjectives	journal using 2-3 simple	math journal using	answers with other	a paragraph about real
(e.g., big, small, long	sentences and including	comparative language	groups, and	world applications (e.g.,
short) to label the	at least one math	(e.g., bigger than, larger,	communicate their	cutting construction
drawings.	specific vocabulary	smaller than) in order to	findings in their math	paper for a border for a
	word (e.g., inches,	compare objects.	journals and explain	bulletin board).
	perimeter, measure).		any reasons for	
			differences.	
	Sample to	eaching strategies and	supports	
Have ELL work with a	Pre-teach math specific	Have ELL work with two	Provide opportunities	Conduct large group
partner on measuring	vocabulary for this task.	or three partners on	for students to practice	brainstorming session on
and labeling task.		creating a chart showing	giving oral summary	possible real world
		results of measurement.	reports of their	applications of tasks
			findings.	requiring measurements
				and calculation of
				perimeter.

Grade 3: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Ask and answer	Determine the meaning	Determine the meaning	Determine the meaning of
of a few frequently	questions about the	of less-frequently	of less-frequently	less-frequently occurring
occurring words, simple	meaning of	occurring words and	occurring words and	words, phrases, some
phrases, and formulaic	frequently occurring	phrases, content-specific	phrases, some idiomatic	idiomatic expressions, and
expressions in simple	words, phrases, and	words, and some	expressions, and (at	(at Grade 3) some general
oral discourse, read-	expressions in simple	idiomatic expressions in	Grade 3) some general	academic and content-
alouds, and written texts	oral discourse, read-	oral discourse, read-	academic and content-	specific vocabulary in oral
about familiar topics,	alouds, and written	alouds, and written texts	specific vocabulary in	presentations and written
experiences, or events,	texts about familiar	about familiar topics,	oral discourse, read-	texts about a variety of
relying heavily on	topics, experiences,	experiences, or events,	alouds, and written texts	topics, experiences, or
visual aids, context, and	or events, using	using context, some	about a variety of topics,	events, using context,
knowledge of	context, visual aids,	visual aids, reference	experiences, or events,	reference materials, and
morphology in his or	and knowledge of	materials, and a	using context, some	morphology (e.g., root
her native language.	morphology in his or	developing knowledge of	visual aids, reference	words, simple inflectional
	her native language.	English morphology.	materials, and an	endings such as - ed, -ing,
			increasing knowledge of	and some common
			morphology (root words,	prefixes).
			some prefixes).	

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

Students solve word problems using multiplication and division.

(E.g. Tom wants to get into shape. On Monday, Tuesday, and Wednesday he ran 4 miles each day. On Thursday and Friday he ran 5 miles each day. How many total miles did he run?)

Source: Ohio Mathematics Model Curriculum 3 OA.3 Standards, page 23 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 3 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize numerals	Understand simple	Understand the idiom	Use various strategies to	Independently reads and
independently and	key words like days	"get into shape" when	determine word	solves the word problem
understand the problem	of the week and	teacher acts out the	meanings including a	using reference material if
when presented in	"Tom" and ask	meaning, and can	dictionary and context	needed to understand the
pictures or when	questions to	understand the rest of the	clues. Then solve the	idiom.
translated.	determine the	story problem using	problem.	
	meaning of unknown	context clues and		
	words. Use this	decoding skills (e.g.:		
	information to solve	total, each). Solve the		
	the word problem.	problem.		
	Sample	e teaching strategies a	nd supports	
Have students write the	Provide examples of	Demonstrate how to use	Have ELL work with	Have students underline
numbers they hear	question structures	context clues to try to	peer to create ongoing	unknown words and
when listening to oral	and model how to ask	figure out unknown	list of idioms and	expressions in word
reading of word	for clarification when	words and phrases in a	meanings.	problems and indicate
problems.	encountering an	text.		what the meaning might
	unknown word.			be given contextual and
				grammatical clues.

Grade 4: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion	Construct a simple claim	Construct a claim about	Construct a claim about	Construct a claim about
about a familiar topic.	about a familiar topic,	familiar topics,	a variety of topics:	a variety of topics:
	and give a reason to	introducing the topic	introduce the topic,	introduce the topic,
	support the claim.	and providing a few	provide several reasons	provide logically
		reasons or facts to	or facts to support the	ordered reasons or facts
		support the claim.	claim, and provide a	to support the claim, and
			concluding statement.	provide a concluding
				statement.

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Students complete a multi-step math problem and then explain how they approached and solved the problem giving reasons for their approach. Here is a sample problem:

Your class is collecting bottled water for a service project. The goal is to collect 300 bottles of water. On the first day, Max brings in 3 packs with 6 bottles in each pack. Sarah wheels in 6 packs with 6 bottles in each pack... About how many bottles of water still need to be collected? Show your work.

Source: Ohio Mathematics Model Curriculum 4.OA.3, p.2 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-

Standards/Mathematics/Grade_4_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
With bilingual and/or translation support (if available) to understand the word problem, student will use pictures or numerals to solve the problem in a math journal.	Use visuals, simple sentences, and numerals to explain how to approach the problem and state one reason to support their approach, with bilingual or translation support (if available). E.g., "Max brings 3 x 6 = 18 bottles. Sarah brings 6 x 6 = 36 bottles"	In a math journal, describe the steps taken to solve the problem using equations, visuals and sentences then provide 1-2 reasons for their approach.	In a math journal, describe the steps taken to solve the problem and give 2 - 3 reasons to support their approach and make a concluding statement.	In a math journal, explain the approach taken and give logical reasons for each step and conclude with a strong statement. Student may write a paragraph, use visuals and/or equations.		
	Sample instructional strategies and supports					
Read aloud the word problem. Provide bilingual dictionary or online translation tool if available, or pre-teach key vocabulary.	Provide sentence structures for explaining steps in solving problem (e.g., "First, multiply; then add).	Have ELL work with partner on writing steps to solve word problem.	Provide opportunities for practice in small groups.	Provide feedback on practice presentation and provide opportunity to make revisions before final presentation.		

Grade 4: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Determine the meaning	Determine the meaning	Determine the meaning	Determine the meaning
of a few frequently	of some frequently	of frequently occurring	of general academic and	of general academic and
occurring words,	occurring words,	words and phrases and	content-specific words,	content-specific words
phrases, and formulaic	phrases, and expressions	some idiomatic	phrases, and a growing	and phrases and
expressions in simple	in simple oral discourse,	expressions in texts	number of idiomatic	figurative language
oral discourse, read-	read-alouds, and written	about familiar topics,	expressions in texts	(e.g., metaphors,
alouds, and written texts	texts about familiar	experiences, or events,	about a variety of topics,	similes, adages, and
about familiar topics,	topics, experiences, or	using context, visual	experiences, or events,	proverbs) in texts about
experiences, or events,	events, using context,	aids, reference materials,	using context, reference	a variety of topics,
relying heavily on	some visual aids,	and a developing	materials, and an	experiences, or events,
context, visual aids, and	reference materials, and	knowledge of English	increasing knowledge of	using context, reference
knowledge of	knowledge of	morphology (e.g.,	morphology.	materials, and
morphology in his or her	morphology in his or her	affixes, roots, and base		knowledge of
native language.	native language.	words).		morphology.

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Students listen to the teacher present a lesson on addition and subtraction of fractions using visual supports. Students then read the textbook explanation. Complete differentiated vocabulary activities to show understanding of content specific academic vocabulary from the lesson. Differentiated activities include matching words and symbols, and completing an online Quizlet* activity.

Source: Ohio Mathematics Model Curriculum 4,NF.3A

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 4 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using translation	Using translation and/or	Complete a Quizlet*	Ask for clarification	Actively listen to the
and/or bilingual	bilingual support (if	exercise using a	during the teacher's	teacher's presentation and
support (if available),	available), students will	dictionary, visual aids	oral presentation. E.g.	read the textbook
students will match	match 4-6 words with	in the classroom, and	- "What does	explanation. Use
words and	numbers/symbols to	their word knowledge.	'Fractions are a piece	dictionaries and word
numbers/symbols to	show understanding of	(e.gadd/addition,	of cake.' mean?"	knowledge to determine the
show understanding of	"fractions, addition,	equal/equals) with some	Complete the Quizlet*	meaning of unknown words.
vocabulary such as	subtraction, numerator,	assistance from the	using a dictionary and	Show understanding by
"fraction, adds,	and denominator".	teacher.	their developing skills	independently completing a
subtracts, equals".			in morphology.	Quizlet* vocabulary activity.

^{*}Quizlet: Free online learning tools conceptualized by a 15 year-old student. For more information click on the following website link; http://quizlet.com/

Sample instructional strategies and supports

Write key words on	Write key words on	Have ELL work	Demonstrate how to	Provide examples
whiteboard. Provide bilingual	whiteboard. Provide bilingual	with a partner the	use context clues to	of figurative
dictionaries or online	dictionaries or online	first several times	try to figure out	language
translation tool if available, or	translation tool if available, or	when doing the	unknown words and	(metaphors,
assist students' comprehension	assist students'	Ouizlet.	phrases in a text.	similes, adages,
of key words.	comprehension of key words.			proverbs).

Grade 5: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion	Construct a simple claim	Construct a claim about	Construct a claim about	Construct a claim about
about a familiar topic.	about a familiar topic,	familiar topics,	a variety of topics:	a variety of topics:
	and give a reason to	introducing the topic	introduce the topic,	introduce the topic,
	support the claim.	and providing a few	provide several reasons	provide logically
		reasons or facts to	or facts to support the	ordered reasons or facts
		support the claim.	claim, and provide a	to support the claim, and
			concluding statement.	provide a concluding
				statement.
		1		

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Students complete a real world math problem and then explain in their math journals how they approached and solved the problem giving reasons for their method. Then explain to the class the reason for their approach. Here is a sample problem:

You and your 2 friends want to equally split ½ pound of chocolate. How much would each person get? Show your work. Explain your reasoning.

Source: Ohio Mathematics Model Curriculum 5. N.O. Fractions, 7, p. 12 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_5_Math_Model_Curriculum_March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
With bilingual and/or	Use visuals, simple	Describe the steps taken	Describe the steps taken	Describe the steps taken	
translation support (if	sentences, and numerals	to solve the problem in a	to solve the problem in a	to solve the problem in a	
available), solve the	to explain how to	math journal, using	math journal. Give 2 - 3	math journal. Give 3-4	
problem using pictures	approach the problem.	equations and sentences.	reasons to support their	reasons to support their	
or numerals. State the	Give one reason to	Then provide 1-2	approach and make a	approach and make a	
answer. Label pictures	support their approach,	reasons for their	concluding statement.	concluding statement.	
with words such as	with bilingual or	approach using complete	Share their ideas in a	Share and defend their	
"person, chocolate". Use	translation support (if	sentences. Share their	small group using	ideas in a small group	
gestures/numerals to	available). Share their	ideas in a small group.	visuals and complete	by supporting claims	
explain the problem	ideas with a partner.		sentences.	with evidence from	
and/or solution.				visuals.	
Sample instructional strategies and supports					
Read aloud the word	Provide sentence	Have ELL work with	Provide opportunities	Provide feedback on	
problem. Provide	structures for explaining	partner on writing steps	for practice in small	practice presentation and	
bilingual dictionary or	steps in solving problem	to solve word problem.	groups.	provide opportunity to	
online translation tool if	(e.g., "First, divide the			make revisions before	
available, or pre-teach	fraction by 3; then).			final presentation.	
key vocabulary.					

Grade 5: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Determine the meaning	Determine the meaning	Determine the meaning	Determine the meaning
of a few frequently	of some frequently	of frequently occurring	of general academic and	of general academic and
occurring words,	occurring words,	words and phrases and	content-specific words,	content-specific words
phrases, and formulaic	phrases, and expressions	some idiomatic	phrases, and a growing	and phrases and
expressions in simple	in simple oral discourse,	expressions in texts	number of idiomatic	figurative language
oral discourse, read-	read-alouds, and written	about familiar topics,	expressions in texts	(e.g., metaphors,
alouds, and written texts	texts about familiar	experiences, or events,	about a variety of topics,	similes, adages, and
about familiar topics,	topics, experiences, or	using context, visual	experiences, or events,	proverbs) in texts about
experiences, or events,	events, using context,	aids, reference materials,	using context, reference	a variety of topics,
relying heavily on	some visual aids,	and a developing	materials, and an	experiences, or events,
context, visual aids, and	reference materials, and	knowledge of English	increasing knowledge of	using context, reference
knowledge of	knowledge of	morphology (e.g.,	morphology.	materials, and
morphology in his or her	morphology in his or her	affixes, roots, and base		knowledge of
native language.	native language.	words).		morphology.

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Students listen to the teacher present a lesson (with visual supports) on place value of decimals, and then read the math textbook explanation. Students then complete differentiated vocabulary activities -a matching activity and an online Quizlet activity.

Source: Ohio Mathematics Model Curriculum N.O. 5.1 Place value, page 6
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade 5 Math Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Using translation and/or	Using translation and/or	Complete a Quiz let	Ask for clarification	Shows understanding of	
bilingual support (if	bilingual support (if	(www.quizlet.com)	during the teacher's oral	the teacher's oral	
available), students will	available), students will	exercise using a	presentation. E.g.,	presentation and the	
match words and	match 4-6 words with	dictionary, visual aids in	"What does mean?"	textbook explanation by	
numbers to show	numbers to show	the classroom, and	Complete the Quizlet	independently	
understanding of	understanding of content	drawing upon their	using dictionaries and	completing a Quizlet	
"decimal, tenth,	specific math	developing skills in	their developing skills in	vocabulary activity.	
hundredth".	vocabulary such as -	using context and	morphology.		
	"decimal, decimal point,	morphology. E.g., "The			
	tenth, hundredth, place	'th' on 'tenths'			
	value"?	represents 1/10".			
Sample instructional strategies and supports					
Write key words on	Write key words on	Have ELL work with a	Demonstrate how to use	Provide examples of	
whiteboard. Provide	whiteboard. Provide	partner the first several	context clues to try to	figurative language	
bilingual dictionaries or	bilingual dictionaries or	times when doing the	figure out unknown	(metaphors, similes,	
online translation tool if	online translation tool if	Quiz let.	words and phrases in a	adages, proverbs).	
available, or assist	available, or assist		text.		
students' comprehension	students' comprehension				
of key words.	of key words.				

Grade 6: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the	Adapt language	Adapt language choices	Adapt language choices	Adapt language choices and
meaning of some	choices according to	and style according to	and style according to	style according to purpose,
words learned	task and audience	purpose, task, and	purpose, task, and	task, and audience, with ease;
through	with emerging	audience, with developing	audience, with increasing	use a wide variety of complex
conversations,	control, and begin to	ease; use an increasing	ease; use a wider range	general academic and content-
reading, and being	use frequently	number of general	of general academic and	specific academic words to
read to.	occurring general	academic and content-	content-specific	express ideas precisely, and
	academic and	specific words and phrases	academic words and	maintain an appropriate and
	content-specific	in speech and short written	phrases, and maintain	consistent style and tone
	words and phrases	texts, and show	consistency in style and	throughout an oral or written
	in conversations and	developing control of style	tone throughout most of	text.
	discussions.	and tone in oral or written	oral or written text.	
		text.		

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Content Statement 6.RP: Understand ratio concepts and use ratio reasoning to solve problems. Source:

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

The focus is understanding the concept of ratio and using ratio language to solve real world problems. The following problem is presented on the smart board by the teacher. A necklace has two red beads for every three yellow beads. How many beads are there if the necklace has six red beads? Class is in groups of two or three to draw and discuss the problem. Groups have large size post it note for recording data. Students share their findings and strategies. Students share the relationships of numbers and how those might change using vocabulary: units, ratio, and quantity; students also discuss whether order matters when discussing ratio. Teacher poses question of how ratios relate to fractions and passes out a recipe that uses ingredients measured in fractions. For practice students complete questions regarding the ingredients in this recipe. As an assessment students make up their own questions/problems with solutions based on the recipe.

Created by S. Vera

Level 1	Level 2	Level 3	Level 4	Level 5
In a group of two or	In a group of two or	In a cooperative learning	In a cooperative learning	In a cooperative learning group
three listen to	three listen to	group of three, review the	group of three, orally	of three, orally review
discussion of specific	discussion of	math vocabulary with	review vocabulary with	vocabulary with peers.
math vocabulary:	specific math	peers. Draw the beads as	peers. Complete the	Complete the bead activity and
ratio, unit, fraction,	vocabulary: ratio,	directed and express in	bead activity and express	express orally and in complete
quantity, and recipe.	unit, fraction,	complete sentences the	orally and in complete	written sentences the pattern
Draw the beads as	quantity, recipe and	pattern and the ratio in a	written sentences the	and ratio in a group
another student reads	any other academic	group presentation to the	pattern and ratio in a	presentation to the class.
to him/her. Share the	phrases. Draw the	class. Independently	group presentation to the	Answer questions posed by the
illustration as a	beads and express	complete the recipe	class. Answer questions	teacher and express strategies
partner responds	the pattern verbally	questions demonstrate and	posed by the teacher and	used. Verbalize the
orally to the class.	to his/her partner.	verbalize the	express strategies used.	understanding that a fraction is
Complete the recipe	Share the	understanding that a	Verbalize the	another way of expressing a
with support from	illustration as part	fraction is another way of	understanding that a	ratio. Writes and solve a
teacher and the	of the group.	expressing a ratio. Write	fraction is another way of	question of his/her own based
group.	Complete the recipe	one question of his/her	expressing a ratio. Write	on the recipe.
Demonstrate	with the support of	own based on the recipe.	and solve a question of	
understanding that a	the teacher and the		his/her own based on the	

fraction is a ratio	group. Demonstrate		recipe.	
using a visual aid.	the understanding			
	that a fraction is			
	another way to write			
	a ratio with a visual			
	aid or a number			
	sentence.			
	g			
	Sai	nple instructional strateg	ies and supports	
Pre-teach selected	Provide list of key	Provide students the	Provide feedback on	Provide criteria of a well-
vocabulary; provide	words for students	opportunity to share	initial drafts of written	written math problem that
bilingual dictionary	to note when	written questions in small	work and allow students	students can use for self
or online translation	listening to the	groups.	to make revisions based	evaluation.
tool if available.	discussion of math		on feedback.	
	terms.			
Provide list of key				
words for students to	Have students work			
note when listening	with a partner in			
to the discussion of	completing the			
math terms.	recipe.			
Have students work				
with a partner in				
completing the			\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
recipe.				

Grade 6: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a	Use nouns, pronouns,	Use relative pronouns	Use an increasing	Use intensive pronouns
small number of	verbs, prepositions,	(e.g., who, whom,	number of intensive	and verbs in the active
frequently occurring	adjectives, adverbs,	which, that), relative	pronouns (e.g., myself,	and passive voices; place
nouns, noun phrases, and	conjunctions, and	adverbs (e.g., where,	ourselves) and verbs in	phrases and clauses
verbs, and understand	prepositional phrases,	when, why),	the active and passive	within a sentence,
and respond to simple	and produce simple and	subordinating	voices; place phrases and	recognizing and
questions.	compound sentences,	conjunctions, and	clauses within a	correcting misplaced and
	with support (including	prepositional phrases,	sentence, recognizing	dangling modifiers; and
	visual aids and	and produce and expand	and correcting most	produce and expand
	sentences).	simple, compound, and a	misplaced and dangling	simple, compound, and
		few complex sentences,	modifiers; and produce	complex sentences.
		with support (including	and expand simple,	
		modeled sentences).	compound, and complex	
			sentences.	

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Standards Content Statement 6.G: Students will solve real world problems involving area, surface area, and volume.

Source:

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

For a practical experience in calculating area and surface area each student is given a floor plan cut from magazines such as *Better Homes* and *Gardens* or *Building Ideas*. Using the floor plan each group is assigned a room to replace the floor coverings and to paint the ceiling and the walls. The first task is to calculate the floor, ceiling (8 foot ceilings) and wall area (subtracting the areas of the windows in their floor plans) for their room. The next task is to calculate the amount of materials needed using rounding and one gallon of paint covers about 350 square feet for one coat. The groups will work cooperatively on this project and share out their findings using technology, newspaper ads and magazines as reference sources.

http://www.possorio.com/resource/cuin6320/wq5_reflection.html

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to teacher				
discussion of floor plan				
model on the smart	model on the smart board			
board and the lesson's	and the lesson's			
vocabulary: area,				
surface area, length, and				
width. With partner,	width. With a partner,	width. After the teacher	width. After the teacher	width. Independently
demonstrate proficiency	demonstrate proficiency	shows a model of a floor	shows a model of a floor	demonstrate proficiency
in calculating surface	in calculating surface	plan and reviews the area	plan and reviews the area	in calculating surface
and expresses orally	and expresses orally	formula, groups of three	formula, groups of three	and express orally when
when asked how to	when asked how to	are formed. With limited	are formed.	asked how to calculate
calculate area. Cut	calculate area. Cut	support, demonstrate	Independently,	area. Cut pictures out of
pictures out of	pictures out of	proficiency in	demonstrate proficiency	magazines and, using
magazines independently	magazines, and using	calculating surface and	in calculating surface	simple and compound
and identify various	simple and compound	expresses orally when	and expresses orally	sentences, compares
floor coverings, with	sentences compare floor	asked how to calculate	when asked how to	floor covering materials
support from group	covering materials found	area. Cut pictures out of	calculate area. Cut	found in magazines or on

members and teacher.	l :		-:	
	in magazines or on	magazines and using	pictures out of	websites. When sharing
When sharing out as a	websites. When sharing	simple and compound	magazines and, using	out as a group, share
group, share calculations	out as a group, share	sentences compare floor	simple and compound	calculations
and demonstrates	calculations,	covering materials found	sentences, compares	demonstrating
knowledge of the	demonstrating	in magazines or on	floor covering materials	knowledge of the
formula: a=l X w.	knowledge of the	websites. When sharing	found in magazines or on	formula and describe the
	formula. State that	out as a group, share	websites. When sharing	reasoning in using
	"Area equals length	calculations,	out as a group, share	certain materials using
	times width or a=l X w	demonstrating	calculations	modifiers and complex
	and strategies to allow	knowledge of the	demonstrating	sentences both in written
	for windows.	formula. State that	knowledge of the	and oral expression.
		"Area equals length	formula and describe the	State that "Area equals
		times width or a=l X w	reasoning in using	length times width or a=l
		and strategies to allow	certain materials using	X w and strategies to
		for windows, ceilings	modifiers and complex	allow for windows,
		doorways.	sentences both in written	ceilings doorways.
			and oral expression.	,
			State that "Area equals	
			length times width or a=l	
			X w and strategies to	
			allow for windows,	
			ceilings doorways.	
			cennigs doorways.	

Sample instructional strategies and supports

Pre-teach selected	Provide list of key words	Model sentence	Provide students the	Provide students the
vocabulary; provide	for students to note	structures and	opportunity to share	opportunity to share
bilingual dictionary or	during the discussion of	vocabulary that can be	information in small	information in small
online translation tool if	floor plans.	used to compare	groups.	groups.
available.		different kinds of floor		
	Model sentence	plans.		
Provide list of key words	structures and			
for students to note	vocabulary that can be			
during the discussion of	used to compare			
floor plans.	different kinds of floor			
	plans.			

Grade 7: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Determine the meaning	Determine the meaning	Determine the meaning	Determine the meaning
of a few frequently	of frequently occurring	of general academic and	of general academic and	(including the figurative
occurring words and	words, phrases, and	content-specific words	content-specific words	and connotative
simple phrases in texts	expressions in texts	and phrases and	and phrases, and a	meanings) of general
about familiar topics,	about familiar topics,	frequently occurring	growing number of	academic and content-
experiences, or events,	experiences, or events,	expressions in texts	idiomatic expressions in	specific words and
relying heavily on	using context, visual	about familiar topics,	texts about a variety of	phrases, idiomatic
context, visual aids, and	aids, reference materials,	experiences, or events,	topics, experiences, or	expressions, and
knowledge of	and knowledge of	using context, visual	events, using context,	figurative language (e.g.,
morphology in their	morphology in their	aids, reference materials,	reference materials, and	metaphor,
native language.	native language.	and a developing	an increasing knowledge	personification) in texts
		knowledge of English	of morphology.	about a variety of topics,
		morphology (e.g.,		experiences, or events,
		affixes, roots, base		using context, reference
		words).		materials, and
				knowledge of
				morphology.

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Content Standards Statement 7.G

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective: Students will solve real world problems involving measuring the surface area of models that have different shapes along with vocabulary: surface area, cylinder, rectangular prism, triangular prism, net, and centimeter rulers, measure and calculate. Teacher will ask students what they know about surface area along with how surface area is used in the real world (painting houses, wall papering, and laying tile). Students will be working in pairs and be given various shaped boxes (rectangular prisms and triangular prisms), scissors, rulers and calculators. Each pair of students will start with one box, cutting the box along the edges so that the box is laid out flat. Within each group they will discuss the shapes of each of the faces that make up the net. Then teacher will have ask students how they will find the total surface area of the model, eliciting the response that you must find the area of all the faces and then add to find the total surface area. Pairs will use centimeter rulers to measure each face, calculate the area of each face, recording the area on each face of the model. Finally students will calculate the surface area of their model. When finished students will complete 3"x5" index cards that say "Using words, numbers and/or pictures, explain to your partner how you would find the surface area of this triangular prism." Teacher will circulate around the room to ensure that students demonstrate understanding of the task and collect the cards at the end of the class as an assessment.

Source: http://alex.state.al.us/lesson_view.php?id=26389

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to the review of	Listen to the review of			
the formulas for the area	the formulas for the area			
of a rectangle, triangle	of a rectangle, triangle			
and circle by posting on	and circle by posting on			
the smart board. With	the smart board. With	the smart board. With	the smart board.	the smart board.
this hands-on activity,	this hands-on activity,	this hands-on activity,	Contribute to the class	Contribute to the class
cut out the model into a	cuts out the model into a	cut out the model into a	discussion, citing how	discussion, citing how
net and calculates the	net and calculate the	net and calculate the	surface are is used in real	surface are is used in real

surface area with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card "Surface area= x + " using pictures, number, etc.

surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Complete the following framed sentence on the task card, "You can find the surface area of the "completi

rectangular prism by ng task with the formula for area of a rectangle and the multi-step problem solution.

surface area along with and with the support of his/her partner and the teacher. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card. Write the numeric expressions on the task card in his/her own words using academic vocabulary in simple sentence form.

world situations. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, show how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.

world situations demonstrating knowledge of content specific vocabulary and processes. With this hands-on activity cut out the model into a net and calculate the surface area. Complete this activity independently and shares information with his/her partner. For the assessment, shows how the surface area is calculated by writing the numeric expressions on the card, using academic vocabulary in simple and complex sentence form.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.

Provide list of key words for students to note when listening to the discussion of math activity.

Have students work with a partner in completing the calculation of areas.

Provide list of key words for students to note when listening to the discussion of math activity.

Have students work with a partner in completing the calculation of areas and explanation.

Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.

Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Have students read aloud their explanations of calculations of area of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations.

Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words: have students practice with different academic texts.

Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Grade 7: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Recount a brief sequence	Recount a short	Recount a more detailed	Recount a complex
information about an	of events in order, and	sequence of events, with	sequence of events or	sequence of events or
event or topic, with	introduce an	a beginning, middle, and	steps in a process, with a	steps in a process, with a
support (including	informational topic,	an end, and introduce	beginning, middle, and	beginning, middle, and
context and visual aids)	present one or two facts	and develop an	an end, and introduce	an end, and introduce
using non-verbal	about it, and provide a	informational topic with	and develop an	and effectively develop
communication and,	concluding statement,	a few facts and details,	informational topic with	an informational topic
with limited control, a	with support (including	and provide a	facts and details, and	with facts and details,
narrow range of	sentences), using, with	conclusion, using, with	provide a concluding	and provide a concluding
vocabulary and	emerging control, some	developing control,	section or statement,	section or statement,
syntactically simple	commonly occurring	common transitional	using, with increasingly	using a wide variety of
sentences.	linking words (e.g., next,	words and phrases to	independent control, a	transitional words and
	because, and, also).	connect events, ideas,	variety of transitional	phrases to show logical
		and opinions (e.g., after	words and phrases to	relationships between
		a while, for example, in	connect events, ideas,	events and ideas.
		order to, as a result).	and opinions (e.g.,	
			however, on the other	
			hand, from that moment	
			on).	

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Mathematics Content Statement 7.G

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx}$

Teacher will post the learning objective and content vocabulary on the smart board: Students will demonstrate understanding for the formula for the area of a circle and use this and estimation to solve problems. Teacher leads class discussion on posted vocabulary: circumference, radius of a circle, area of a circle, compass, and estimate. Teacher distributes centimeter graph paper, calculators, and compasses to groups of two students. Teacher directs students to draw circles on the centimeter squared paper with radii of 4 centimeters, 3 centimeters and 6 centimeters as she models this on the smart board. Teacher then asks students how they would find the area of these circles. Students respond by approximating the number of squares that are inside the circle. Students then respond with their estimates for the area of the circles using the centimeter graph paper. Teacher asks if students recall the formula for the area of a circle and students respond with $\Box = \Box$, r-2... Teacher directs students to find actual area of these circles using 3.14 for π and compare their estimates with the actual area of the circles. Teacher checks for understanding by going around the room. Students will choose two of the vocabulary words and complete a KWL Chart.

Introduction to Communication Grades 6-8, The Math Standards Series, Susan O'Connell, Suzanne G. Groskey, Heinemann

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the learning	Listen to the learning	Listen to the learning	Listen to the learning	Listen to the learning
objective and posted	objective and posted	objective and posted	objective and posted	objective and posted
vocabulary. Draw circles	vocabulary. Draw	vocabulary. Draw circles	vocabulary. Draw	vocabulary. Draw circles
with support from the	circles with support from	using the teacher as a	circles independently.	independently. Estimate
partner or the teacher.	the partner or the	model. Estimate area of	Estimate area of the	area of the circle by
Estimate area of the	teacher. Estimate area of	the circle by counting	circle by counting	counting centimeter
circle by counting	the circle by counting	centimeter squares.	centimeter squares.	squares. State for the
centimeter squares.	centimeter squares.	State formula for the	State formula for the	area of a circle and
State formula for the	State formula for the	area of a circle and	area of a circle and	respond when asked this

area of a circle (or may	area of a circle (or may	responds when asked	responds when asked	question. Calculate		
need support from the	need support from the	this question. Calculate	this question. Calculate	circle area with the		
partner or the teacher).	partner or the teacher).	circle area with the	circle area with the	calculator. Complete the		
Calculates circle area	Calculate circle area	calculator. Complete the	calculator. Complete the	KWL Chart using		
with the calculator.	with the calculator.	KWL Chart using	KWL Chart using	phrases containing		
Completes	Complete the KWL	phrases containing	phrases containing	content vocabulary and		
a framed sentence: "The	Chart using phrases	content vocabulary and	content vocabulary and	writing the steps of		
area of a circle is	containing content	writing the steps of	writing the steps of	finding the area of a		
·"	vocabulary.	calculating the area of a	calculating the area of a	circle in logical order.		
		circle in logical order.	circle in logical order.	Explain orally the steps		
				in finding the area of		
				circle.		
	Sample instructional strategies and supports					
Provide list of key words	Provide list of key words	Explain and model the	Model how to use	Provide opportunities for		
for students to note when	for students to note when	use of a KWL chart.	transitional words to	students to practice		
listening to information	listening to information		connect sentences in	explaining steps in		
about finding the area of	about finding the area of	Model how to use	describing steps in a	mathematical processes.		
a circle.	a circle.	transitional words to	mathematical process.			
	Explain and model the	connect sentences in				
	use of a KWL chart.	describing steps in a				
		mathematical process.				

DKAHI

Grade 8: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Adapt language choices	Adapt language choices	Adapt language choices	Adapt language choices
of some words learned	according to task and	and style according to	and style according to	and style according to
through conversations,	audience with emerging	purpose, task, and	purpose, task, and	purpose, task, and
reading, and being read	control, and begin to use	audience, with	audience, with	audience, with ease; use
to.	frequently occurring	developing ease; use an	increasing ease; use a	a wide variety of
	general academic and	increasing number of	wider range of general	complex general
	content-specific words	general academic and	academic and content-	academic and content-
	and phrases in	content-specific words	specific academic words	specific academic words
	conversations and	and phrases in speech	and phrases, and	to express ideas
	discussions.	and short written texts,	maintain consistency in	precisely, and maintain
		and show developing	style and tone	an appropriate and
		control of style and tone	throughout most of oral	consistent style and tone
		in oral or written text.	or written text.	throughout an oral or
				written text.

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Standards Content Statement 8.G: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Students will be discovering the Pythagorean Theorem using manipulatives. They will use the theorem to identify right triangles and find the missing side lengths of right triangles. Students will recognize when the use of the Pythagorean Theorem is appropriate, i.e. can only be used with right triangles. Students will be able to find the distance between two points on the coordinate plane. Students will be drawing right triangles on grid paper labeling: legs, hypotenuse, sides a, b, c, and the right angle. Students will recall the Pythagorean Theorem with a partner (, α -2. +, b-2. =, c-2.)and discuss its mathematical meaning with a partner.

http://www.shodor.org/interactivate/lessons/PythagoreanTheorem/

Level 1	Level 2	Level 3	Level 4	Level 5
Use some mathematical	Use mathematical	Explain to a partner how	Demonstrate	Demonstrate
vocabulary: triangle,	vocabulary (triangle,	to use the Pythagorean	understanding of the	understanding of the
angle, side, length, right	right triangle, angle,	Theorem to find the	mathematical vocabulary	mathematical vocabulary
angle, hypotenuse with	side, length, and	length of a side of a right	and the concept of the	and the concept of the
support of a partner and	hypotenuse and	triangle. Independently	Pythagorean Theorem	Pythagorean Theorem
visual aids. Label right	Pythagorean Theorem)	solve problems using	and how to solve for	and how to solve for
angles, sides, angles, and	in simple sentence. With	this theorem. Justify	missing measurements in	missing measurements in
the hypotenuse with a	a partner, apply	his/her process using	triangular problems	triangular problems
partner. Complete	, a -2. +, b -2. =, c -2.in	mathematical vocabulary	using clear oral and	using clear oral, written,
framed sentences such as	order to find the length	and correct notations	written explanations.	concise responses.
A	of a side.	within this task.	Demonstrate an	Demonstrate an
has one 90			understanding that the	understanding that this
degree angle.			Pythagorean Theorem is	theorem is only used
			only used with right	with right triangles.
			triangles. With a partner	Write
			write and present their	and present their own
			own problems using this	problems using this
			theorem when requested.	theorem when requested.

Sample instructional strategies and supports					
Pre-teach selected	Pre-teach selected	Discuss the difference	Discuss the difference	Provide criteria of a	
vocabulary; provide	vocabulary; provide	between informal	between informal	well-written	
bilingual dictionary or	bilingual dictionary or	language and formal	language and formal	mathematical problem	
online translation tool if	online translation tool if	mathematic language	mathematic language	that student can use for	
available.	available.	forms and vocabulary.	forms and vocabulary.	self evaluation during the writing process.	
Provide list of key words	Provide list of key words		Model describing		
for students to note when	for students to note when	Model describing	geometric figures with		
listening to information	listening to information	geometric figures with	appropriate vocabulary.		
relating to math lesson.	relating to math lesson.	appropriate vocabulary.			
	Discuss the difference				
	between informal				
	language and formal				
	mathematic language				
	forms and vocabulary.				

DRAFT

Grade 8: Standard 8

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Determine the meaning	Determine the meaning	Determine the meaning	Determine the meaning
of a few frequently	of frequently occurring	of general academic and	of general academic and	(including the figurative
occurring words and	words, phrases, and	content-specific words	content-specific words	and connotative
simple phrases in texts	expressions in texts	and phrases and	and phrases, and a	meanings) of general
about familiar topics,	about familiar topics,	frequently occurring	growing number of	academic and content-
experiences, or events,	experiences, or events,	expressions in texts	idiomatic expressions in	specific words and
relying heavily on	using context, visual	about familiar topics,	texts about a variety of	phrases, idiomatic
context, visual aids, and	aids, reference materials,	experiences, or events,	topics, experiences, or	expressions, and
knowledge of	and knowledge of	using context, visual	events, using context,	figurative language (e.g.,
morphology in their	morphology in their	aids, reference materials,	reference materials, and	metaphor,
native language.	native language.	and a developing	an increasing knowledge	personification) in texts
		knowledge of English	of morphology.	about a variety of topics,
		morphology (e.g.,		experiences, or events,
		affixes, roots, base		using context, reference
		words).		materials, and
				knowledge of
				morphology.

Sample Content-based Participation Goals – Mathematics Lesson Vignette

Ohio Mathematics Standards Content Statement 8.G

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Teacher will post the learning objective: Students will understand the relationships of the surface area and the volume of a cylinder and will able to identify and apply the formula in construction problems. Teacher will post/ review terms using visual aids) and formulas: area of a circle ($\mathbb{Z}=\mathbb{Z}$, r-2.), base, circle, cylinder, circumference ($C=\pi d$), diameter, Pi ($\pi=3.141593$ or 3.14), radius, volume (V=Bh) ... Volume equals area of the base times the height of the cylinder). Then teacher will use a plywood circle prop to show the relationship of the diameter (10 in.) and the circumference ($10\pi=31.415$ in.). Using calculators and posted formula have students working in pairs determine the area of the circle, reminding them to square the radius before multiplying by π . Teacher will check for understanding by walking around the classroom. Then the teacher will draw a cylinder with the base, radius and height labeled while explaining the process of finding volume of a cylinder, followed by a demonstration.

Using a 2" diameter 12" inch long PVC pipe with an end cap and approximately one quart of white sand teacher asks students to predict the volume, and then pours the sand into the pipe slowly stopping to ask students how much more sand it will hold until the PVC pipe is full. Students will be ready to apply knowledge to practice working in teams to solve:

- 1. Find the area of a circle with a radius of 15 ".
- 2. What is the volume of a cylinder used for storing kerosene that has a diameter of 3' and is 4' long? Round to the nearest cubic foot
- 3. Name an occupation that would be using the volume of a cylinder on a regular basis.

http://www.sharemylesson.com/article.aspx?storyCode=50005647

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the				
vocabulary and the				
formulas that are posted				
with the additional visual				
aids. Mathematical	aids. The mathematical	aids. The mathematical	aids. The mathematical	aids. The mathematical
formulas may be familiar				
to the student if their				

language uses the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a framed sentence to respond to #3. A uses the volume of a cylinder. language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work with partner to complete problems #1 and #2 and complete a teacher-made multiple choice question to respond to #3.

language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a simple sentence using general academic and content specific words and phrases.

language utilizes the same mathematical symbols. Listen to teacher demonstration and works with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a compound or complex sentence using general academic and content specific words and phrases.

language utilizes the same mathematical symbols. Listen to teacher demonstration and work with a partner to calculate (using calculators) the volume of a cylinder (multi-step process). Work independently to complete problems #1 and #2 and respond to #3 by writing a complex sentence using general academic and content specific words and phrases.

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.

Provide list of key words for students to note when listening to the discussion of math activity. Provide list of key words for students to note when listening to the discussion of math activity. Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations. Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Have students read aloud their explanations of calculations of volume of different objects, and provide opportunities for other students to summarize what they understand from other students' presentations. Demonstrate how to use context, reference materials, and knowledge of morphology to help determine meaning of unknown words; have students practice with different academic texts.

Model the taking of notes during an oral presentation, and demonstrate how to use the notes to summarize the key points of a presentation.

Grade 9-10, Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of	Use an emerging set	Use a developing set of	Use an increasing range	Use a wide range of
strategies to identify a	of strategies to	strategies to determine	of strategies	strategies to determine
few key words and	identify the main topic,	the central idea or theme	to determine two	central ideas or
phrases in oral	and retell a few key	in oral	central ideas or	themes in
communications and	details in oral	presentations and	themes, and analyze	presentations and
simple oral and written	presentations and simple	written texts, and	their development in	written texts, and
texts.	oral and written texts.	explain how it	oral presentations	analyze
		is developed by	and written texts,	their development,
		specific details in the	citing specific details	citing specific details
		texts; and summarize	and evidence from the	and evidence from
		part of the text.	texts to support the	the texts to support the
			analysis; and summarize	analysis; and summarize a
			a simple text.	text.

Sample Content-based Participation Goals – Mathematics (Algebra) Lesson Vignette

Algebra

Seeing Structure in Expressions A-SSE:

Interpret the structure of expressions

At the onset of this lesson, each pair of students and/or individual student will be provided the following two questions to answer as a warm-up activity on Quiz let and on the Smart Board:

1. Convert the following statement into a mathematical expression:

Difference of five times a number n and ten.

2. Convert the following mathematical expression into a statement:

$$\frac{x}{6x-5}$$

Additionally, the following academic vocabulary will be made available on Quiz let: factors, coefficients, convert mathematical expression, difference, and statement. Students then will review these vocabulary words on Quiz let to match them to their correct examples.

Source: http://www.shmoop.com/common-core-standards/handouts/a-sse_worksheet_1.pdf

Once they have adequate time to review the questions, students will be asked to recognize and define the following terms: factors, coefficients, convert mathematical expression, difference, and statement.

After viewing a video about savings accounts, students will complete a multi-step real-life problem about calculating compound interest on a savings account.

Sources:

http://www.bankrate.com/finance/video/banking/what-is-savings-account.aspx

Ohio Mathematics Standards

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx}$

pg. 57

Level 1	Level 2	Level 3	Level 4	Level 5
Solve the two warm up problems with a partner.	Solve the two warm up problems with a partner.	Solve the two warm up problems with a partner.	Solve the two warm up problems.	Solve the two warm up problems.
Write the definitions of	Write the definitions of	Write the definitions of	Write the definitions of	Write the definitions of

the math terms in the history log to serve as a reference tool in their future work with mathematical mathematical mathematical mathematical mathematical expressions. expressions. expressions. expressions. expressions. Answer one question Take notes while Take notes while Take notes while Write a summary of the about the information listening to the video on listening to the video on listening to the video on key ideas of the video. provided on the video savings accounts. savings accounts. savings accounts. about savings accounts. Answer the multi-step Answer two questions Use a graphic organizer Use a graphic organizer problem about the Work with a partner to about the information to record key ideas from to record key ideas from structure of savings provided on the video the video. Write a answer the multi-step the video. accounts. problem about the about savings accounts. paragraph summarizing structure of savings some of the key ideas of Answer the multi-step Orally explain the accounts. Work with a partner to problem about the the video. process for calculating answer the multi-step structure of savings the compound interest of problem about the accounts. Answer the multi-step a savings account. structure of savings problem about the structure of savings accounts. accounts. Sample instructional strategies and supports Pre-teach selected Pre-teach selected Provide list of key words Model how to use a Provide opportunities for vocabulary; provide vocabulary; provide for students to note when graphic organizer to take students to practice bilingual dictionary or bilingual dictionary or listening to information notes when listening to giving oral explanations online translation tool if online translation tool if about savings accounts. of how to calculate or reading information. available. available. compound interest. Use a whiteboard or a Note: the online tool Note: the online tool Smart Board to guide Ouiz let is available for Ouiz let is available for students on students to access. They students to access. They understanding the can hear the problems can hear the problems process for calculating being recited, as they being recited, as they compound interest. follow along. follow along. Model how to use a Provide list of key words Provide list of key words graphic organizer to take for students to note when for students to note when notes when listening to listening to information listening to information or reading information. about savings accounts. about savings accounts. Use a whiteboard or a Smart Board to guide students on

understanding the process for calculating compound interest.

Grade 9-10, Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement.	Construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	Construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.	Construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counterclaim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

Sample Content-based Participation Goals - Mathematics Lesson Vignette

Number and Quantity: The Real Number System

N-RN: Extend the properties of exponents to rational exponents.

Goal #1: Students can apply properties of exponents to simplify algebraic expressions with fractional exponents.

Students will know properties of exponents, operations on fractions, and order of operations.

Students will understand that properties of exponents are the same for integer and rational exponents. More specifically they will:

- Explain how integer exponent properties apply to rational exponent properties.
- Use adding, subtracting, and multiplying fractions
- Simplify Algebraic Expressions and Rational Exponents

Students will need to know the following academic vocabulary to be successful in learning this goal: rational, index, radical, and radicand, simplify expressions, integer, and exponents.

Goal #2: Students will use properties of rational exponents to solve real-life problems, such as finding the surface area of rocks in the following problem:

Geologists study characteristics of various rocks. One way of comparing different rocks is to compare their sizes. For example, a rock's surface area S (in square centimeters) can be approximated by the model $S = km^{\frac{3}{2}}$ where m is the mass (in grams of the rock) and k is a constant. The values of k for several rock formations are given in the table.

Rock Type	Metamorphic Rock	Sedimentary Rock	Igneous Rock
k	11.5	64.3	54.1

Approximate the surface area of a sedimentary rock that has a mass of 5 kilograms, the surface area of metamorphic rock that has a mass 10 kilograms and the surface area of an igneous rock that has a mass of 2 kilograms.

From this information, determine which of the rocks is greatest in size and smallest in size.

Source: Ohio Mathematics Standards, p. 53

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. With a partner, create 1-2 simple sentence responses the explanation of the mathematical calculations and calculations and calculations and calculations and calculations and calculations and explaint the teacher can review their oral presentation to their constructive responses. Presponses on the worksheet provided by the teacher and the partner. With another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation to their constructive responses. The responses of the table in their worksheet shave the largest and smallest in size	Level 1	Level 2	Level 3	Level 4	Level 5
	With a peer, simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. With a partner, create 1-2 simple sentence responses the explanation of the mathematical calculations. With another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation to their constructive responses. Uses properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Record themselves on Audacity explaining which rocks are greatest in size and smallest in size. Their responses should include at least 1-2 simple sentences. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest	With a peer, simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Create 3-4 simple sentence responses that explain the mathematical calculations and verbally communicate them to their partner. With another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation to their constructive responses. they had verbally explained their mathematical calculations correctly. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Record themselves on Audacity explaining which rocks are greatest in size and smallest in	Verbally share three or more ideas they know about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Creates 3-4 compound sentence responses that explain the mathematical calculations and verbally communicate them to their partner. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas and record answers on the KWL charts. Records themselves on Audacity explaining which rocks are greatest in size and smallest in size. Their responses should include at least 3-4	Verbally shares four to seven ideas about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Verbally applies these terms when describing their algebraic expression to another student. Their responses should be stated orally in at least 5-7 complex sentences. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Following this activity, writes a short 4-5 sentence paragraph of what they already know about the different rock formations. They will then share their paragraphs with a peer. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Writes their conclusions in complex sentences. Orally explain which of the rocks are greatest in size and smallest in size. Their responses should include at	Verbally share six to seven ideas about the algebraic expression with fractional exponents that is written on the Smart Board. Simplify the algebraic expression individually by using multiple means of representation to construct their responses on the worksheet provided by the teacher. Verbally applies these terms when describing their algebraic expression to another student. Their responses should be stated orally in at least 8-10 complex sentences. Once they share their explanations with another pair of students, record themselves on Audacity, so that the teacher can review their oral presentation and see if they had verbally explained their mathematical calculations correctly. Following this activity, writes a short 6-10 sentence paragraph of what they already know about the different rock formations. They will then share their paragraphs with a peer. Use properties of rational exponents to determine which of the rocks located on the table in their worksheets have the largest and smallest surface areas. Writes their conclusions in complex sentences. Orally explain which of the rocks are greatest in size and smallest in size. Their responses should include at least 7-10

	Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms.	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms	Have students access the game mode of Quiz let and so they can test their knowledge of the definitions of math terms Provide feedback on initial	
Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Have students access a Quiz let lesson so they can hear academic vocabulary related to math functions.	Provide examples of writing that illustrate the use of facts and reasons to support a claim.	Provide examples of writing that illustrate the use of facts and reasons to support a claim.	drafts of written explanations and allow students to make revisions for final draft.	

DRAFT

Grades 11-12, Standard 2

An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short	Participate in short	Participate in	Participate in	Participate in extended
conversational and	conversational and	conversations,	conversations,	conversations,
written exchanges on	written exchanges on	discussions, and written	discussions, and written	discussions, and written
familiar topics,	familiar topics and texts,	exchanges on familiar	exchanges on a range of	exchanges on a range of
presenting information	presenting information	topics, texts, and issues:	topics, texts, and issues:	substantive topics, texts,
and responding to simple	and ideas, and	building on the ideas of	build on the ideas of	and issues: build on the
yes/no questions and	responding to simple	others and expressing his	others and express his or	ideas of others and
some wh-questions.	questions and wh-	or her own; asking and	her own clearly,	express his or her own
	questions.	answering relevant	supporting points with	clearly and persuasively,
		questions; adding	specific and relevant	referring to specific and
		relevant information and	evidence; ask and	relevant evidence from
		evidence; and restate	answer questions to	texts or research to
		some of the key ideas	clarify ideas and	support his or her ideas;
		expressed.	conclusions; and	ask and answer questions
			summarize the key	that probe reasoning and
			points expressed.	claims; and summarize
				the key points and
		Λ		evidence discussed.

Sample Content-based Participation Goals—Math

Math (Functions): Interpreting Functions F-IF, F-BF

Source: Ohio Mathematics Standards, Model Curriculum, Functions
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High School Functions Model Curriculum March2015.pdf.aspx

Students participate in "The Function Game" to create an in-put, out-put table and to identify a function. Teacher (or class leader) has a function in his or her head. The function is kept secret from the rest of the class (ex: $y = x^2$).

Leader posts input-output chart on the board and calls on class member to supply input values.

When student gives input, leader responds by saying output value and writing the value on the board. (Leader uses graphing calculator or spreadsheet to program each function to cut down on mistakes and avoid giving hints.)

Continue until a student indicates that he knows the function; at that point, the leader gives the input, and the student provides an output value. Input-output continues until majority of class understand the function Teacher calls on as many students as possible to ensure that all understand the function.

Source: http://betterlesson.com/lesson/452395/the-function-game

Level 1	Level 2	Level 3	Level 4	Level 5
Given a partially completed input-output chart for the function, supply input values to be solved by the class. Listening to classmates, record missing input-output values during class discussion and Record function when revealed. Given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Given the function and one value, answer question "What is the input (output) for this function?" Repeat oral expression of equation; copy written function.	Given a blank input- output chart for the function, supply input and output values to be solved by the class; record function when revealed. May voluntarily participate in class game. Listening to classmates, record input-output values during class discussion. Then, given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Given the function and one value, answer question "What is the input (output) for this function?" State simple functions with correct algebraic	Level 3 Listening to classmates, record input-output values during class discussion. Participate in class game after seeing several classmates give input and/or output model. With some support, state more complex functions with correct algebraic terms and vocabulary (2 or more variables and 2 or more functions). Given the function and one value, state "yes" or "no" to tell whether the corresponding value is correct. Then, using phrases and simple sentences explain thinking; use some pretaught vocabulary and algebraic terms.	Participate in class game after seeing 1-2 classmates give input model. Independently or with some prompting, state complex functions with correct algebraic terms and vocabulary (2 or more variables and 2 or more functions). With support and/or prompting, state the thought process which he used to discover the function using multiple simple sentences, several pre-taught vocabulary and algebraic terms.	Participate fully in the game (even as leader), giving both input and output values. State the equation for the function, using all of the correct algebraic terms, vocabulary (ex: "equals", "squared", "divided by") Using complex sentences, explain the thought process which he used to discover the function, "First I multiplied by 3, but that answer was wrong, so "
	terms and vocabulary (1-2 variables and 1-2 functions); repeat complex functions.			
	Sample ins	structional strategies and	d supports	
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available	Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is").	Provide time for sharing information and asking questions with a partner or in a small group setting.
Have students work with partner to record missing input-output values during class discussion.	Have students work with partner to record missing input-output values during class discussion.			

Grades 11-12, Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about	Construct a claim about	Construct a claim about	Construct a claim about	Construct a substantive
a familiar topic.	familiar topics: introduce	familiar topics: introduce	a variety of topics:	claim about a variety of
	the topic and give a	the topic, provide	introduce the topic,	topics: introduce the
	reason to support the	sufficient reasons or	provide logically ordered	claim and distinguish it
	claim, and provide a	facts to support the	reasons or facts that	from a counterclaim,
	concluding statement.	claim, and provide a	effectively support the	provide logically ordered
		concluding statement.	claim, and provide a	and relevant reasons and
			concluding statement.	evidence to support the
				claim and to refute the
				counter-claim, and
				provide a conclusion that
				summarizes the
				argument presented.

Sample Content-based Participation Goals—Math Lesson Vignette

Math (Geometry): Similarity, Right Triangles, and Trigonometry G-SRT

Source: Ohio Mathematics Standards, Model Curriculum, Geometry
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High-School Geometry Model Curriculum March2015.pdf.aspx

Students will be able to use similar right triangles to prove the Pythagorean Theorem, and then work on identifying common student errors when using the theorem.

Given a diagram of a large right triangle that includes two internal, right triangles (created by drawing an altitude to the hypotenuse), and the class will prove the Pythagorean Theorem. The class will work in small groups to prove that $a^2 + b^2 = c^2$.

After groups have met, volunteers from each group will explain how their group proved the theorem to the whole class.

Students will then review an example student paper where the student has made mistakes in finding one side of the right triangle. Students will identify the mistake, explain how the mistake was made, and tell the correct answer.

Source: http://betterlesson.com/lesson/448030/prove-it-part-2

Level 1	Level 2	Level 3	Level 4	Level 5
Given labeled diagram	Given a blank copy of	Given a blank copy of	Participate in the lesson,	Participate fully in the
and of the triangle(s) to	the diagram and word	the diagram, listen to	With a partner, share	lesson, even as the
be discussed, copy labels	bank, listen to teacher	teacher/classroom	spokesperson duties for a	spokesperson of a small
onto a blank copy of the	lecture/classroom	discussion and labels the	small group.	group.
diagram using pre-taught	discussion and labels the	triangle(s) using pre-		
vocabulary.	triangle(s) using pre-	taught vocabulary.	With model sentences	Speak in complete
	taught vocabulary.		and/or clauses using	sentences and/or clauses
Join a teacher-selected		Join a teacher-selected	"because," defend at	using "because," using
group; observe as group	Join a teacher-selected	group; observe and/or	least one individual	pre-taught vocabulary.
works to prove theorem.	group; observe as group	use simple sentences and	answer from the	

	_	1		
	and/or use single words	phrases to prove	worksheet. Speak in	
Work with a partner to	and phrases to prove	theorem.	phrases and clauses,	
partially complete	theorem		using pre-taught	
worksheet. Given word		Given word bank with	vocabulary.	
bank with "correct" and	Work with a partner to	"correct" and		
"incorrect", identify	partially complete	"incorrect",		
correct and incorrect	worksheet. Given word	independently identify		
calculations on a	bank with "correct" and	correct and incorrect		
worksheet. Tell correct	"incorrect", identify	calculations on a		
answer for at least one	correct and incorrect	worksheet. Tell correct		
problem.	calculations on a	answer for several		
	worksheet. Tell correct	questions. Using		
	answer for several	paragraph frames,		
	questions. Explain	student can produce		
	mistakes in a simple	claims and complex		
	sentence by following	supporting statements,		
	model (i.e., "A2 equals	like "The problem is		
	" or "The	(not) correct because A ²		
	altitude equals	equals"		
	·"			
	Sample in	structional strategies an	d supports	
	1		11	
Pre-teach selected	Model the stating of a	Provide opportunities for	Provide opportunities for	Provide criteria of a
vocabulary; provide	claim with supporting	students to share	students to practice	well-presented claim
bilingual dictionary or	reasons.	completed paragraph	giving their	with supporting reasons
online translation tool if		frames with partners.	presentations. Give	that students can use to
available			feedback that can be	evaluate each other's
			used to make	presentations.
Provide sample sentence			improvements for final	· .
structures to express			presentation.	
opinions (I believe that				
is correct_)				

Grades 11-12, Standard 6

An ELL can analyze and critique the arguments of others orally and in writing..

Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	Analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to	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.
			support the analysis.	

Sample Content-based Participation Goals—Math Lesson Vignette

Math (Statistics): Making inferences and justifying conclusions S-IC

Source: Ohio Mathematics Standards, Model Curriculum, Statistics

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/High_School_Statistics-and-Probability_Model-Curriculum_March2015.pdf.aspx

Students participate in a reenactment of a real world statistical study in the 1850's AND learn about flaws and fallacies in statistical thinking.

After role play, the students gather in groups of three. Each person in the group is handed a different scenario to present to the other two. The students are instructed that for the next 25 minutes, they will be members of a student council on academics. Their job is to assess the validity of the statistical data being presented. (All of the scenarios have issues!) Students may discuss each scenario for 8 minutes.

At the end of the group discussion time, whole class analyzes the scenarios (projected at the front of the classroom) As the whole class brings up reasons to invalidate the data for each problem, teacher lists points on the board (PARTIAL list of flaws and fallacies in statistical thinking is created) The students will use this list in their homework, so they should take careful notes.

Source: http://cc.betterlesson.com/lesson/448252/role-play-plus-flaws-and-fallacies-in-statistical-thinking

Level 1	Level 2	Level 3	Level 4	Level 5
With an English	With an English	Assume a silent or	Assume a silent or	Assume any role in the
dominant partner,	dominant partner,	responsive role in the	responsive role in the	reenactment.
assume role of a cholera	assume a mostly silent	reenactment. If	reenactment. Following	
victim in the enactment.	rolecholera victim,	speaking, use a sentence	at least one peer, speak	Join a group of three
	contaminated well, clean	frame to express relevant	to express relevant	students and participate
Join teacher-selected	wellin the reenactment.	information (ex., "I drink	information.	in discussion, including
group of four students.	Repeat model responses.	water from the		presenting his scenario to
		well.)	Join a group of three	group-mates, and
Given one simplified	Join teacher-selected		students.	identifying the predicate
statistical scenario	small group of four	Given simplified		flaw.
(including margin notes,	students.	scenarios (margin notes,	After at least one other	

illustrations, and		illustrations, definitions	student models the	Participate in whole class
definitions of highlighted	Given simplified	of highlighted words),	presentation, present his	discussion of flaws.
words) complete cloze	statistical scenarios	join a group of three	scenario and identify the	discussion of naws.
sentence to highlight the	(including margin notes,	students.	flaw/fallacy.	Copy flaws from the
faulty predicate in the	illustrations, definitions	statents.	Tiaw/ianacy.	board.
one scenario.	of highlighted words),	After at least one other	Participate in whole	bourd.
one sechario.	complete a cloze	student models the	class discussion of flaws.	
Copy some of the flaws	sentence to highlight the	presentation, present his	Student may need some	
from the board.	faulty predicate in each	scenario.	modeling or prompting	
	of the scenarios.		when he or she gives	
		Complete cloze	response.	
	Copy some of the flaws	sentences to highlight	F	
	from the board.	the faulty predicate in	Copy most of the flaws	
		each of the scenarios;	from the board.	
		later using cloze		
		sentences for a prompt		
		participate in whole class		
		discussion of flaws.		
		Copy most of the flaws		
		from the board.		
	Sample in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Review and provide	Lead class discussion on	Lead class discussion on
vocabulary; provide	vocabulary; provide	feedback on students'	how to identify and	how to identify and
bilingual dictionary or	bilingual dictionary or	first drafts of complete	analyze evidence	analyze evidence
online translation tool if	online translation tool if	cloze sentences; allow	provided to support a	provided to support a
available.	available.	students to make	claim.	claim.
		corrections.		
			Model sharing	
			information and asking	
			questions during a group	
			discussion.	

CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

SCIENCE

DRAFT

Grade K: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Communicate simple	Communicate	Tell or dictate simple	Make simple oral
information or feelings	information or feelings	information or feelings	messages about a variety	presentations and
about familiar topics or	about familiar topics,	about familiar topics,	of topics or experiences.	compose short written
experiences.	experiences, events, or	experiences, or events.		texts about a variety of
	objects in the			topics, experiences, or
	environment.			events.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students make or use different weather tools throughout the weather unit (rain gauge, thermometer, anemometers). They demonstrate their understanding that temperature, wind and precipitation are different ways to measure weather.

Source: Ohio New Learning Standards - Science

 $http://educatio\underline{n.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx$

Level 1	Level 2	Level 3	Level 4	Level 5		
http:///h Match pictures or actual tools with corresponding picture cards. For example, match a picture card of the wind to an anemometer, and precipitation to a rain gauge. Record picture cards in science journal.	Verbally identify tools to measure weather in a whole group discussion. Illustrate tools and weather in science journal.	Identify corresponding tools used to measure various weather patterns. Complete science journal, using the prompt" I use a to measure" Illustrate and share with a partner.	Select one weather tool and write 1-2 sentences describing the tool and its purpose. Record in science journal. Share with a partner.	Select two weather tools and write 1-2 sentences describing the tools and their purpose. Record in science journal. Present information to large group.		
Sample instructional strategies and supports						
Use picture cards to teach weather related	Use picture cards to teach names of tools to	Model both oral and written sentences to	Model both oral and written sentences to	Provide criteria of effective presentations.		
vocabulary	measure weather. Allow	describe purpose of a	describe purpose of a	Allow students to		
	students to discuss	weather tool.	weather tool.	practice presentations in		
	weather tools with a			small-groups and		
	partner.			evaluate presentations using criteria		

Grade K: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at	[Standard introduced at	[Standard introduced at	With prompting and	With prompting and
Level 4.]	Level 4.]	Level 4.]	support, identify a	support, identify
			reason an author or	appropriate reasons an
			speaker gives to support	author or speaker gives
			a point.	to support main points.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students design an environment that will support a classroom pet. They provide for all of its needs including but not limited to food, water, air, shelter, cleanliness and safety.

Source: Ohio's New Learning Standards - Science, Kindergarten,p.15

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
NA		JA	NA	Listen to a teacher presentation about creating a proper environment for a class pet. Identify a reason why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can get exercise).	Listen to a teacher presentation about creating a proper environment for a class pet. Identify muliple reasons why such an environment would be appropriate. (e.g. A hamster needs a wheel so that it can exercise. It will need to be kept in an enclosed space so that it doesn't get loose.)	
	Sample instructional strategies and supports					
				Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.	Model presentation of an idea with supporting reasons. Guide students in identifying the supporting reasons.	

Grade 1: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Understand and use a	Recognize and use	Use some singular and	Use an increasing	Use singular and plural
small number of	frequently occurring	plural nouns, verbs in	number of singular and	nouns with matching
frequently occurring	nouns, verbs,	the present and past	plural nouns with	verbs, verb tenses (e.g.,
nouns and verbs, and	prepositions, and	tenses, frequently	matching verbs, verb	present, past, future) and
very simple sentences;	conjunctions (e.g., and,	occurring prepositions	tenses (e.g., present,	frequently occurring
and respond to simple	but, or), and produce	and conjunctions, and	past), and frequently	prepositions and
questions, with support	simple sentences, with	produce and expand	occurring prepositions	conjunctions, and
(including context and	support (including visual	simple sentences in	and conjunctions, and	produce and expand
visual aids).	ual aids). aids and sentences).		produce and expand	simple and compound
		with support (including	simple and some	sentences in response to
		modeled sentences).	compound sentences in	prompts.
			response to prompts.	

Sample Content-based Participation Goals - Science

Lesson Vignette

Students listen to a read aloud of I Fall Down (Vicki Cobb) and make inferences on how objects move (e.g. higher to lower, in a straight line)

Source: Ohio Science Standards, Grade 1, p.35 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Ohio Resource Center, Science Bookshelf, Physical Science http://www.ohiorc.org/bookshelf/

Level 1	Level 2	Level 3	Level 4	Level 5
While reading the book,	Participate in activities	Participate in some	While listening to the	While listening to the
use hand gestures to	taken from the story,	activities in the story	story, engage in	story, engage in
indicate the meaning of	and then discuss what	and explain what	conversations about	conversations about
some of the movement	happened using	happened; fill in a cloze	observations made.	observations made.
words (up, down, pull).	frequently occurring	passage that correctly	Write a about a part in	Write a story that
Participate in a game of	words and phrases.	uses many of the words	the story correctly using	correctly uses many of
Simon Says.	Write a few simple	in the story (up, down,	targeted vocabulary (up,	the words in the story
	sentences correctly	pull, weight, heavier.)	down, pull.)	(up, down, pull, weight,
	using a few words from			and <i>heavier</i>).
	the story (up, down.)			
Sample instructional strategies and supports				
Demonstrate the game	Provide examples of	Provide examples of	Have students work with	Provide criteria of a
of Simon Says. Have	sentences describing	descriptive writing that	a partner in writing the	well-written story that
students take turns being	past events.	illustrate use of	story.	students can use for self
the leader.		prepositional phrases		evaluation during the
		and conjunctions.		writing process.

Grade 2: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and support, carry out short individual or shared research projects, gathering information from provided sources and labeling information.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/ observations in orderly notes.	With prompting and support, carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.	With prompting and support, carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students deliver an oral presentation and compose a written report on an extinct organism, comparing it to an organism that is alive today (e.g. the relationship between elephants and mammoths).

Source: Ohio Science Standards, Grade two, Life Science http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 2	Level 3	Level 4	Level 5		
In pairs and with second	In pairs, find 2-3	In pairs, explore and	In pairs, explore and		
language support, find	similarities between	compare the relationship	compare the relationship		
2-3 similarities between	elephants and	between elephants and	between elephants and		
elephants and	mammoths using a few	mammoths using a	mammoths using a		
mammoths. Using	sources (books,	variety of sources	variety of sources		
simple words and	websites, photographs,	(books, websites,	(books, websites,		
phrases, and pictures,	videos). Record findings	photographs, videos).	photographs, videos).		
complete a chart	in a simple PowerPoint	Following the teacher's	Following the teacher's		
-	1 1 1		written guidelines,		
(2 slides).			create a 3-5 slide		
	-		PowerPoint presentation		
	the animals (2-3 slides).	on two animals'	on the two animals'		
		environments and their	environments and their		
		similarities.	similarities.		
Sample instructional strategies and supports					
~ ·					
Demonstrate the use of a	Provide sentence	Provide list of academic	Provide time for sharing		
chart or other graphic	structures for describing	terms that would be	drafts of PowerPoint		
organizer to show	animals and have	appropriate for	presentations with peers		
similarities and	student practice using	describing animal	and getting their		
differences.	structures to share	characteristics.	feedback before		
	information.		completing final		
			presentation.		
	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides). Sample institute or a chart or other graphic organizer to show similarities and	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides). Sample instructional strategies an Demonstrate the use of a chart or other graphic organizer to show similarities and differences. In pairs, find 2-3 similarities between elephants and mammoths using a few sources (books, websites, photographs, videos). Record findings in a simple PowerPoint template provided by the teacher and type a few simple sentences about the animals (2-3 slides).	In pairs and with second language support, find 2-3 similarities between elephants and mammoths. Using simple words and phrases, and pictures, complete a chart template in PowerPoint (2 slides). Sample instructional strategies and supports Demonstrate the use of a chart or other graphic organizer to show similarities and differences. In pairs, find 2-3 similarities between elephants and mammoths using a wariety of sources (books, websites, photographs, videos). Record findings in a simple PowerPoint template provided by the teacher and type a few simple sentences about the animals (2-3 slides). Sample instructional strategies and supports Provide sentence structures for describing animals and have student practice using structures to share In pairs, find 2-3 similarities between elephants and mammoths using a variety of sources (books, websites, photographs, videos). Following the teacher's written guidelines, create a 3-5 slide PowerPoint presentation on two animals' environments and their similarities.		

Grade 2: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing .

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Show increasing	Compare examples of	Adapt language choices,	Adapt language choices,
of some words learned	awareness of differences	the formal and informal	as appropriate, to formal	as appropriate, to formal
through conversations,	between informal,	use of English, and (at	and informal contexts,	and informal contexts,
reading, and being read	'playground speech' and	Grade 3) use an	and (at Grade 3) use a	and (at Grade 3), use a
to.	language appropriate to	increasing number of	wider range of general	wide variety of general
	the classroom; use some	general academic and	academic and content-	and content-specific
	words learned through	content-specific words	specific words in	academic words and
	conversations, reading,	in conversations and	conversations and	phrases in conversations
	and being read to.	discussions.	discussions.	or in short written texts.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students compare the different appearances of clouds (shapes, sizes, shades of white/gray). They document their observations over a period of time to find if there is a relationship between the characteristics of the clouds and the weather (storms, precipitation types and/or amounts).

Source: Ohio Science Standards, Grade two

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning_Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Observe cloud patterns over a given time and document in science journal using pictures. Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using pictures, basic words, and sentences. Label the types of clouds in the type of journal using vocabulary list provided by teacher. Complete sentence frames about clouds. Share with partner.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a short report on weather patterns and clouds using an increasing range academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a report on weather patterns and clouds using a wider range academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.	Observe cloud patterns over a given time and document in science journal using informal vocabulary and pictures. Use results to write a detailed report on weather patterns and clouds using a wide range of academic vocabulary (cloud names, precipitation). Discuss in whole group the differences between formal and informal language used in the journal and report.	
	Sample instructional strategies and supports				
Have students share informal language they hear/use with friends and with the teacher. Provide and discuss words and phrases that can be used to describe clouds.	Provide and discuss both scientific and informal words and phrases that can be used to describe clouds.	Demonstrate the use of a graphic organizer to report information.	Lead a whole-group brainstorming session on ways to describe a cloud formation to a friend compared to the way to describe a cloud formation in a science report.	Provide criteria of a well-written report using formal vocabulary, and show students how to use criteria as self-evaluation tool when writing a report.	

Grade 3: Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Deliver simple oral	Deliver short oral	Deliver short oral	Deliver oral
information about	presentations and	presentations and	presentations and	presentations and
familiar texts, topics,	compose written texts	compose written	compose written	compose written
experiences, or events.	about familiar texts,	narratives or	narratives and	narratives and
	topics, experiences, or	informational texts	informational texts	informational texts, with
	events.	about familiar texts,	about a variety of texts,	some details, about a
		topics, experiences, or	topics, experiences, or	variety of texts, topics,
		events.	events.	experiences, or events.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students write a report explaining how a behavioral or physical characteristic is an advantage of a specific animal or plant for surviving in its environment.

Source: Ohio's New Learning Standards - Science, page 76

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Draw a picture and write	Draw a picture and write	Write and edit a short	Write a mostly	Independently write a
words or a simple	2-3 simple sentences	paragraph on a specific	grammatically-correct	multi-paragraph animal
sentence about a specific	about animal survival	animal's characteristics	and coherent 2 -3	report showing good use
animal's characteristics,	characteristics based on	using appropriate	paragraph animal report	of scientific vocabulary,
e.g., "A tiger has stripes.	a model provided by the	scientific vocabulary	using appropriate	mostly correct grammar,
A tiger has sharp teeth".	teacher. E.g "The	like habitat, predator,	scientific vocabulary	and using the correct
Share their sentences	tiger has stripes to hide	and prey. Then share	that shows how the	features of informational
with a partner.	in the long grass." Share	that paragraph with a	adaptations help the	writing. Then share the
	their sentences with a	partner or small group.	animal to survive in its	report with a partner or
	partner.		environment. Then	small group.
			share that paragraph	
			with a partner or small	
			group.	
Sample teaching strategies and supports				
Pre-teach selected	Provide sentence	Provide criteria for	Have ELL work with a	Provide feedback on
vocabulary; provide	structures that can be	writing cohesive	partner on writing the	initial drafts of report
bilingual dictionary or	used to show	paragraphs (main idea,	report.	and allow students to
online translation tool if	relationship of animal	supporting details);		make revisions based on
available.	characteristic to	share examples of model		final drafts.
	survival.	paragraphs.		

Grade 3: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Show increasing	Compare examples of	Adapt language choices,	Adapt language choices,
of some words learned	awareness of differences	the formal and informal	as appropriate, to formal	as appropriate, to formal
through conversations,	between informal,	use of English, and (at	and informal contexts,	and informal contexts,
reading, and being read	'playground speech' and	Grade 3) use an	and (at Grade 3) use a	and (at Grade 3), use a
to.	language appropriate to	increasing number of	wider range of general	wide variety of general
	the classroom; use some	general academic and	academic and content-	and content-specific
	words learned through	content-specific words	specific words in	academic words and
	conversations, reading,	in conversations and	conversations and	phrases in conversations
	and being read to.	discussions.	discussions.	or in short written texts.

Sample Content-based Participation Goals - Science

Lesson Vignette

Students design a plan to reduce or recycle waste in the school. Students will orally present the plan to the principal and to younger students.

Source: Ohio's New Learning Standards - Science, page 76 <a href="http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science

Level 1	Level 2	Level 3	Level 4	Level 5
Show understanding of	Write then deliver	Choose formal English	Take an active part in	Actively participate in
words such as "recycle,	formal practiced	and content-specific	preparing the	writing the plan for the
reuse, waste" by	sentences to explain a	words (e.g., waste,	presentation for the	principal and orally
illustrating the words.	step in the plan to the	recycle, compost) in	principal and be part of	presenting the plan.
Use learned phrases to	principal. (E.g., "Place	writing, then orally, to	delivering the	Then actively participate
introduce the plan to the	a recycle container in	explain the steps to the	presentation. Then adapt	in writing a plan for
principal.	each classroom.") Then	principal with a	the presentation to suit	Kindergartners and
(E.g., "This is our plan	explain the same step to	moderate degree of	younger students,	orally presenting it,
to recycle in our	a Kindergarten	accuracy. Then explain	making conscious word	using appropriate
school.")	classroom. (E.g., "Put	to Kindergarten students	choices for the audience.	sentence structure and
	used paper in this bin.")	how to use the recycle		academic vocabulary.
		bin using less formal		
		English.		
	Sample to	eaching strategies and	l supports	I
Provide list of key	Guide students on	Have ELL work with a	Provide opportunities	Provide feedback on
words for students to	creating a chart to sort	partner to create written	for students to practice	initial drafts of proposal
note when listening to	words into categories	notes to use for	giving presentations in	and allow students to
information about	appropriate for	presenting information	small group settings.	make revisions for final
recycling.	presenting information	to principal and to		draft.
	to different audience	kindergarten students.		
	(principal vs.			
	kindergarten student).			

Grade 4: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Recall information from	Recall information from	Recall information from	Recall information from	Recall information from
experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather
information from a few	information from	information from print	information from print	information from print
provided sources, and	provided sources, and	and digital sources to	and digital sources to	and digital sources;
label some key	record some	answer a question; and	answer a question;	summarize key ideas
information.	information.	identify key information	record information in	and information in
		in orderly notes.	organized notes, with	detailed and orderly
			charts, tables, or other	notes, with graphics as
			graphics, as appropriate;	appropriate; and provide
			and provide a list of	a list of sources.
			sources.	

Sample Content-based Participation Goals – Science Lesson Vignette

Students conduct independent research into fossils taking orderly notes using charts, tables, etc., using print and digital sources e.g. http://www.ucmp.berkeley.edu/education/explorations/tours/geotime/gtpage5.html

Source: Oho New Learning Standards – Science – 4th grade, p.106 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Label pictures of fossils	Gather 2-3 facts about	Gather 4-6 facts about	Gather multiple facts	Gather multiple facts
from a simple text or	fossils from simple texts	fossils from text and	about fossils from text	about fossils from text
with bilingual or	and websites and record	digital sources and	and digital sources, then	and digital sources, and
translation support (if	the information with	present the information	record the research and	then summarize the
available), or with other	words and pictures in a	in a chart or in a science	sources in graphic form	research in charts adding
assistance from	science notebook, with	notebook with some	either in print or on a	a list of sources in
teacher/peer.	translation and/or	help from the teacher.	computer.	graphic form either in
	bilingual help (if			print or on computer.
	available).			
	C1		1	
	Sample in	structional strategies an	a supports	
Provide bilingual	Have ELL work with a	Have ELL work with	Provide feedback on	Provide criteria of a
dictionary or online	partner on this task.	two or three partners on	initial drafts and allow	well-written summary of
translation tool if		creating a chart with	students to make	research findings that
available, or pre-teach		information about	revisions.	students can use as self-
key vocabulary		fossils.		evaluation.

Grade 4: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the	Adapt language choices	Adapt language choices	Adapt language choices	Adapt language choices
meaning of some	to different social and	according to purpose, task,	and style (includes	and style according to
words learned	academic contents, with	and audience, with	register) according to	purpose, task, and
through	emerging control, and	developing control, and	purpose, task, and	audience,
conversations,	use some words learned	use an increasing number	audience, with increasing	and use a wide variety of
reading, and being	through conversations,	of general academic and	ease, and use a wider	general academic and
read to.	reading, and being read	content-specific words,	range of general academic	content-specific words
	to.	phrases, and expressions	and content-specific words	and phrases in speech
		in conversation,	and phrases in speech and	and writing.
		discussions, and short	writing.	
		written text.		

Sample Content-based Participation Goals – Science Lesson Vignette

After investigating what happens to the total amount of mass/weight during many types of changes (e.g., ice melting, salt dissolving, paper tearing, candle burning, Alka-Seltzer® in water), small groups discuss their findings using appropriate informal language, then present an oral report discussing their findings using formal academic language.

Source: Ohio New Learning Standards - Science PS Matter and Forms of Energy, p. 106 and ELA SL 4.4 and 4.6 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5			
Participate in the	Participate in the science	Participate in the	Participate in the	Participate fully in the			
science	experiment and in the	experiment and in the	experiment and the small	experiment and the small			
experiment. Then	small group discussion in	small group discussion	group discussion using	group discussion using			
use a learned and	a limited way.	using informal language.	informal language. Then	informal language.			
practiced phrase to	Contribute ideas towards	Then contribute 3-4	take an active part in the	Contribute to the oral			
introduce the topic	the oral report. Then use	sentences containing	group preparation of the	report on the experiment			
during an oral	2-3 memorized sentences	content- specific words	oral report, choosing	using grade appropriate			
report. E.g., "We	containing some	like "weight, dissolve,	specific language and	academic vocabulary and			
put salt in water."	academic language about	solution" using formal	formal sentence structure	formal register adding			
	the experiment during an	sentence structure with	to describe the experiment	specific details. Then			
	oral report. E.g., "We	some assistance from the	referring to the scientific	take an active part in			
	mixed the salt and water.	teacher. Take part in	method with minimal	delivering the oral report,			
	The salt dissolved in the	presenting the oral report,	assistance from the	speaking clearly.			
	water."	using formal language.	teacher. Take part in				
			presenting the oral report				
			using formal language.				
			_				
	Sample instructional strategies and supports						
Provide sentence	In large group setting,	Provide list of academic	Have students self-	Provide criteria of a well-			
structures that	have students share their	terms that would be	evaluate their participation	written report of science			
students can use to	findings and write them	appropriate for reporting	in the small group	experiment that students			
describe findings.	down in computer. Then	results of scientific	discussion.	can use as self-			
	give written copies to	experiments.		evaluation.			
	students.						

Grade 4: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a	Recognize and use	Use some relative	Use relative pronouns	Use relative pronouns
small number of	some frequently	pronouns (e.g., who,	(e.g., who, whom,	(e.g., who, whom, which,
frequently occurring	occurring nouns,	whom, which, that),	which, that), relative	that), relative adverbs
nouns, noun phrases, and	pronouns, verbs,	relative adverbs (e.g.,	adverbs (e.g., where,	(e.g., where, when, why),
verbs; and understand	prepositions, adjectives,	where, when, why), and	when, why),	prepositional phrases,
and respond to simple	adverbs, and	prepositional phrases;	subordinating	subordinating
questions with support	conjunctions; and	produce and expand	conjunctions, and	conjunctions, and the
(including context and	produce simple	simple and compound	prepositional phrases;	progressive and perfect
visual aids).	sentences in response to	sentences, with support	and produce and	verb tenses; and produce
	prompts, with support	(including modeled	expand simple,	and expand simple,
	(including visual aids	sentences).	compound, and a few	compound, and complex
	and modeled		complex sentences.	sentences.
	sentences).			

Sample Content-based Participation Goals – Science Lesson Vignette

As part of a unit on landforms, students will create a slideshow (e.g., Power Point or Keynote) consisting of visuals, text, and narration about an assigned landform. Students will use the slide show to explain features, formation and examples of the landform to the class.

Source: Ohio's New Learning Standards - Science ES Earth's Surface, p. 106 and ELA SL 4.5 http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 1	Level	2	Lev	vel 3	Le	evel 4	Level 5
Pair the level one	Pair the level two		Ind	ividually or with a	Individually or with a		Independently
student with a native	students with a native		par	tner, create multiple	partner, create a		prepare a slide show
speaker or a more	speaker	or more	slid	es about a landform	sli	deshow with at least	about a landform.
proficient ELL. Level	proficie	ent ELL. Level	usir	ng pictures with simple	10	written and narrated	Use grade
one student will	two stu	dents will	wri	tten and narrated	sei	ntences, using relative	appropriate spoken
collaborate to create one or two slides with a		rate to create slides about the		tences including relative nouns and adverbs,		onouns and adverbs, bordinating	and written language in the narrated
title, pictures and	landfor	m using pictures	pre	positional phrases and	co	njunctions, and/or	slideshow showing
words. Level one	with sin	nple written and	con	npound sentences. For	pre	epositional phrases	use of perfect verb
student will use simple	narrate	d sentences. For	exa	mple, A plateau is an	us	ing some compound	tense in compound
practiced sentences (for	exampl	e, A lake is water	area of high level ground. ar		an	d complex sentences.	and complex
example, This is an	surroui	ided by land. The	The	Tibetan plateau is the	Fo	or example, Land that	sentences. For
island.) to help present	largest	lake in the U.S.	larg	gest plateau in the	is	surrounded on three	example, Mt. Etna
the slide show to the	is Lake	Superior. The	woi	rld. Some assistance	sic	des is a peninsula.	has erupted many
class.	student	will help present	froi	n the teacher may be	Th	nen present the slide	times. Then present
	the slide show to the		needed. Then present the		sh	show to the class.	the slide show to the
class.		slide show to the class.				class.	
		Sample ins	truc	tional strategies and s	upp	oorts	
Pre-teach key vocabulary	and	Provide examples	of	Provide examples of		Provide	Provide feedback on
provide descriptive sentence		descriptive sentence	ces	descriptive writing that		opportunities for	drafts of report, and
structures. Provide bilingual		pertaining to differ	rent	illustrate the use of		peer review and	provide opportunity
dictionary or online translation		landforms.		relative pronouns, advert	bs	feedback on draft	to make revisions for
tool if available and appropriate.				and prepositional phrases	s.	reports.	final draft.

Grade 5: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Recall information from	Recall information from	Recall information from	Recall information from	Recall information from
experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather	experience and/or gather
information from a few	information from	information from print	information from print	information from print
provided sources, and	provided sources, and	and digital sources to	and digital sources to	and digital sources;
label some key	record some	answer a question; and	answer a question;	summarize key ideas
information.	information.	identify key information	record information in	and information in
		in orderly notes.	organized notes, with	detailed and orderly
			charts, tables, or other	notes, with graphics as
			graphics, as appropriate;	appropriate; and provide
			and provide a list of	a list of sources.
			sources.	

Sample Content-based Participation Goals – Science Lesson Vignette

Students conduct independent research into ecosystems explaining ways that humans can improve the health of ecosystems (e.g. recycling waste, establishing rain gardens, planting native species) using print and digital sources and taking orderly notes using charts, tables, etc.

Source: Ohio New Learning Standards - Science, p. 132

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Label picture of an	Gather 3 - 4 facts about	Gather at least 4-6 facts	Gather multiple facts	Gather multiple facts
ecosystem (e.g. forest,	the chosen ecosystem	about the ecosystem	about the ecosystem	about the ecosystem
desert, ocean) using a	from simple texts and	from text and digital	from text and digital	from text and digital
picture dictionary.	websites; then record the	sources. Present the	sources. Record the	sources. Summarize the
With bilingual or	information with words	information in a chart or	research and sources in	research neatly in charts
translation support (if	and pictures in a science	in a science notebook	graphic form either in	adding a list of sources
available), show	notebook, using charts,	with some help from the	print or on a computer to	in graphic form either in
understanding of one	with translation and/or	teacher to determine key	answer the question:	print or on a computer.
way to help the	bilingual help (if	information. Give at	"How can humans	Provide 2 - 3 ideas on
environment (e.g.,	available). Draw or	least one idea about how	improve this	ways to improve the
recycling) by drawing a	write one way to protect	to protect this	ecosystem?" Provide 1 -	ecosystem.
picture.	this ecosystem.	ecosystem.	2 ideas on ways to	
			improve the ecosystem.	
	Sample in	structional strategies an	d supports	
	Sample in	structional strategies an	u supports	
Provide bilingual	Have ELL work with a	Have ELL work with	Provide feedback on	Provide criteria of a
dictionary or online	partner on this task.	two or three partners on	initial drafts and allow	well-written summary of
translation tool if		creating a chart with	students to make	research findings that
available, or pre-teach		information about ways	revisions.	students can use as self-
key vocabulary.		to improve the		evaluation.
		ecosystem.		

Grade 5: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Adapt language choices	Adapt language choices	Adapt language choices	Adapt language choices
of some words learned	to different social and	according to purpose,	and style (includes	and style according to
through conversations,	academic contents, with	task, and audience, with	register) according to	purpose, task, and
reading, and being read	emerging control, and	developing control, and	purpose, task, and	audience,
to.	use some words learned	use an increasing	audience, with	and use a wide variety
	through conversations,	number of general	increasing ease, and use	of general academic and
	reading, and being read	academic and content-	a wider range of general	content-specific words
	to.	specific words, phrases,	academic and content-	and phrases in speech
		and expressions in	specific words and	and writing.
		conversation,	phrases in speech and	
		discussions, and short	writing.	
		written text.		

Sample Content-based Participation Goals – Science Lesson Vignette

Solar energy collection is most effective in areas that receive direct sunlight for long periods of time. In small groups students will research specific locations on Earth and how much direct sunlight they receive. Working in small groups, students evaluate the data and make a recommendation as to where to locate a solar energy facility. Share and defend the recommendation with the class.

Source: Ohio New Learning Standards – Science, Solar Energy - and Ohio English Language Arts Model Curriculum SL 5.4 and 5.6) http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5			
With bilingual or	Use informal language	Use informal language	Use informal language	Use informal language			
translation support (if	in group discussion of	in group discussion of	in group discussion of	during the group			
available) to understand	the project, then some	the project. Then	the topic. Choose	discussion. State and			
the topic, show	memorized phrases to	contribute 4 - 6	specific vocabulary and	defend the group's			
understanding of some	say 2-3 sentences	sentences to the	formal sentence	recommendation using			
key words such as "sun,	containing some	recommendation report,	structure to present the	grade appropriate			
solar, energy" by	academic language	containing content-	recommendation with	academic vocabulary			
creating a bilingual	about the topic during an	specific words like	minimal assistance from	and formal register			
word list. Use a learned	oral report. E.g.:	"solar energy, generate,	the teacher.	adding specific details			
and practiced phrase to	"Phoenix receives 3,872	facility, location" using		and speaking clearly.			
introduce the topic	hours of direct sunlight	formal sentence					
during an oral report.	each year."	structure with some					
E.g., "It is sunny in		assistance from the					
California."		teacher and peers.					
	Sample ins	structional strategies an					
Provide sentence	In large group setting,	Provide list of academic	Have students self-	Provide criteria of a			
structures that students	have students share key	terms that would be	evaluate their	well-written and orally-			
can use to describe key	concepts and write them	appropriate for reporting	participation in the small	presented report that			
concepts	down in computer. Then	key concepts in	group discussion.	students can use as self-			
	give written copies to students.	informational text.		evaluation.			

Grade 6: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short	Participate in short	Participate in	Participate in	Participate in extended
conversational and	conversational and	conversations,	conversations,	conversations,
written exchanges on	written exchanges on	discussions, and written	discussions, and written	discussions, and written
familiar topics,	familiar topics and texts,	exchanges on familiar	exchanges about a	exchanges about a
presenting simple	presenting information	topics and texts; building	variety of topics, texts,	variety of topics, texts,
information and	and ideas and responding	on the ideas of others	and issues; building on	and issues; building on
responding to simple	to simple questions and	and express his or her	the ideas of others and	the ideas of others and
questions and some wh-	wh- questions.	own; asking and	expressing his or her	expressing his or her
questions.		answering relevant	own; asking and	own clearly; posing and
		questions; and adding	answering relevant	responding to relevant
		relevant information.	questions; adding	questions; adding
			relevant information and	relevant and specific
			evidence; and	evidence; and
			paraphrasing the key	summarizing and
			ideas expressed.	reflecting on the key
		A		ideas expressed.

Sample Content-based Participation Goals- Science Lesson Vignette

Science Content Statement: Matter and Motion: Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion (page 190).

Conservation of mass is a concept related to matter in grade six physical science. Using a scale, the students in groups of two and three will weigh an empty one-cup measuring cup recording their measurements on a measurement worksheet. Then they will fill the cup with ½ cup salt, weigh it, and record the measurement. Next they will set the salt aside carefully in the bowl. On the worksheet they will find the weight of just the salt. Next they will add ¾ cup of water to the empty cup and weigh it. Do not empty the water out of the cup. Again they will calculate and record the weight of the water. Then students will add the weight of the water, salt and the empty cup on their worksheet. Now students will add the salt to the water that is in the cup, carefully stir it, and watch it dissolve. Then students will predict the weight with their partners and share out their response. Finally students will weigh the solution that they made, concluding that the weight was the same. Students will prove Conservation of Mass or that mass of substances that you combine in a physical or chemical reaction will be the same as the mass of the substance you end up with. Students will be able to verbalize this principle in their own words.

Sources: Ohio Science Standards, Grade Six,

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx}$

Science Unit Studies for Homeschoolers and Teachers, Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5	
In a small group of three					
students listen to	student listens to	students listen to	students listen to	students listen to	
introduction of					
measurement	measurement	measurement	measurement	measurement	
vocabulary: equals,					

measurement, metric measurement, metric measurement, metric measurement, metric measurement, metric scale, cup, weigh, weight, record, stir, grams, and mass. Answer "wh" questions Answer "wh" questions Ask and answer relevant Ask and answer relevant Ask and answer relevant pertaining to the pertaining to the questions pertaining to questions pertaining to questions pertaining to materials needed in this materials needed in this the materials used in the the materials used in the the materials used in the lesson. Assist in lesson. Assist in lesson. Predict the lesson. Describe the lesson. Describe the measuring the materials measuring the materials outcome and exchange process and the mixture process and the mixture and, with support of and, with support of ideas within the group. of the salt water using of the salt water using Record the outcome in teacher and group, teacher and group, words such as dissolve words such as dissolve records results. records results. Finish his/her own words of 2-3 and solution. Predict the and solution. Predict the Completes this framed this sentence: Mass of sentences. outcome and exchanges outcome and exchange ideas within the group. ideas within the group. sentence: _____equals what goes in _ Record the outcome in weight. (is less than, is greater Record the outcome in than, or is equal to) the his/her own words. his/her own words. mass of what comes out. Sample instructional strategies and supports If available, use Provide examples of Provide sentence Model using transition Provide feedback on illustrations or concrete question structures and structures for indicating phrases to add ideas to initial drafts of report objects when introducing model how to ask for prediction of experiment statements in a group and allow students to clarification when outcomes. discussion (e.g., make revisions for final Provide bilingual encountering an "Another example is dictionary or online unknown word in an oral Model sharing ...") translation tool if presentation or text. information and asking available to assist with questions during a group

discussion.

comprehension.

Grade 6: Standard 3

An ELL can speak and write about grade appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral
information about familiar	presentations and	presentations and	presentations and	presentations and
texts, topics and experiences.	compose written	compose written	compose written	compose written
	narrative or	narratives or	narratives or	narratives or
	informational texts	informational texts about	informational texts about	informational texts
	about familiar texts,	familiar texts, topics and	a variety of texts, topics	about a variety of
	topics, experiences or	experiences, developed	and experiences,	texts, topics and
	events.	with some details.	developed with some	experiences,
			specific details.	developed with
				relevant details, ideas
				or information.

Sample Content-based Participation Goals – Science Lesson Vignette

Science Content Statement: Rocks, minerals and soils have common and practical uses.

Students research different uses of minerals, soil and rock within the community and within Ohio. They represent findings graphically and discuss/present to the class.

Source: Ohio Science Standards, Grade six

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science/Science Standards.pdf.aspx}$

Level 1	Level 2	Level 3	Level 4	Level 5	
Focus on comprehension	Using pictures and/or	Write and present a	Write a narrative of	Write a two-page	
vocabulary, useful words,	visual aids including maps	five- sentence	several paragraphs about	report with developed	
and specific academic	or graphs of the minerals,	paragraph about the	the uses for different	details on the results	
words. Work in a small	soil and rocks in Ohio,	different types of	soils in Ohio.	of their experiment	
group of three or in pairs	give a five-sentence	minerals, rocks and	Includes a visual of the	and present to the	
and completes framed	explanation to compare	soils found within the	Ohio soils and their uses.	class with a video that	
sentences (Example: "This	and contrast two different	community. Produce a	Present the report and the	they create.	
rock is") and	minerals, soils, and rocks	graph as a supportive	visual to the class. If		
graphic prompts (pictures,	(i.e. physical, chemical	graphic organizer.	possible, use blended		
visual aids, or actual rocks),	characteristics and uses).		learning and presents this		
Provide simple explanation,	For example, provide a		report using technology.		
based on group work, about	narrative between sandy				
the minerals, soil, minerals	and clay soil using a				
and rocks within Ohio as	visual for support.				
part of a group					
presentation.					
Sample instructional strategies and supports					
Pre-teach selected vocabulary	Have students work	Demonstrate how to	Provide students the	Provide criteria of a	
using illustrations and photos	with partners.	produce a graph to	opportunity practice	well-written report	
from the Internet; provide		support written	sharing reports in small	that students can use	
bilingual dictionary or online	i	information.	groups.	for self evaluation.	
translation tool if available.					

Grade 6: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about	Construct a claim about	Construct a claim about	Construct a claim about	Construct a claim about
familiar topics.	familiar topics and give a	a familiar topic:	a variety of topics:	a variety of topics:
	reason to support the	introduce the topic and	introduce the topic,	introduce the topic,
	claim.	provide several	provide sufficient	provide compelling and
		supporting reasons or	reasons or facts to	logically ordered reasons
		facts in a logical order,	support the claim, and	or facts that effectively
		and provide a concluding	provide a concluding	support the claim, and
		statement.	statement.	provide a concluding
				statement.

Sample Content-based Participation Goals – Science Lesson Vignette

Science Content Statement: Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion (page 190).

Concepts related to states of matter; changes in materials are investigated including solid-liquid phase changes. Teacher posts/ discusses learning objective and tells students that the temperature at which a substance changes from a solid to a liquid is called its melting point. Teacher may need to explain the multiple meanings of state and point. Ask students whether this is a chemical or physical change (it is a physical property because even though it is changing state of matter going from a solid state to a liquid state, it is not changing its molecular structure). Elicit opinions and discussion. Once the melting point is reached, the substance will stay at the temperature until all of it has turned into liquid. Teacher asks students what the freezing point is or the temperature that a liquid turns into a solid state. Discuss whether freezing is a chemical or physical change eliciting opinions and discussion. Freezing is also a physical change and in Celsius is zero degrees. Then in groups of three, give students a glass half filled with water adding enough crushed ice to fill the glass about 1½ inches from the top. Place a Celsius thermometer in the glass and immediately record (every 12 minutes) the temperature on a graph that has the vertical axis labeled degrees Celsius and the horizontal axis labeled Time in minutes. The melting point is the point where the temperature stays the same until all the ice has melted. Have groups share out findings of the melting point using the graph and a written response. Providing all the thermometers are accurate the melting point would be 0 degrees.

Sources: Ohio Science Standards, Grade Six

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Science Unit Studies for Homeschoolers and Teachers, Susan Kilbride, iUniverse, Inc.

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate
understanding of the				
relationship of freezing				
and melting points along				
with the vocabulary:				
Celsius, freezing, state,				
melting point,				
temperature, physical				
change, chemical				
change, and solid, liquid.				
Give an opinion whether				
melting is a chemical or				

physical change using a physical change, with physical change giving, physical change, giving physical change, giving framed sentence: reasoning. "I think reasoning. "I think reasoning. "I think reasoning. "I think Melting is a melting is a physical or change. chemical change chemical change chemical change chemical change Work in a group of three because...." Work in a because.... "Work in a because...." Work in a because.... Work in a and plots the change in group of three and plot temperature on his/her the change in the change in the change in the change in graph. Calculate within temperature on his/her temperature on his/her temperature on his/her temperature on his/her the group the melting graph. Calculate within graph. Calculate within graph. Calculate within graph. Calculate within point, and respond orally the group the melting the group the melting the group the melting the group the melting in a simple sentence, point, and respond orally point, and respond orally point, and respond orally point, and respond orally "The melting point is 0 in a simple sentence, and in a three to five and in a three- five and in a three- five degrees" or in a written "The melting point is 0 sentence paragraph the sentence paragraph the sentence paragraph the framed sentence, "The degrees" or in a written process in logical order, process, graphing results process, graphing results point is 0 framed sentence, "The results of the experiment, in logical order, and the in logical order, and the degrees. point is 0 and at least two-three results of the experiment. results of the experiment. degrees. reasons to support. Provide a conclusion Provide a conclusion statement about the statement about the melting point with at melting point with at least three sufficient least three to four reasons of support. reasons of support. Sample instructional strategies and supports Pre-teach selected Model both oral and Provide criteria for Provide criteria for Provide feedback on vocabulary using written statements writing cohesive writing cohesive students' written work to expressing opinions with illustrations and photos paragraphs (main idea, paragraphs (main idea, assist with improvements supporting details); share from the Internet; supporting details); share for final report. reasons. provide bilingual examples of model examples of model dictionary or online paragraphs. paragraphs. translation tool if available. Provide sample sentence structures to express opinions ("I believe that..."; "my opinion is

that").

Grade 7: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author	Identify the main	Explain the argument an	Analyze the argument	Analyze and evaluate the
or a speaker makes.	argument and one reason	author or a speaker	and specific claims in	argument and specific
	an author or a speaker	makes and distinguish	texts or speech,	claims in texts or
	gives to support the	between claims that are	determining whether the	speech/presentations,
	argument.	supported by reasons and	evidence is sufficient to	determining whether the
		evidence from those that	support the claims, and	reasoning is sound and
		are not.	cite textual evidence to	the evidence is relevant
			support the analysis.	and sufficient to support
				the claims; and cite
				textual evidence to
				support the analysis.

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Content Standards Statement: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and biotic factors (page 221).

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Teacher posts the learning objective on the smart board: Students will discuss changes in our ecosystem, succession in pond water, and define the science term succession in our ecosystem. Teacher scaffolds understanding with the visuals demonstrating changes in the ecosystem. Vocabulary is posted and discussed to check for understanding: ecosystem, succession, man-made changes and natural changes. First teacher will check for prior knowledge by distributing or posting pictures of old barns that are in bad repair, land that has been abandoned, old homes damaged by flood or fire, forests that have been cut down or burned, generating discussion about these pictures. "If this land where our school is located were left for a hundred years, what do you think would happen?" "What kinds of natural changes in our ecosystem have you noticed?" Teacher opens up discussion and listens to opinions. Teacher will prepare students for the pond water experiment. Students will be in groups of four with a tall jar with lid, dried pond vegetation, distilled water, pH paper, microscopes, microscope slides, coverslips and droppers. (Teacher will need to prepare the plant materials a week ahead of time so that the dried plant material will reveal small microorganisms, algae, amoeba and other organisms appear.) In groups of four students will place dried plants into the clean jar and fill it with the distilled water, testing the acidity with the pH paper. Record the acidity on Day 1 in your Science Journal, continuing to check and record in your journal acidity every day for the next five days. After recording this on Day 1 place the jar in a light window with constant temperature. Continue checking daily, adding water if there is any evaporation. Observe color, cloudiness, odor and layers that may be settling. On the first day that you observe a change use your pH paper and record the results. With the dropper take a sample of the water, placing it under the coverslip and observe this under your microscope. Repeat this, taking the sample from the middle of the water. Repeat this over the five days. In your journals respond to these questions:

- 1. How many different kinds of organisms did you see?
- 2. Did you observe any changes in the kinds of organisms over the 5 day period?
- **3.** Where did the organisms come from?
- 4. How can you explain the changes that you saw?
- 5. Would you expect all pond water samples to be the same? Why or why not?

https://www.teachingchannel.org/videos/middle-school-biology-lesson

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to the introduction				
to the lesson, focusing	to the lesson, focusing on			
on content vocabulary.	on content vocabulary.	on content vocabulary.	on content vocabulary.	content vocabulary.

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and teacher made sentence frames. Actively engage in the hands-on activity with his/her group. Use framed sentences in order to complete the journal questions; for example, "I saw kinds of organisms."

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to the changes that he/she observed and why the changes occurred.

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and gives reasons, man-made or natural, for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to the changes that he/she observed and why the changes occurred.

Listen to the class discussion, getting the gist that natural and man-made changes are taking place in our ecosystem. Respond to changes in our ecosystem and cites evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Responds to and analyzes the changes. Cite specific observations from the experiment that he/she observed and why the changes occurred.

Listen to the class discussion, getting the gist that natural and manmade changes are taking place in our ecosystem. Respond to changes in our ecosystem and cite evidence, man-made or natural as to the reason for the changes. Work with the group of four responding in his/her Science Journal with the support of group members and the teacher. Actively engage in the hands-on activity with his/her group. Respond to and analyzes the changes that he/she observed and why the changes occurred. He/ She will also be able to cite specific observations from the experiment that he/she observed and why the changes occurred.

Sample instructional strategies and supports

Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available

Provide list of key words for students to note when listening to the lesson introduction. Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if available

Provide list of key words for students to note when listening to the lesson introduction.

Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples. Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples.

Provide rubric students can use to analyze arguments and supporting reasons. Discuss the difference between claims without supporting evidence and claims with supporting evidence. Have students give examples of each.

Provide rubric students can use to analyze arguments and supporting reasons. Lead discussion on the soundness of evidence gained from the experiment and observations to support certain claims about changes in the environment.

Grade 7: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Adapt language choices	Adapt language choices	Adapt language choices	Adapt language choices
of some words learned	according to task and	and style according to	and style according to	and style according to
through conversations,	audience with emerging	purpose, task, and	purpose, task, and	purpose, task, and
reading, and being read	control, and begin to use	audience, with	audience, with	audience, with ease; use
to.	frequently occurring	developing ease; use an	increasing ease; use a	a wide variety of
	general academic and	increasing number of	wider range of general	complex general
	content-specific words	general academic and	academic and content-	academic and content-
	and phrases in	content-specific words	specific academic words	specific academic words
	conversations and	and phrases in speech	and phrases, and	to express ideas
	discussions.	and short written texts,	maintain consistency in	precisely, and maintain
		and show developing	style and tone	an appropriate and
		control of style and tone	throughout most of oral	consistent style and tone
		in oral or written text.	or written text.	throughout an oral or
				written text.

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Content Statement: The properties of matter are determined by the arrangement of atoms (page 225). http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Tell students that scientists have found all different kinds of atoms in the world and have written them down in what we call the Periodic Table of Elements and the elements are the names for the different types of atoms. Discuss the elements found on the Periodic Chart. Everything in the world is made of atoms, even themselves. Post large chart of the Periodic Table. Tell students that all materials have characteristics or properties and that there are two main types of properties of matter: physical and chemical.

Physical properties are those that that can be seen without actually changing the molecules of the substance, model examples (color, texture, taste, states of matter, smell, shape) and elicit discussion. Chemical properties of matter are those that actually change the chemical make-up of the matter; the molecules actually change themselves. Divide class into groups of three each with a microscope and each group with items such as sugar, milk, pepper, corn starch, cocoa, sand paper, baking soda, wood, tin foil, paperclip, and so on. Have students write down as many physical properties of these items as possible along with the state of matter that each item is. Have each group share out their findings.

Science Unit Studies for Homeschoolers and Teachers, http://funtasticunitstudies.com/science-unit-studies-book/ Susan Kilbride, iUniverse, Inc.

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Listen to discussion of				
vocabulary: properties,				
Periodic Table of				
Elements, physical				
properties, chemical				
properties, solid, liquid,				
and gas. Listen as other				
students discuss familiar				
elements and their states				
such as oxygen, iron, and				
hydrogen posted on the				
Periodic Table.	Periodic Table.	Periodic Table.	Periodic Table. Actively	Periodic Table. Actively

Participate in the small group work by listening to group members list as many physical properties	Participate in the small group work by listening to group members list as many physical properties	Participate in the small group's work listening to group members list as many physical properties	participate in listing as many physical properties as possible for each item. Describe items orally	participate in the small group's work listing as many physical properties as possible for each item.
as possible for each item that they have. Describe one item when given a framed sentence. "The	as possible for each item that they have. Orally describe several items using color, texture, state	as possible for each item. Describe items orally and in short written texts. Take part in the	and in written texts. Take part in the group's oral presentation.	Describe items precisely both in oral and written text. Use precise language when
paperclip is a"	of matter, etc.	oral presentation.		expressing physical properties in the group's presentation.
	Sample in	structional strategies and	d supports	
Pre-teach selected	Pre-teach selected	Discuss the difference	Discuss the difference	Provide criteria of a
vocabulary; provide	vocabulary; provide	between informal	between informal	well-written description
bilingual dictionary or	bilingual dictionary or	language and formal	language and formal	of scientific properties
online translation tool if	online translation tool if	language for science.	language for science.	that student can use for
available.	available.			self-evaluation.
B 11 11 11 11	D 11 11 . 61 . 1	Model describing	Model describing	
Provide list of key words	Provide list of key words	elements with	elements with	
for students to note when listening to the discussion of periodic table.	for students to note when listening to the discussion of periodic table. Discuss the difference between informal language and formal language for science.	appropriate vocabulary.	appropriate vocabulary.	
	Model describing elements with appropriate vocabulary.			

Grade 7: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	Use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including	Use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases,	Use an increasing number of intensive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing	Use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and
	visual aids and sentences).	and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	produce and expand simple, compound, and complex sentences.

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Standards Content Statement: Matter is transferred continuously between organism to another organism and between organisms and their physical environments (page 218).

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

This lesson focuses on understanding and comparing *photosynthesis* and *respiration*. Ask students what plants need in the process of photosynthesis: carbon dioxide, water and sunlight. Post vocabulary with oral explanations: chlorophyll, chloroplasts, photosynthesis, and cellular respiration. Refer to four bean plants that students have planted (a week or so ago) in identical pots with the same amount of soil; two pots in a place with little or no sun and the other two in sunny spots, all with the same amount of water. Students in groups of three will observe/record (in sentence form) differences in growth and color and conclude that plants need sunlight for photosynthesis. Teacher will write the photosynthesis formula on the smart board:

6CO2+6H2O+light energy= C6H1206+6O2 eliciting from the class what each part of the equation represents (carbon dioxide, water, sugar molecule and oxygen). Teacher then describes (with a visual) how the roots take in six molecules of water and using chlorophyll in the leaves takes in light energy to produce one sugar molecule and six oxygen molecules. Teacher will post the following formula on the smart board:

C6H12O6+6O2=6O2+6H2O+energy and elicit from students their observations (same molecules as photosynthesis; molecules are just on the opposite side of the equation). Teacher will then label this chemical equation *cellular respiration*. Ask students what they see that plants give off along with oxygen. Using photosynthesis, plants take in energy from the sun to make the sugar molecules using respiration that releases the energy it needs. One way to think of it is that photosynthesis is when plants make sugar and respiration is when plants "eat" the sugar. Teacher further explains cellular respiration. Students in groups of three will distinguish between the *photosynthesis* and *cellular respiration* by creating a chart.

<u>Science Unit Studies for Homeschoolers and Teachers, http://funtasticunitstudies.com/science-unit-studies-book/</u> Susan Kilbride, iUniverse, Inc.

Grade 8: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from	Gather information from	Gather information from	Gather information from	Gather information from
a few provided sources	provided sources and	multiple provided print	multiple print and digital	multiple print and digital
and label collected	record some data and	and digital sources and	sources, using search	sources, using search
information.	information.	summarize or paraphrase	terms effectively; quote	terms effectively; and (at
		observations, ideas, and	or paraphrase the data	Grade 8) evaluate the
		information, with labeled	and conclusions of	credibility of each
		illustrations, diagrams,	others, using charts,	source; quote or
		or other graphics, as	diagrams, or other	paraphrase the data and
		appropriate, and cite	graphics, as appropriate;	conclusions of others,
		sources.	and cite sources, using a	using charts, diagrams,
			standard format for	or other graphics, as
			citation.	appropriate; and cite
				sources, using a standard
				format for citation.

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Standards Content Statement: Forces have magnitude and direction. (Page 270.)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Teacher posts learning objective: Students will describe friction as a force that affects motion, know the difference between static friction and kinetic friction and explain why friction occurs. Teacher posts/ discusses vocabulary: friction, kinetic friction, static friction, and control, variable. In groups of three, students will perform experiments using a spring scale to drag ceramic coffee cups half-filled with pennies or similar objects (three trials for each) across the floor. Students in each group will cover the bottom of their coffee cup with various materials: poster board, glossy paper, glass, carpet, linoleum, metal, plastic, Styrofoam, sandpaper glued to heavy paper. Students will tape these materials to the bottom of their cup. The spring scale allows each group to measure the frictional force that exists between the moving cup and the floor surface. By changing the bottom surface of the cup students will find out what kinds of surfaces generate more or less friction. Prior to the experiments, teacher will point out to students that they must make sure that the tape does not affect the surface being tested and demonstrate how the spring scale will be used (horizontally) to measure the amount of force that it takes to drag the coffee cup across the floor. Teacher will articulate that the force indicated by the scale is equal to the amount of friction that is being generated by the different materials on the bottom of their cup, because it is the force that must be overcome in order to move the cup. Students in each group will record their data on a data sheet. As an assessment, students will complete the following:

- 1. Why did you slide the cup three times for each bottom surface of the cup? (consistent results)
- 2. In this experiment about friction, what is the control? (plain cup)
- 3. In this experiment about friction, what is the variable? (bottom surface of the cup)
- 4. Complete a K-W-L Chart about Friction.

https://www.teachengineering.org/

Level 1	Level 2	Level 3	Level 4	Level 5
Listen as teacher	Listen as teacher	Actively listen as teacher	Actively listen as teacher	Actively listen as teacher
introduces the learning	introduces the learning	introduces the learning	introduces the learning	introduces the learning
objective and	objective and	objective and	objective and	objective and
demonstrates the	demonstrates the	demonstrates the	demonstrates the	demonstrates the
meaning of the	meaning of the	meaning of the	meaning of the	meaning of the
vocabulary with regalia.	vocabulary with regalia.	vocabulary with regalia.	vocabulary with regalia.	vocabulary with regalia.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Assist in completing the group's data sheet. Using text and sources in the classroom complete one item under each column in the K-W-L chart.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute some of the data on the group's data sheet. Using text and sources in the classroom complete two ideas under each column in the K-W-L chart.

Engages with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom completes at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction.

Engage with others in the group of three to perform experiments with the coffee cups half-filled with pennies. Assist group in taping the cup. Actively watch as teacher models the experiment with the spring scale in a horizontal position. Contribute data on the group's data sheet. Using text and sources in the classroom student will be able to complete at least two ideas under each column in the K-W-L chart, using observations, graphics, or illustrations and citing the sources. Paraphrase or quote the data form the experiment and reach a conclusion regarding how types of materials (used as variables) affected friction. Extends learning by further exploring this topic on the internet.

Sample instructional strategies and supports

Lead discussion on the Pre-teach selected Pre-teach selected Provide model sentence Provide model sentence vocabulary using vocabulary using structures that can be structures that can be soundness of evidence illustrations and photos illustrations and photos used to describe used to describe gained from the scientific observations. scientific observations. from the Internet; from the Internet; experiment and provide bilingual provide bilingual observations to support dictionary or online dictionary or online certain claims friction. translation tool if translation tool if available. available. Provide list of key words Provide list of key words for students to note when for students to note when listening to the lesson listening to the lesson introduction. introduction. Demonstrate how to use Demonstrate how to use the KWL chart. the KWL chart.

Grade 8: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Recount a brief sequence	Recount a short	Recount a more detailed	Recount a complex
information about an	of events in order, and	sequence of events, with	sequence of events or	sequence of events or
event or topic, with	introduce an	a beginning, middle, and	steps in a process, with a	steps in a process, with a
support (including	informational topic,	an end, and introduce	beginning, middle, and	beginning, middle, and
context and visual aids)	present one or two facts	and develop an	an end, and introduce	an end, and introduce
using non-verbal	about it, and provide a	informational topic with	and develop an	and effectively develop
communication and,	concluding statement,	a few facts and details,	informational topic with	an informational topic
with limited control, a	with support (including	and provide a	facts and details, and	with facts and details,
narrow range of	sentences), using, with	conclusion, using, with	provide a concluding	and provide a concluding
vocabulary and	emerging control, some	developing control,	section or statement,	section or statement,
syntactically simple	commonly occurring	common transitional	using, with increasingly	using a wide variety of
sentences.	linking words (e.g., next,	words and phrases to	independent control, a	transitional words and
	because, and, also).	connect events, ideas,	variety of transitional	phrases to show logical
		and opinions (e.g., after	words and phrases to	relationships between
		a while, for example, in	connect events, ideas,	events and ideas.
		order to, as a result).	and opinions (e.g.,	
			however, on the other	
			hand, from that moment	
			on).	

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Content Standards Statement: Forces between objects act when the objects are in direct contact or when they are not touching. (Page 265.)

 $\underline{http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science} Standards.pdf.aspx$

Teacher will post learning objective: Students will understand that magnetic fields exist around magnetic objects attracting and repelling items that exert a magnetic field that can vary in strength. Teacher will post/discuss vocabulary (visual aids): attract, repel, magnetic force fields, horseshoe magnet, bar magnet, iron filings. Teacher will begin by asking students to discuss their experiences with magnets. Ask students to describe what magnets are and how they work; this discussion will assist the teacher in assessing students' prior knowledge of magnets and magnetism that will be helpful in guiding students to more scientific explanations. Pass out two bar magnets, one horseshoe magnet, iron filings, pieces of white paper, a plastic cup, safety goggles, and 3 sealable plastic bags to groups of three students. Each student will complete questions in his/her Science Journal. Teacher will post the following:

- 1. Place one bar magnet on your table and try to push it across the table with another magnet without touching it. Next try to pull one bar magnet across the table without touching it. How many combinations worked? Draw the ones that worked.
- 2. Put each magnet in a plastic bag; placing one magnet flat on the table. Then place the white paper on top of it. Sprinkle the filings on the paper above and around the magnet. Draw what you see in your journals. Carefully pour the filings into the plastic cup and set them aside.
- 3. Put the two bar magnets on the table with the ends about 2 cm apart. Place the white paper on top of the two magnets. Put on your goggles and sprinkle iron filings on the paper above and around the two magnets. Sketch what you see in your journals. The ends of the magnet are labeled N and S; look and write in your journals which two ends were facing each other. Repeat and record with the horseshoe magnet.
- 4. Compare the patterns of filings you saw with two of the same ends (S and S or N and N) near each other and the pattern with the two opposite ends (N and S) near each other.
- 5. Were the patterns and shapes formed by the iron filings the same no matter how many times you did the experiment?
- 6. What do you think caused the pattern?

Have students share their ideas and drawings, and explain that the pattern they saw was the outline of the magnetic field that is around every magnet. Around every magnet there is this invisible magnetic field that attracts items such as iron filings. These filings line up

with the field.

After students have completed and discussed their findings, refer students to Electromagnetism: History http://inventors.about.com/od/estartinventions/a/Electromagnets.htm

This will help them refine ideas about magnetism and assist them in expressing their ideas in a more scientific way.

Source: http://sciencenetlinks.com/lessons/exploring-magnetic-fields/

(hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Staten to responses others share about their prior knowledge of using magnets negage in the experiments with the group of three. Draw responses in his/her Science Journal. Science Journal. Science Journal. Science Journal. Science Journal. Science Journal wittiy using liking words such as then, maxt and becausse. Sample instructional strategies and supports Model how to use transitional words to connect sentences in describing events. (hands on) used in the experiment and posted as vocabulary. Student will vary regarding experiences with magnets. Shares about prior knowledge and prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each auttract. Science Journal. Share in the group what happened in each auttract. Sample instructional strategies and supports Model how to use transitional words to connect sentences in describing events. Science swith magnets. Shares about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as then, next, because, in order to, as a result. Sample instructional strategies and supports Sample instructional strategies and supports Sample instructional strategies and supports Provide list of key words for students to note when listening to information about magnets. Sample instructional strategies and supports Model how to use transitional words to connect sentences in describing events. Science fournal. Share in the group of three. Draw responses in his/her	Level 1	Level 2	Level 3	Level 4	Level 5
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vocabulary. Student will vary regarding experiences with magnets. Listen to responses others share about their prior knowledge of using magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each activity using liking words such as then, next, and because. Samplet and because. Provide list of key words for students to note when listening to information about magnets. Model how to use transitional words to connect sentences in describing events. Model how to use transitional words to connect sentences in describing events. Vocabulary. Student will vary regarding experiences with magnets. Share about prior knowledge and facts about magnets, recalling a brief sequence of events involving magnets. Actively engage in the experiments with the group of three. Draw responses in his/her Science Journal. Share in the group what happened in each thappened in each activity using liking words such as then, next, and because. Sample instructional strategies and supports Provide list of key words for students to note when listening to information about magnets. Model how to use transitional words to connect sentences in describing events. Model how to use transitional words to connect sentences in describing events. Model how to use transitional words to connect sentences in describing events.	(hands on) used in the	` '	` '		(hands on) used in the
vary regarding experiences with magnets. Listen to responses others share about prior knowledge of using magnets recalling a brief sequence of events involving magnets speriences with magnets share about prior knowledge and facts about magnets recalling a brief sequence of events involving magnets speriences with magnets share about prior knowledge and facts about magnets. Shares about prior knowledge and facts about magnets calling a brief sequence of events involving magnets. Shares about prior knowledge and facts about magnet	experiment and posted as	experiment and posted as		experiment and posted as	experiment and posted as
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listening to information about magnets. Issue in the information about magnets. In the in	for students to note when	<u> </u>			well-written description
about magnets. about magnets. describing events. describing events. describing events. describing events. can use for self evaluation during the writing process. Provide opportunities for students to practice explaining the magnet-related activities with a can use for self evaluation during the writing process.	listening to information				of events that students
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describing events. related activities with a related activities with a			_	-	
		describing events.	partner.	partner.	

Grade 8: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level	2	Level 3		Level 4	Level 5	
Recognize and us	e a	Use nouns,	pronouns,	Use 1	elative pronouns	Use an increasing	Use intensive pronouns
small number of		verbs, prepo	ositions,	(e.g.,	who, whom, which,	number of intensive	and verbs in the active
frequently occurr	ing	adjectives,	adverbs,	that).	, relative adverbs	pronouns (e.g., myself,	and passive voices; place
nouns, noun phras	ses, and	conjunction	is, and	(e.g.,	where, when, why),	ourselves) and verbs in	phrases and clauses
verbs, and unders	tand	preposition	al phrases,	subo	rdinating	the active and passive	within a sentence,
and respond to sin	nple	and produce	e simple and	conju	inctions, and	voices; place phrases and	recognizing and
questions.		compound	sentences,	prepo	ositional phrases,	clauses within a	correcting misplaced and
		with suppor	rt (including	and p	produce and expand	sentence, recognizing	dangling modifiers; and
		visual aids	and	simp	le, compound, and a	and correcting most	produce and expand
		sentences).		few c	complex sentences,	misplaced and dangling	simple, compound, and
				with	support (including	modifiers; and produce	complex sentences.
				mode	eled sentences).	and expand simple,	
						compound, and complex	
						sentences.	

Sample Content-based Participation Goals – Science Lesson Vignette

Ohio Science Standards Content Statement: The characteristics of an organism are a result of inherited traits received from parent(s). (Page 262.)

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Teacher will post the learning objectives (with visual of various organisms): There are two modes of reproduction; sexual and asexual. There are advantages to both sexual and asexual. Teacher will post/discuss relevant vocabulary: asexual, sexual, reproduce, organism, extinct, generation, advantage, disadvantage, heredity, offspring, and genetic variation. Students will work in pairs to read about and compare five aspects of an organism that reproduces sexually with one that reproduces asexually. The reading will focus on the blue-headed wrasse, duck leech, grizzly bear, leafy sea dragon, red kangaroo, sand scorpion, amoeba, salmonella, whiptail lizard, brittle star, meadow garlic and spiny water fleas. After this reading, students in pairs will complete a comparison table with the headings: Sexual, Asexual, Both Sexual and Asexual. Then in pairs students will take a gallery walk around the room and read others' comparison tables. As a class students will generate a list of general characteristics of each organism for each mode of reproduction, recording and discussing the advantages and disadvantages of both on a T chart. As an assessment students will write a three to five sentence paragraph describing/comparing/contrasting sexual and asexual reproduction.

Source: http://learn.genetics.utah.edu/

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to the learning				
objective and				
introduction to				
vocabulary as teacher				
uses visuals of various				
organisms. Work with a				
partner who will read the				
information or the				
student will have the				
reading on tape. After				
the reading, complete the				
comparison table with				
his/her partner again				

	T			
using visuals in the	using visuals in the	using visuals in the	using visuals in the	using visuals in the
reading and supported by	reading and supported by	reading and supported by	reading and supported by	reading and supported b
his/her partner.	his/her partner.	his/her partner.	his/her partner.	his/her partner.
Participate in gallery	Participate in gallery	Participate in gallery	Participate in gallery	Participate in gallery
walk with his/her	walk with his/her	walk with his/her	walk with his/her	walk with his/her
partner. Respond to a	partner. Write two to	partner. Write to three to	partner. Write five	partner. Write five
simple question such as,	three simple and	four simple, compound	compound and complex	compound and complex
"What are two types of	compound sentences	and complex sentences	sentences (expanding	sentences (expanding
reproduction? (sexual	(using available visual	(using available visual	simple sentences) with	simple sentences) with
and asexual).	resources and modeled	resources and modeled	clauses describing,	clauses describing,
	sentences) describing,	sentences) describing,	comparing and	comparing and
	comparing and	comparing and	contrasting sexual and	contrasting sexual and
	contrasting sexual and	contrasting sexual and	asexual reproduction	asexual reproduction
	asexual reproduction.	asexual reproduction.	using an increasing	using an increasing
			number of academic	number of academic
			vocabularies.	vocabulary and
				modifiers.
Pre-teach selected	Pre-teach selected	Show examples of	Show examples of	Provide criteria of a
vocabulary; provide	vocabulary; provide	written descriptive texts	written descriptive texts	well-written description
bilingual dictionary or	bilingual dictionary or	and point out various	and point out various	
online translation tool if			and point out various	of scientific information
James a amonation tool II	online translation tool if	grammatical forms	grammatical forms	of scientific information that students can use for
available.	online translation tool if available.		-	that students can use for
		grammatical forms	grammatical forms	
		grammatical forms (nouns, pronouns, verbs,	grammatical forms (relative pronouns (e.g.,	that students can use for self evaluation during th
available.	available.	grammatical forms (nouns, pronouns, verbs, prepositions, adjectives,	grammatical forms (relative pronouns (e.g., who, whom, which,	that students can use for self evaluation during th
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available. Demonstrate the use of a	available. Demonstrate the use of a comparison table to	grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional	grammatical forms (relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when,	that students can use for self evaluation during th
available. Demonstrate the use of a comparison table to	available. Demonstrate the use of a comparison table to	grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional	grammatical forms (relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating	that students can use for self evaluation during th
available. Demonstrate the use of a comparison table to	available. Demonstrate the use of a comparison table to record information.	grammatical forms (nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases).	grammatical forms (relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and	that students can use for self evaluation during th
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difference between simple and compound

sentences.

Grade 9-10, Standard 2

An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in	Participate in	Participate	Participate	Participate in
short conversational	short conversational	in conversations, discus	in conversations, discus	extended conversations,
and written	and written	sions, and	sions, and	discussions,
exchanges on familiar	exchanges on familiar	written exchanges on	written exchanges on a	and written exchanges
topics, presenting	topics and texts,	familiar topics, texts,	range of topics, texts,	on a range of
information and	presenting information	and issues: building on	and issues: build on	substantive topics, texts,
responding to simple	and ideas, and	the ideas of others and	the ideas of others	and issues: build on
yes/no questions and	responding to simple	expressing his or her	and express his or her	the ideas of others
some wh-questions.	questions and wh-	own; asking and	own clearly,	and express his or
	questions.	answering	supporting points with	her own clearly
		relevant questions;	specific and relevant	and persuasively,
		adding relevant	evidence; ask and	referring to specific and
		information	answer questions to	relevant evidence from
		and evidence; and	clarify ideas	texts or research to
		restate some of the key	and conclusions;	support his or her ideas;
		ideas expressed.	and summarize the	ask and answer
			key points expressed.	questions that probe
				reasoning and claims;
				and summarize the key
				points and evidence
				discussed.

Sample Content-based Participation Goals - Physical Science Lesson Vignette

Physical Science: Reaction of Matter

Students visually compare the inside structure of various balls (tennis ball, golf ball, baseball, basketball/kickball and soccer ball). Then, they determine what makes the ball bounce the highest (and/or travel farthest), compare, analyze the data, draw conclusions and present findings in multiple formats.

Source: Ohio Science Standards

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Complete a graphic	Complete a graphic	Complete a graphic	Complete a graphic	Completes a graphic
organizer sketching the	organizer sketching the	organizer sketching and	organizer sketching and	organizer sketching the
insides of various balls	insides of various balls	labeling the insides of	labeling the insides of	insides of various balls
presented in class.	presented in class.	various balls presented in	various balls presented in	presented in class using
		class.	class using key	key vocabulary from the
With a peer and using	With a peer, read		vocabulary from the	lesson.
previously made sketch	prepared "wh" questions	Participate in Think, Pair,	lesson.	
graphic organizer,	about various balls and	Share to talk about the		Participates in the
answers yes/no questions	records peer responses in	insides of the balls	Participate in the	experiment and records
in complete sentences.	a chart. For example,		experiment and records	data in the graph.
	student A asks "Which	Predict which ball will	data in the graph.	
For example:	ball has a hard surface?"	bounce the highest.		Given a description of a
1. Is the outside of the	and writes his/her		After being provided a	new kind of game,
golf ball hard? Is the	partner's response in a	Using simple bar graph or	description of a new,	including rules and the
outside of the kickball	chart.	line graph, record heights	unknown ball, refer to	objective for winning,
flexible? (AnswerYes,		of the various balls when	their data and determine	designs an appropriate
the outside of the baseball	After participating in the	they bounce.	whether or not this new	ball for the game.
is hard.)	experiment, "Wh"		ball performs similarly or	
	questions will include		differently as the others.	Describes the game in a
2. Is the baseball filled on	questions, like: "Which			short written report.

the inside? Is the soccer ball empty on the inside? After participating in the experiment with classmates, answer simple data questions, such as: Does the basketball bounce the highest?	ball bounces the highest?" Partners change roles throughout task.		Record predictions of the new ball in the short written report and present it to their peers.	Defends characteristics of the ball (size, internal structure, external structure, and so on) in an oral presentation to the class using key vocabulary.
	Sample in	structional strategies and	d supports	
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide key vocabulary in a word bank that can be used when discussing or writing about characteristics of the different balls.	Model using transition phrases to add ideas to statements in a group discussion (e.g. "Another example is").	Provide criteria of well- written reports and well- presented oral reports that students can use to self evaluate their presentations.
Provide sentence structures that can be used to respond to simple questions.	Provide sentence structures that can be used to ask and respond to simple questions.	Demonstrate how to use Think, Pair Share to exchange information.		

Grade 9-10, Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate basic information about an event or topic, with support (including context and visual aids) about an event or topic, using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	Recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., first, next, because).	Recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result).	Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.	Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.

Sample Content-based Participation Goals – Science (Biology) Lesson Vignette

Biology: Evolution

In this natural selection simulation lab, students will control the mutations and environment of a population of rabbits in cooperative learning groups. The cooperative learning groups will consist of students with varying English language levels. Each student will have their own duty assigned to them. Examples include recorders, reporters, timekeepers, facilitators, and resource managers. They will create four hypotheses and design an experiment to test each one.

Concluding the simulation, students will answer the following questions:

- Based upon your evidence from the simulation what conclusion are you able to make about each of the three different types of phenotypes in rabbits?
- What happens to animals that cannot compete as well with other animals in the wild?
- Sometimes animals that are introduced into an area that they never lived in before outcompete and endanger resident species, why
 do you think this happens?
- If only one species is considered the "fittest", why do we still have so many variations among species? Why do some birds have very long pointy beaks, while other birds have short flat beaks?
- How do you think diseases can affect natural selection?
- How does this simulation mimic natural selection? In what ways does this simulation fail to represent the process of natural selection?

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this simulation...

Sources:

PHET Interactive Simulations, University of Colorado Boulder

http://phet.colorado.edu/en/contributions/view/3396 (Contributor: Melissa Savage)

Ohio Science Standards

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. With a partner, act as reporter in a cooperative learning group, and takes notes from the conversation evolving from the guiding questions. Complete the following sentence frames based on the hypotheses generated by the group: I hypothesize that (select a rabbit phenotype) rabbits will be (more/less) likely to survive under (type of selective factor) within the (select type of environment) environment, because (explain how their trait will help them to survive or not).	Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. With a partner, act as reporter in a cooperative learning group, and takes notes from the conversation evolving from the guiding questions. Complete the following sentence frames based on the hypotheses generated by the group: I hypothesize that (select a rabbit phenotype) rabbits will be (more/less) likely to survive under (type of selective factor) within the (select type of environment) environment, because (explain how their trait will help them to survive or not). During the course of the simulation lab, record responses to the questions in individual learning logs using paraphrases and/or simple sentences.	Act as the resource manager of the cooperative group during the simulation lab. Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. Take an active part in the group discussion and development of hypotheses. During the course of the simulation lab, ask and answer question regarding the resources needed to carry out the simulations. record responses to the questions in individual learning logs complex sentences or communicating verbally in simple and/or compound sentences. Respond in both written form and orally to four of the six questions asked at the end of the simulation.	Act as the facilitator of the cooperative group during the simulation lab. Determine the meaning of the following key vocabulary: genetic mutation, fitness, adaptation, and natural selection. Take an active part in the group discussion and development of hypotheses. During the course of the simulation lab, ask and answer questions to facilitate carrying out the simulations by the group. Respond in both written form and orally to the six questions asked at the end of the simulation using a variety of sentence structures and appropriate vocabulary. Verbally record the lab report in digital storytelling and will use screen shots of the simulation lab to assist them in sharing their results to others.	Share the role of reporter with Level 1 and Level 2 students so that they can utilize appropriate academic vocabulary. Once students begin to create their hypotheses, do not provide the proficient-trial mainstreamed student the sentence frame the other students were using. Take an active part in the group discussion and development of hypotheses. Respond in both written form and orally to the six questions asked at the end of the simulation using a variety of sentence structures and appropriate vocabulary. Verbally record the lab report in digital storytelling and will use screen shots of the simulation lab to assist them in sharing their results to others. Provide examples of informal language used during group discussions and formal language used for lab reports.
	Sample ins	structional strategies an	d supports	
Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate the role of recorder in cooperative group activities.	Have Level 5 and English proficient students assist with explanation of meaning of key vocabulary; provide bilingual dictionary or online translation tool if available. Demonstrate the role of recorder in cooperative group activities.	Model sharing information and asking questions during a group discussion Provide sample sentence structures that would be appropriate for reporting results of scientific experiments.	Provide sample sentence structures that would be appropriate for reporting results of scientific experiments Lead discussion on differences between informal language used in group discussions and formal language used for lab reports.	Provide rubrics that students can use for both self evaluation and peer evaluation of reports of lab results.

Grades 11-12, Standard 1

An ELL can.construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of	Use an emerging set of	Use a developing set of	Use an increasing range	Use a wide range of
strategies to identify a	strategies to identify the	strategies to determine	of strategies to determine	strategies to determine
few key words and	main topic, and retell a	the central idea or theme	two central ideas or	central ideas or themes
phrases in oral	few key details in oral	in oral presentations and	themes, and analyze their	in presentations and
communications and	presentations and simple	written texts, and explain	development in oral	written texts, and
simple oral and written	oral and written	how it is developed by	presentations and written	analyze their
texts.	texts.	specific details in the	texts, citing specific	development, citing
		texts; and summarize	details and evidence	specific details and
		part of the text.	from the texts to support	evidence from the texts
			the analysis; and	to support the analysis;
			summarize a simple text.	and summarize a text.

Sample Content-based Participation Goals—Science Lesson Vignette

Science (Chemistry)

Source: Ohio Science Standards, Chemistry, p. 297

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Watch Khan Academy video: "Introduction to the Atom" or any other video that introduces the evolution of atomic models/theory.

Source: Ohio Science Standards, Chemistry, p. 297

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Watch Khan Academy video: "Introduction to the Atom" or any other video that introduces the evolution of atomic models/theory.

Here are some possible video links:

- <a href="https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/in
- http://education-portal.com/academy/lesson/early-atomic-theory-dalton-thompson-rutherford-and-millikan.html#lesson
- https://www.youtube.com/watch?v=IO9WS_HNmyg&list=PLfWuBca_SOr_fViaErgwQP18HRZ82AJe7

It is best to choose a video with reliable closed-captioning and a transcript which you can copy and print.

Level 1	Level 2	Level 3	Level 4	Level 5
Match bold vocabulary	Given completed graphic	Given partially	Given blank graphic	Participate in jigsaw
(i.e., proton, neutron,	organizer for a single	completed graphic	organizer (diagram,	activity to take notes on
electron) or phrases with	idea from video	organizer (diagram,	Cornell notes template)	one central idea from the
pre-taught	(diagram, Cornell notes	Cornell notes template)	participate in jigsaw	video:
simple definitions and/or	template) participate in	participate in jigsaw	activity to take notes on	
illustrations;	jigsaw activity.	activity to take notes on	one central idea from the	1.) How did scientists
draw picture of atom.		one central idea from the	video:	formulate the idea of an
	Listen to others'	video:		atom? 2.) What are the
	presentations; highlight		1.) How did scientists	names and characteristics
	main idea on graphic	1.) How did scientists	formulate the idea of an	of the parts of an atom?

			0.00.777	
	organizer.	formulate the idea of an	atom? 2.) What are the	3.) How are elements
		atom? 2.) What are the	names and	grouped to create the
		names and	characteristics of the	Periodic Table?
	Using completed	characteristics of the	parts of an atom? 3.)	
	organizer complete	parts of an atom? 3.)	How are elements	Present group notes to
	paragraph frame about	How are elements	grouped to create the	class; listen to others'
	one central idea from	grouped to create the	Periodic Table?	presentations.
	video.	Periodic Table?		
			Present group notes to	Compose paragraph
		Given partially	class with a partner;	responsesincluding pre-
		completed graphic	Given blank graphic	taught vocabulary and
		organizers, listen to	organizer, listen to	ideas from the
		others' presentations.	others' presentations	video/transcript about
		omers presentations.	while completing	all three central ideas.
		Using completed	organizer.	an ance contain ideas.
		organizer compose	organizer.	
		single paragraph	Haina completed	
			Using completed	
		response about one	organizer, compose	
		central idea of the video.	paragraph responses	
			including pre-taught	
			vocabulary and ideas	
			from the	
			video/transcript about	
			all three central ideas.	
	Sample in	structional strategies an	d supports	
	Sumplem			
Pre-teach selected	Demonstrate use of	Model how to take notes	Provide feedback on	Provide feedback on
vocabulary using	graphic organizer to	during a presentation.	initial drafts of charts	initial drafts of paragraph
illustrations and photos	record information.		containing information,	responses and allow
from the Internet;		Provide opportunities for	and allow students to	students to make
provide bilingual	Have students work with	students to ask questions	make revisions based on	revisions based on
dictionary or online	partner in completing	about something they	feedback.	feedback.
translation tool if	paragraph frame.	didn't understand during		
available.	Paragraph name.	a presentation.		
a variable.		a presentation.		

Grades 11-12, Standard 3

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate	Deliver short oral	Deliver short oral	Deliver oral	Deliver oral
information about	presentations and	presentations and	presentations and	presentations and
familiar texts, topics, and	compose written	compose written	compose written	compose written
experiences.	narratives or	informational texts about	informational texts about	informational texts about
	informational texts about	familiar texts, topics, or	a variety of texts, topics,	a variety of texts, topics,
	familiar texts, topics,	events, developing the	or events; developing the	or events; fully
	experiences, or events.	topic with a few details,	topic with some relevant	developing the topic
		with support (including	details, concepts,	with relevant details,
		modeled sentences).	examples, and	concepts, examples, and
			information, integrating	information, integrating
			graphics or multimedia	graphics or multimedia
			when useful.	when useful.

Sample Content-based Participation Goals—Science Lesson Vignette

Science (Environmental Science)

Earth Systems: Interconnected Spheres of Earth

Choose a specific location in the world. Research and analyze the patterns of climate change throughout the geologic record, historic data (human records) and present-day data for the location. Be able to explain the interpretation and analysis of the data. Create a graphical representation of the pattern and discuss with the class

Source: Ohio Science Standards, Environmental Science, p. 306

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science Standards.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Working with the	In teacher guided small	Independently or with a	In a small group, use	Independently or with a
teacher or with a partner,	group, use teacher-	partner, use mostly	multiple sources to	partner, find multiple
choose a known location	selected sources to	teacher-selected sources	research climate change	sources to research
and find several pictures	research climate change	to research climate in a	in a student-selected	climate change in a
of location.	in a pre-determined	location. (Students may	location; teacher may	student-selected location.
	location.	select from a list of pre-	provide list of sources.	
Lists 5-7 adjectives to		determined locations.)		Using Excel or other
describe the location.	Following a teacher		Using Excel or other	graphing software,
	model, enter figures,	If able, use Excel or	graphing software,	present a graph of the
Locate a graphic	color-coding and labels	other graphing software,	present a graph of the	data.
representation of one	for a line or bar graph.	present a graph of the	data.	
aspect of climate in the		data; otherwise,		Prepare and deliver 3-5
student's location (ex:	Using teacher-prepared	following a model,	As part of group, prepare	minute oral presentation,
temperature,	sentence frames, prepare	create a line or bar graph	and deliver 3-5 minute	supported by visual aids
precipitation)	a 5-7 sentence	by hand to represent	oral presentation,	(ex., Power Point, Prezi.
	presentation about	data. Use teacher model	supported by visual aids	
With partner or	research, supported by	for labeling.	(ex., Power Point, Prezi.	Using complete

following teacher model,	visual aids (ex.,			sentences and citing		
transfer data to a simple	PowerPoint, Prezi.)	Following a teacher	Using simple sentences	resources, answer		
line or bar graph (by		model and/or graphic	and/or phrases, answer	classmates' questions		
hand or with software) to	Using simple sentences	organizer for prewriting,	classmates' questions	about presentation. Using		
show one change in	and/or phrases, answer	prepare a 5-7 sentence	about presentation.	complete sentences, ask		
climate for twelve	classmates' prepared	presentation about		at least two questions		
months in that location.	questions about	research, supported by	Using complete	about classmates'		
	presentation.	visual aids (ex.,	sentences, ask at least	presentation.		
		PowerPoint, Prezi.)	one questions about			
	Using a sentence model,		another presentation in			
	ask at least one question	Using simple sentences	the class.			
	about another	and/or phrases, answer				
	presentation in the class.	classmates' prepared				
		questions about				
		presentation. Using a				
		sentence model, ask at				
		least one question about				
		another presentation in				
		the class.				
Sample instructional strategies and supports						
· · · · · · · · · · · · · · · · · · ·						
If available, allow	Model the oral sharing of	Model the oral sharing of	Provide opportunities for	Provide criteria for well-		
students to us bilingual	information.	information.	students to practice oral	written informational		
dictionary or online			presentations. Give	text that students can use		

Provide time for students

Model asking questions

during and after oral

presentations.

to practice oral

partner.

presentations with

feedback and allow

improvements in final

students to make

presentations.

for self evaluation during

writing process.

Provide time for students

Model asking questions

during and after oral

presentations.

to practice oral

partner.

presentations with

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).

CONTENT-BASED PARTICIPATION GOALS FOR ELLS BASED ON THE NEW ELP STANDARDS

SOCIAL STUDIES

DRAFT

Grade K: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express a feeling or	Express an opinion or	Express an opinion or	Express an opinion or	Express an opinion or
opinion about a familiar	preference about a	preference about a	preference about a	preference about a
topic.	familiar topic.	familiar topic or story.	variety of topics or	variety of topics or
			stories, with limited	stories.
			support.	

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

The teacher reads the story, No Room For A Sneeze. Then the teacher uses the story as a discussion on scarcity and wants.

A key idea is that people have many wants and make decisions to satisfy those wants. These decisions impact others.

Source: Ohio Social Studies Kindergarten Model Curriculum

Strand: Economics. Topic: Scarcity p. 11

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum April2014.pdf.aspx

EconEdLink - No Room for a Sneeze

http://www.econedlink.org/lessons/index.php?lid=560&type=educator

Level 1	Level 2	Level 3	Level 4	Level 5	
With teacher support,	With teacher support,	With modeling or	In journal, write simple	In journal, write grade	
sort picture cards into	sort picture cards into	sentences frames, write	sentences about needs	appropriate sentences	
categories of needs and	categories needs and	sentences about basic	and wants. (e.g I want	about needs and wants.	
wants. Learn basic	wants. With modeling,	needs and wants. (e.g I	toys. I need food).	(e.g I want toys. I need	
vocabulary words.	communicate about the	want toys. I need food).	Illustrate. Discuss with	food). Illustrate. Discuss	
	pictures in basics	Illustrate. Discuss with	partner.	with partner Express	
	sentences (e.g. I want	partner.		differences between	
	toys. I need food.)			needs and wants.	
Sample instructional strategies and supports					
Pre-teach vocabulary	Provide opportunities	Write down on chart or	Demonstrate	Demonstrate appropriate	
related to needs and	for students to share	Smart board the ideas	appropriate language to	language to give reasons	
wants. Model how to list	their ideas with a	generated in the	express opinions about	for one's opinions.	
needs and wants on a	partner.	discussion.	the ideas of other		
chart.			persons		

Grade K: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at	[Standard introduced at	[Standard introduced at	Show a developing	Show awareness of
Level 4.]	Level 4.]	Level 4.]	awareness of the	differences between
			difference between	informal, 'playground
			appropriate language for	speech,' and language
			the playground and	appropriate to the
			language for the	classroom; use some
			classroom.	words learned through
				conversations, reading,
				and being read to.

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

After listening to a read aloud about careers, students help to organize the classroom to represent the larger community with various career-based learning centers (e.g., reading center: communications; toy animals: animal care; kitchen: agriculture or hospitality; dress-up: textiles or retail; toy cars: automotive). Students role play, recognizing their responsibilities within each center as those of the respective career fields.

Source: Ohio Social Studies Model Curriculum

Strand: Government

Topic: Civic Participation and Skills p. 9

 $\underline{http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Kindergarten-Social-Studies-Model-Curriculum_April2014.pdf.aspx}$

Level 1	Level 2	Level 3	Level 4	Level 5	
N		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.
	<u>.</u>	Sample ins	tructional strategies a	nd supports	
				Demonstrate examples of formal and informal language that people in different professions might use throughout the day.	Elicit from the class examples of formal and informal language that people in different professions might use throughout the day.
				Discuss the difference between the types and create graphic organizer comparing/ contrasting.	Discuss the difference between the types and create graphic organizer comparing/contrasting.

Grade 1: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and	With prompting and	With prompting and	With prompting and	With prompting and
support from adults,	support from adults,	support from adults,	support from adults,	support from adults,
participate in shared	participate in shared	participate in shared	participate in shared	participate in shared
research projects,	research projects,	research projects,	research projects,	research projects,
gathering information	gathering information	gathering information	gathering information	gathering information
from provided sources	from provided sources	from provided sources	from provided sources	from provided sources
and labeling	and summarizing some	and summarizing	and answering a	and answering a
information.	key information.	information.	question or summarizing	question or summarizing
			information.	information.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students conduct a workplace visit to their school cafeteria where they explore the location where lunch is consumed. With support, they research related careers that are involved in the many aspects of consumption (e.g., agriculture: farmers, logistics: shipping and receiving companies, transportation: truck drivers and delivery drivers, business and marketing: retail sales).

Source: Social Studies Model Curriculum, Grade 1, Content Statement 12, Instructional Strategies, pg12) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
Using picture cards,	Comprehend and	Using questions	Following teacher	Following teacher		
identify some of the	rehearse one or two	provided by the teacher,	guidelines, conduct	guidelines, conduct		
related jobs (farmer,	basic questions to ask a	conduct a short	interviews (in person,	interviews (in person,		
truck driver), and match	related worker during	interview (in person,	phone, or Skype) with a	phone, or Skype) with a		
pictures with related	their interview (e.g.	phone, or Skype) with a	related worker.	related worker.		
objects (farmer-tractor;	What do you grow?	related worker. Choose a	Summarize main points	Summarize main points		
truck driver-delivery	How much is the milk?).	couple of interesting	on poster board or PPT	on poster board or PPT		
cart).	With support, use words	points on a poster and	template and share with	template and share with		
	and phrases to record	share with class.	class.	class.		
	answers.					
Sample instructional strategies and supports						
Use picture cards to	Model how to ask	Discuss with class the	Discuss with class the	Demonstrate how to		
teach related	questions. Demonstrate	kinds of questions to ask	kinds of questions to ask	take notes during an		
vocabulary.	how to use graphic	in an interview.	in an interview.	interview.		
	organizer to record key					
	information.	Provide opportunities	Provide opportunities			
		for students to role play	for students to role play			
		and practice interview	and practice interview			
		with a partner.	with a partner.			

Grade 1: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at	With prompting and	Identify one or two	Identify reasons an	Identify reasons an
Level 2.]	support, identify a	reasons an author or a	author or a speaker gives	author or a speaker gives
	reason an author or a	speaker gives to support	to support the main	to support the main
	speaker gives to support	the main point.	point.	point.
	a point.			

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students listen to a police officer give a presentation about following rules and laws and being a good citizen. Then, they identify reasons for these laws and consequences for breaking them.

Source: Social Studies Model Curriculum, Grade 1, Content Statement 8, Instructional Strategies, pg 8) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-1-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
	Using a sentence frame	Using simple sentences,	Using more elaborated	Write a journal entry
	and word list, tell about	write a journal entry	sentences, write about	about two laws/rules
	one law/rule mentioned	about one law/rule	two laws/rules	mentioned in the
	in the presentation,	mentioned in the	mentioned in the	presentation, stating the
	stating why it's	presentation, stating the	presentation, stating the	reason for their
	important.	reason for its importance	reason for their	importance and
	Phrases/simple	and consequences for	importance and	consequences for
	sentences. Discuss with	breaking it. Discuss with	consequences for	breaking them
	partner.	small group.	breaking them. Discuss	(descriptive sentences).
			with small group or	Discuss with small
			class.	group or class.
	Sample ins	structional strategies an	d supports	
	Review vocabulary	Demonstrate how to	Demonstrate how to	Provide time for sharing
	related to rules, laws,	take notes during an oral	take notes during an oral	drafts with peers and
	appropriate behavior in	presentation. Model how	presentation. Give	getting their feedback
	a community. Model	to ask questions for	feedback on students'	before completing final
	how to ask questions for	clarification.	initial drafts and make	draft of summary.
	clarification.		suggestions for	
			improvements.	

Grade 2: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and question.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to and	Participate in short	Participate in short	Participate in	Participate in extended
occasionally participate	conversations,	discussions and written	discussions,	discussions,
in short conversations	discussions, and written	exchanges about	conversations, and	conversations, and
about familiar topics,	exchanges about	familiar topics and texts;	written exchanges about	written exchanges about
and respond to simple	familiar topics; take	follow the rules for	a variety of topics and	a variety of texts and
yes/no and some wh-	turns; and respond to	discussion; respond to	texts; follow the rules	topics; follow the rules
questions.	simple and wh-	the comments of others	for discussion; build on	for discussion; build on
	questions.	and contribute his or her	the ideas of others and	the ideas of others, and
		own; and ask questions	contribute his or her	express his or her own;
		to gain information or	own; and ask and	and ask and answer
		clarify understanding.	answer questions about	questions about the topic
			the topic or text.	or text.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Using pen pals and Skype, students communicate with other students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there.

Source: Ohio Social Studies. Model Curriculum Content Statement 6, pg 6)
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5		
English speaking peer model, participate in a Skype conversation with an international pen pal, responding to basic questions, e.g., "What is your name?"	Paired with a partner, contribute to an email exchange with an international pen pal, including 2-3 basic sentences and questions about who they are and where they live, e.g., "I live in Ohio. What languages do you speak?" At a later date, with a partner engage in a Skype conversation with pen pal, coming up with 1-2 simple questions to ask ahead of time.	Participate independently in an email exchange with international pen pal, including simple sentences and questions about the physical characteristics of their region, "e.g., Ohio has four seasons. Do you live near an ocean?" At a later date, engage in a Skype conversation with pen pal, coming up with 3-5 questions to ask ahead of time and	independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further	Participate independently in an email exchange with an international pen pal, describing the characteristics of their regions and the impact they have on jobs. At a later date, engage in a Skype conversation with pen pal, further elaborating on the topic.		
Provide sample sentence	Sample instructional strategies and supports Provide sample sentence Provide sentence Provide sentence Guide students in using Guide students in using Conduct large group					
structures for asking questions and sharing information. Provide time for students to practice asking questions and sharing information with	structures that can be used for asking questions and sharing information. Model a conversation on Skype.	the Internet and other resources to find out information about the country where the international pen pals live.	the Internet and other resources to find out information about the country where the international pen pals live.	brainstorming session on information about Ohio that students can share with their international pen pals.		
a partner.						

Grade 2: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about a familiar topic.	Express an opinion about a familiar topic or story.	Express an opinion about a familiar topic or story, giving one or more reasons for the opinion.	Express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.	Express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

Students write an opinion piece on justifying a school, home, and or community rule. They demonstrate an understanding of the different rules and acceptable behavior in different settings.

Source: Ohio Social Studies Model Curriculum, Standard 12, pg 12 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
View picture cards of	View picture cards of	Write a few sentences	Write about a school	Write about a school	
good and bad behaviors	good and bad behaviors	about a school rule,	rule. giving two or more	rule, giving multiple	
that take place at school.	that take place at school.	giving one reason for its	reasons for its	reasons for its	
(e.g waiting in line at the	(e.g waiting in line at the	importance. (e.g It is	importance. Engage in a	importance. Engage in a	
drinking fountain,	drinking fountain,	important to be quiet	class debate about which	class debate about	
running in the halls).	running in the halls).	while the teacher is	rules are the most	which rules are the most	
Practice key vocabulary	Practice key vocabulary	talking so that everyone	important and why.	important and why.	
words. With teacher	words. With teacher	can learn.). Discuss with		Rank rules according to	
support, sort picture	support, sort picture	a partner.		their importance.	
cards by good behavior	cards by good behavior				
and bad behavior.	and bad behavior Use				
	key words and phrases				
	to talk about good				
	behavior at school.				
Sample instructional strategies and supports					
Have a class discussion	Have students work with	Model both oral and	Model using transition	Provide criteria of a	
about rules people must	a partner to write	written statements	phrases to add ideas to	well-written opinion	
follow in different	sentences and make	expressing opinions with	statements in a group	piece that student can	
settings. Highlight key	illustrations.	reasons.	discussion. (e.g.	use for self evaluation.	
words related to rules.			"Another example is		
			")		

Grade 2: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and	With prompting and	Tell how one or two	Tell how one or two	Describe how reasons
support, identify a point	support, identify a	reasons support the main	reasons support the	support the specific
an author or a speaker	reason an author or a	point an author or a	specific points an author	points an author or a
makes, using a few	speaker gives to support	speaker makes.	or a speaker makes.	speaker makes.
frequently occurring	the main point.			
words and phrases.				

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students investigate a urrent-event issue and describe the positive and negative effects of these activities. (e.g. Time for Kids article, "Waiting for Change", Feb 2013)

http://www.timeforkids.com/news/article-waiting-change/98991

Source: Ohio Social Studies Model Curriculum, Content Statement 7, pg 7

 $\frac{http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-2-Social-Studies-Model-Curriculum_April2014.pdf.aspx}{}$

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to an article being read aloud about the debate to stop using pennies in the United	Listen to an article being read aloud about the debate to stop using pennies in the United	Listen to an article being read aloud about the debate to stop using pennies in the United	With teacher support (whole group or guided reading) read an article about the debate to stop	With teacher support (whole group or guided reading) read an article about the debate to stop
States http://www.timeforkids. com/news/article- waiting-change/98991 With support, identify key vocabulary words from the story (e.g. penny coin, money). Draw a picture illustrating one key idea or detail from the article.	States http://www.timeforkids. com/news/article- waiting-change/98991 On a sheet of paper, cite one reason to stop using pennies. Share with a partner or in a small group.	States http://www.timeforkids. com/news/article- waiting-change/98991 On a sheet of paper, cite one reason to stop using pennies and one reason to continue. Share with a partner or in a small group.	using pennies in the United States http://www.timeforkids. com/news/article- waiting-change/98991 Using chart, identify some of the points the author makes as pro- penny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.	using pennies in the United States http://www.timeforkids. com/news/article- waiting-change/98991 Using chart, classify each point the author makes as pro-penny, anti-penny, or neutral. Following this assignment, break into groups of three and defend one of the three positions.
	Sample ins	structional strategies an	d supports	
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available Provide sentence structures and have student practice using structures to give reasons.	Demonstrate and model how to take notes during an oral presentation.	Provide a model of a chart that can be used to record key information as one reads an article.	Have a large group discussion about the importance of providing reasons to support an idea or point of view.

Grade 3: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to and	Participate in short	Participate in short	Participate in discussions,	Participate in extended
occasionally participate	conversations,	discussions and written	conversations, and written	discussions,
in short conversations	discussions, and written	exchanges about	exchanges about a variety	conversations, and
about familiar topics,	exchanges about	familiar topics and texts;	of topics and texts; follow	written exchanges
and respond to simple	familiar topics; take	follow the rules for	the rules for discussion;	about a variety of texts
yes/no and some wh-	turns; and respond to	discussion; respond to	build on the ideas of	and topics; follow the
questions.	simple and wh-	the comments of others	others and contribute his	rules for discussion;
	questions.	and contribute his or her	or her own; and ask and	build on the ideas of
		own; and ask questions	answer questions about	others, and express his
		to gain information or	the topic or text.	or her own; and ask
		clarify understanding.		and answer questions
				about the topic or text.

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

With teacher guidance, students discuss and draft a classroom contract to establish rules and responsibilities within the classroom. Help students make connections between the rules in the classroom and the need for laws in the local community.

Source: Ohio's Social Studies Model Curriculum Content Statement 11, page 15
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Take part in a small	Take part in the small	Actively participate in	Actively listen to others in	Fully participate in the
group discussion of	group discussion and	the small group	the small group, ask	small group discussion
classroom rules with	write one simple	discussion by sharing at	questions about their ideas	by asking and
translation support (e.g.,	sentence using a	least 3 ideas and asking	and show comprehension	answering questions
Google Translate) or	computer/iPad to show	questions to clarify	by building upon those	and contribute towards
visuals, and demonstrate	appropriate classroom	understanding. Write 2-	answers. Write 3-4	writing the classroom
understanding of	behavior following a	3 sentences on a	generally correct	contract on a
common classroom	model. E.g., "Walk in	computer stating	sentences on a computer.	computer. Then
instructions, e.g., "raise	the classroom",	classroom rules	Take an active part in a	contribute ideas to the
hand", "take turns", "be	"Listen to the teacher."	following the	discussion of laws in the	discussion about laws
quiet".	Answer questions about	discussion. Contribute	local community and why	in the community and
	appropriate behavior.	an idea to discussion of	laws are necessary.	why laws are
		laws in the local		necessary.
		community.		
	Sample to	eaching strategies and	l supports	
Pre-teach selected	Have ELL work with a	Model asking questions	Model using transition	Have ELL work with a
vocabulary; provide	partner to orally	during a group	phrases to add ideas to	partner on writing a
bilingual dictionary or	generate classroom	discussion.	statements in a group	classroom contract.
online translation tool if	behavior rules.		discussion (E.g., "Another	
available.			example is")	

Grade 3: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
With prompting and	With prompting and	Tell how one or two	Tell how one or two	Describe how reasons
support (at Grade 2),	support (at Grade 2),	reasons support the main	reasons support the	support the specific
identify a point an	identify a reason an	point an author or a	specific points an author	points an author or a
author or a speaker	author or a speaker gives	speaker makes.	or a speaker makes.	speaker makes.
makes, using a few	to support the main			
frequently occurring	point.			
words and phrases.				

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students will receive a theoretical allowance of \$20.00 a month. Each student will decide how to spend this amount. Students will analyze and critique their classmates' choices.

Source: Ohio's Social Studies Standards. Economics Content Statement of the MCS, 19 page 23 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Listen to a classmate	Listen to classmates talk	Listen to classmates talk	After listening to	Cite reasons to agree or	
talk about how he or she	about how they would	about how they would	classmates explain how	disagree with	
would spend the	spend their allowance	spend their allowance	they would spend the	classmates' decisions to	
allowance and identify	and identify how one	and fill out a chart of at	\$20 allowance, the	spend their allowance	
and illustrate 2-3 key	classmate wants to	least one thing that each	student will participate	using grade appropriate	
words (e.g., candy,	spend the \$20 and why.	child wants to do with	in a discussion and	conversational and	
game, and toy).		the \$20.00 and why.	express his opinion of	academic vocabulary	
			the students' choices.	(e.g., I agree, but; I	
				disagree, because).	
Sample teaching strategies and supports					
Pre-teach content-	Demonstrate note-taking	Provide a model of a	Give opportunities for	Demonstrate how to use	
related vocabulary.	strategies while listening	chart that can be used to	ELLs to practice	written notes when	
	to oral information.	record key information.	communication skills in	giving an oral	
			small group discussions.	presentation.	

Grade 3: Standard 10

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Understand and use a	Recognize and use some	Use some collective	Use collective nouns, an	Use collective and
small number of	frequently occurring	nouns, frequently	increasing number of	commonly occurring
frequently occurring	collective nouns (e.g.,	occurring adjectives,	adjectives, adverbs, and	abstract nouns (e.g.,
nouns and verbs, and	group), verbs,	adverbs, and	conjunctions, and the	childhood), the past
respond to simple	adjectives, adverbs, and	conjunctions, and the	past tense of frequently	tense of frequently
questions with support	conjunctions, and	past tense of some	occurring irregular	occurring irregular
(including context and	produce simple	frequently occurring	verbs, and produce and	verbs, coordinating and
visual aids).	sentences in response to	irregular verbs, and	expand simple,	commonly used
	prompts, with support	produce and expand	compound, and (at	subordinating
	(including visual aids	simple and some	Grade 3) a few complex	conjunctions, adjectives,
	and modeled sentences).	compound sentences,	sentences.	and adverbs, and
		with support (including		produce and expand
		modeled sentences).		simple, compound, and
				(at Grade 3) some
				complex sentences.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

Students write a cultural heritage report to explain their family's cultural background in order to demonstrate how diverse our communities are.

Source: Ohio Social Studies Model Curriculum. Geography Content Statement of the MC 8 page 11 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-3-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Use visuals, write words	Write 3-4 simple	Write a paragraph on	Write a mostly coherent	Independently write a	
and learned sentences	sentences based on a	how and when their	1-2 paragraph report	coherent 2-3 paragraph	
about their cultural	model with attempts at	family came to the U.S.	starting to include	report, following teacher	
background with	using verbs, adjectives	using some correct past	complex sentences (E.g.,	guidelines) with grade	
bilingual or translation	and conjunctions and	tense verbs, adjectives,	"When I came to the	appropriate use of	
support (if available).	provide illustrations to	adverbs and	U.S., I was surprised to	grammar and	
E.g. "I come from	add to the meaning.	conjunctions including	see snow!") with	conventions exhibiting	
India."		some compound	increasing control over	compound and complex	
"We eat curry."		sentences, with a model.	grammar with little	sentences.	
			teacher support.		
Sample teaching strategies and supports					
Pre-teach key	Provide examples of	Provide criteria for	Provide opportunities	Provide feedback on	
vocabulary and provide	descriptive sentences	writing cohesive	for peer review and	drafts of report, and	
descriptive sentence	pertaining to different	paragraphs (main idea,	feedback on draft	provide opportunity to	
structures. Provide	cultures.	supporting details);	reports.	make revisions for final	
bilingual dictionary or		share examples of model		draft.	
online translation tool if		paragraphs.			
available and					
appropriate.					

Grade 4: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some whousestions.	Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and whquestions.	Participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his	Participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her	Participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her
		or her own, and asking and answering questions about the topic or text.	own, asking and answering relevant questions, and adding relevant information and evidence.	own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

After studying Ohio's role in the Underground Railway, students work in small groups and are assigned roles: slave, slave owner, abolitionist, conductor and free black man. Then they discuss their viewpoints on slavery.

Source: Ohio Social Studies Model Curriculum History 4.7, page 13 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-4-Social-Studies-Model-Curriculum April2014.pdf.aspx

	1	•		1		
Level 1	Level 2	Level 3	Level 4	Level 5		
After viewing	With extensive	Student takes a role in	Student takes an active	Student takes part in the		
multimedia	preparation, student	the discussion with	role in the discussion,	role play in a grade		
presentations about	takes part in the role	some preparation and	building on the ideas of	appropriate way,		
slavery, student answers	play, listening to others,	support, responds to	others, and adding	building on the ideas of		
simple questions using	contributing a few	others, and adds some	evidence to support their	others, and expressing		
visual and bilingual	simple sentences, and	original comments,	arguments (E.g., "I	his or her opinion, and		
support (if available).	answering a few simple	asking questions to	should be free,	then summarizes the		
	questions.	clarify answers.	because" or "I need	discussion for the class		
			slaves, because")	or teacher.		
			with minimal support.			
Sample instructional strategies and supports						
Pre-teach selected	Provide sentence	Model sharing	Model using transition	Provide opportunities		
vocabulary; provide	structures and have	information and asking	phrases to add ideas to	for students to practice		
bilingual dictionary or	student practice using	questions during a	statements in a group	role play in small group		
online translation tool if	structures to share	group discussion	discussion (e.g.	settings.		
available	information		"Another example is			
			")			

Grade 4: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an	Identify a reason an	Tell how one or two	Describe how reasons	Explain how an author
author or speaker makes.	author or speaker gives	reasons support the	support the specific	or speaker uses reasons
	to support a main point,	specific points an author	points an author or	and evidence to support
	and agree or disagree.	or speaker makes or fails	speaker makes or fails to	or fail to support
		to make.	make.	particular points, (and at
				grade 5) identifying
				which reasons and
				evidence support which
				points).

Sample Content-based Participation Goals – Social Studies Lesson Vignette

The class reads an article that proposes that all American citizens should be required to vote. The students identify the writer's point, analyze the arguments and give reasons for their opinions using a teacher-prepared chart. After completing the chart, students share their ideas.

Source: Oho Social Studies Model Curriculum. 4.16 Government, p. 26 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-4-Social-Studies-Model-Curriculum_April2014.pdf.aspx)

Level 1	Level 2	Level 3	Level 4	Level 5
With bilingual and/or	With bilingual and/or	With some help to	Use the chart to state	Briefly summarize the
translation support,	translation support to	understand the article,	some of the points the	author's argument in the
identify and illustrate	understand the article,	student will complete	author made, then	chart. Express opinions
some key words from	identify the key point	the chart, explain 1-2	give evidence to agree	about the validity of the
the article e.g. "vote,	and state an opinion in	points the author makes,	with or refute at least	author's arguments and
election, citizen".	writing. E.g., "I think	and state whether they	one of the claims with	state whether the
	everyone should vote."	agree and why. E.g.,	some help. Then share	evidence supports
	Then share this opinion	"The writer thinks all	this opinion with a table	the argument or not.
	in a table group.	Americans should vote.	group.	Then discuss these ideas
		It is a responsibility. I		in a table group.
		do not agree. I think		
		you can choose to vote."		
		Then share their writing		
		in a table group.		
	Sample in	structional strategies an	d supports	
Write key words on	Provide sentence	In large group setting,	Give opportunities for	Provide feedback on
whiteboard. Provide	structures for showing	elicit students'	ELLs to practice	practice presentation and
bilingual dictionaries or	agreement or	statements and create a	communication skills in	provide opportunity to
online translation tool if	disagreement (e.g., I	chart showing the	small group discussions.	make revisions before
available, or assist	agree that; I don't	number who agree and		final presentation.
students' comprehension	believe).	disagree with the author.		-
of key words.				

Grade 5: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh-	Participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh-	Participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding	Participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and	Participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and
questions.	questions.	some comments of his or her own, and asking and answering questions about the topic or text.	expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

After studying early Indian Civilizations (Maya, Inca, and Aztec) students work in small groups to create 2-4 minute reports explaining social structure, religion, government, agriculture, etc. of their assigned civilization. Then present the infomercial to the class and respond to comments and questions.

Source: Ohio Social Studies Model Curriculum History 5.2, page 3)

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Take part in preparing	Contribute a few simple	Take an active role in	Take an active role in	Take an active role in
the report by finding	sentences to the report	creating the report with	creating the report,	creating the report,
pictures of food eaten by	with assistance. After	some preparation and	building on the ideas of	building on the ideas of
an early Indian	the class views the	support. Then ask and	others, and adding	others, and adding
Civilization with	infomercials, student	answer questions about	evidence to support their	evidence to support their
bilingual, teacher or peer	will answer a few simple	the infomercials, adding	explanations with	explanations. Respond
assistance.	questions about the	some original	minimal support. Then	to other infomercials,
After viewing the	other civilizations. E.g.,	comments, and asking	ask and answer	and make appropriate
infomercials about other	"Where did they live?"	questions to clarify	questions about the	observations of multiple
Indian Civilizations,		answers. E.g., "Why	infomercials.	commonalities and
students answer simple		did the Aztecs grow		differences.
questions with visual		corn?"		
and bilingual support (if				
available). E.g., "What				
did they eat?"				

Sample instructional strategies and supports				
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available.	Provide sentence structures and have student practice using structures to share information and to ask questions.	Model sharing information and asking questions during a group discussion.	Model using transition phrases to add ideas to statements in a group discussion (e.g., "Another example is")	Provide opportunities for students to practice communication skills in small group settings before participating in large-group activity.

DRAFT

Grade 5: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an	Identify a reason an	Tell how one or two	Describe how reasons	Explain how an author
author or speaker makes.	author or speaker gives	reasons support the	support the specific	or speaker uses reasons
	to support a main point,	specific points an author	points an author or	and evidence to support
	and agree or disagree.	or speaker makes or fails	speaker makes or fails to	or fail to support
		to make.	make.	particular points, (and at
				grade 5) identifying
				which reasons and
				evidence support which
				points).

Sample Content-based Participation Goals – Social Studies Lesson Vignette

The class reads an article about immigration reform which advocates that anyone who wants to come to the USA should be allowed to enter the country and live here. The students identify the writer's point, analyze the arguments and give reasons for their opinions.

Sources: Ohio Social. Studies Model Curriculum. 5.9 Human Systems, p. 16 and Ohio English Language Arts Model Curriculum RI 5.2 p.10

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-5-Social-Studies-Model-Curriculum_April2014.pdf.aspx

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade 5 ELA Model Curriculum March2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5	
Student reads a	Student reads a	With scaffolding	Students read the article	Independently read the	
simplified version of the	simplified version of the	(bilingual dictionary,	with a dictionary, if	article. Determine the	
article. With bilingual	article. With bilingual	simplified explanations)	needed. State the	author's opinions.	
and/or translation	support, translation	to understand the article,	reasons the author gave	Express their opinions	
support (if available),	support (if available) or	students write 1-2 points	for his arguments then	about the validity of the	
student will identify the	scaffolding to	the author makes. State	give evidence to agree	author's arguments and	
main point that the	understand the article,	whether they agree or	with or refute his claims,	state whether the	
author is making.	identify the key point	disagree and why, both	with some help. Prepare	evidence supports	
	and state an opinion.	in a short written	a short written response	the argument or not.	
	E.g., "I (don't) think all	response and orally in	then discuss in a group.	Prepare a short written	
	people can come to	discussion.		response then discuss in	
	America."			a group.	
	Sample in	structional strategies an	d supports		
Write key words on	Provide sentence	In large group setting,	Give opportunities for	Provide feedback on	
whiteboard. Provide	structures for showing	elicit students'	ELLs to practice	practice presentation and	
bilingual dictionaries or	agreement or	statements and create a	communication skills in	provide opportunity to	
online translation tool if	disagreement (e.g., I	chart showing the	small group discussions.	make revisions before	
available, or assist	agree that; I don't	number who agree and		final presentation.	
students' comprehension	believe).	disagree with the author.			
of key words.					

Grade 6: Standard 1

An ELL can construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing.

Level 1	Level 2	Level 3	Level 4	Level 5
Use a very limited set of	Use an emerging set of	Use a developing set	Use an increasing	Use a wide range of
strategies to identify a	strategies to identify the	of strategies to	range of strategies to	strategies to determine
few key words and	main topic, and retell a	determine the	determine two or more	central ideas or themes
phrases in oral	few key details in oral	central idea or	central ideas or themes	in oral presentations or
communications and	communications and	theme in simple oral	in oral presentations or	written text, and
simple written texts.	simple written texts.	presentations or	written text, and	explain how they are
		written text, and	explain how they are	developed by
		explain how it is	supported by specific	supporting ideas or
		supported by	textual details, and	evidence, and
		specific details, and	summarize a simple	summarize a text.
		summarize part of	text.	
		the text.		

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

The goal is to create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Prepare sample timeline for students with list of historic events from 2000 B.C.E. to 2010 C.E. Make sure students understand B.C.E. and C.E. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were.

Sources:

Ohio's New Learning Standards: Social Studies, Grade 6)

 $\frac{http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum April 2014.pdf. aspx$

Ohio's New Learning Standards: English Language Arts, Grade 6 Curriculum Model, page 1)

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_6_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Listen to teacher's short	Listen to teacher's short	Listen to teacher's	Listen to teacher's	Listen to teacher's
explanation of a	explanation of a	short explanation of	short explanation of a	short explanation of a
historical event and	historical event and	a historical event.	historical event. With	historical event. With
determine if the event	determine if the event	With a partner, use	a partner, use teacher	a partner, use teacher
took place in B.C.E. or	took place in B.C.E. or	teacher prepared	prepared websites	prepared websites
C.E. With a partner, use	C.E. With a partner, use	websites and/or	and/or texts to find	and/or texts to find
teacher prepared	teacher prepared	texts to find	information about two	information about
websites and/or texts to	websites and/or texts to	information about	other events in	three other events in
find picture, graphic, or	find more information	another event in a	different centuries.	different centuries.
illustration to represent	about the event. Write at	different century.	Correctly place events	Correctly place events
the event. Correctly	least 1 compound	Correctly place	on the class timeline	on the class timeline

place event on the class timeline and tell one sentence about the event using the framed sentence: The event,, occurred in B.C.E. /C.E. Or, The was built in B.C.E. /C.E.	sentence or 2-3 simple sentences about the event, including 2 details in own words.	class timeline and orally summarize the importance of the event with at least 3 details in own words.	and orally summarize the importance of the events with at least 3 details in own words. Take notes from other student presentations.	and orally summarize the importance of the events with at least 3 details in own words. Take notes from other student presentations.		
	Sample instructional strategies and supports					
Pre-teach selected	Demonstrate how to use	In whole group	Demonstrate how to	Demonstrate how to		
vocabulary; provide	Internet to search for	setting, discuss	take notes during an	use written notes when		
bilingual dictionary or	historical events.	strategies for	oral presentation,	giving an oral		
online translation tool if		identifying main	using a graphic	presentation, and how		
available.	Provide sentence	idea and supporting	organizer to identify	to use language forms		
	structures that can be	details in a text.	main idea and	and vocabulary to help		
Demonstrate how to use	used to describe		supporting details.	listeners identify main		
Internet to search for	historical event.	Provide examples of		idea and supporting		
historical events.		information about		details.		
		historical events and				
		have students				
		practice identifying				
		main idea and				
		supporting details.				

Grade 6: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from	Gather information from	Gather information from	Gather information from	Gather information from
a few provided sources	provided sources and	multiple provided print	multiple print and digital	multiple print and digital
and label collected	record some data and	and digital sources and	sources, using search	sources, using search
information.	information.	summarize or paraphrase	terms effectively; quote	terms effectively; and (at
		observations, ideas, and	or paraphrase the data	Grade 8) evaluate the
		information, with labeled	and conclusions of	credibility of each
		illustrations, diagrams,	others, using charts,	source; quote or
		or other graphics, as	diagrams, or other	paraphrase the data and
		appropriate, and cite	graphics, as appropriate;	conclusions of others,
		sources.	and cite sources, using a	using charts, diagrams,
			standard format for	or other graphics, as
			citation.	appropriate; and cite
				sources, using a standard
				format for citation.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 3. Globes and other geographic tools can be used to gather process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

Students will use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place (India, Egypt, China and Mesopotamia) and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.

Source: Ohio's New Learning Standards: Social Studies, Grade 6 Curriculum Model, page 5 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
In small groups (2-3				
students), listen to	students), listen to	students), participate in	students), participate in	students), participate in
discussion and complete	discussion and complete	searching for various	searching for various	searching for various
a note chart using	a note chart using	sources/maps to	sources/maps to	credible sources/maps to
information from a map	information from a map	complete a note chart of	complete a note chart of	complete a note chart of
of one country (India,	of one country (India,	one country (India,	one country (India,	one country (India,
Egypt, China or				
Mesopotamia). With	Mesopotamia). With	Mesopotamia). With	Mesopotamia).	Mesopotamia).
teacher support, use	teacher support, use the	limited teacher support	Individually, use	Individually, use
the information from the	information from the	and using technology,	technology and the	technology and the
note-chart to create a	note-chart to create a	use the information from	information from the	information from the
travel brochure or poster	travel brochure or poster	the note-chart to create a	note-chart to create a	note-chart to create a
of the country. Include	of the country. Include	travel brochure or poster	travel brochure or poster	travel brochure or poster
at least 2 graphics with a	at least 2-3 graphics with	of the country. Include at	of the country. Include at	of the country. Include at
caption for each graphic.	a caption for each	least 2-3 graphics with a	least 3-5 graphics with a	least 3-5 graphics with a
The captions will include	graphic. Each caption	caption for each graphic.	caption for each graphic.	caption for each graphic.
1-2 simple phrases or	will contain 2-3 simple	Each caption will	Each caption will	Each caption will contain
sentences of description.	sentences of description.	contain a variety of	contain a variety of	a variety of sentence

	T-2	T	1	
If available, use	If available, use	sentence structures to	sentence structures quote	structures quote and
technology to complete	technology to complete	summarize and	and paraphrase the data	paraphrase the data about
this final step.	this final step.	paraphrase the data	about the country and	the country and draw
		about the country and	draw conclusions about	conclusions about the
		draw simple conclusions	the country and its	country and its people.
		about the country and its	people. Sources for	Sources for information
		people. Sources for	information should be	should be cited, using
		information should be	cited, using standard	standard format for
		cited. If available, use	format for citation. If	citation. If available, use
		technology to complete	available, use technology	technology to complete
		this final step.	to complete this final	this final step.
			step.	
	Sample in	structional strategies an	d supports	
Pre-teach selected	Pre-teach selected	Demonstrate how to cite	Demonstrate how to cite	Provide feedback on
vocabulary using	vocabulary using	sources of information	sources of information	students' written work to
illustrations and photos	illustrations and photos			assist with improvements
from the Internet;	from the Internet;	Provide examples of	Provide examples of	for final report
provide bilingual	provide bilingual	travel brochures	travel brochures	
dictionary or online	dictionary or online			
translation tool if	translation tool if			
available	available			
Model the use of a note	Model the use of a note			
chart to write key	chart to write key			
information from an oral	information from an oral			
or written information	or written information			
source	source			
Provide examples of	Provide examples of			
travel brochures	travel brochures			

Grade 6: Standard 9

An ELL can create clear and coherent grade-appropriate speech and text.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate simple	Recount a brief sequence	Recount a short	Recount a more detailed	Recount a complex
information about an	of events in order, and	sequence of events, with	sequence of events or	sequence of events or
event or topic, with	introduce an	a beginning, middle, and	steps in a process, with a	steps in a process, with a
support (including	informational topic,	an end, and introduce	beginning, middle, and	beginning, middle, and
context and visual aids)	present one or two facts	and develop an	an end, and introduce	an end, and introduce
using non-verbal	about it, and provide a	informational topic with	and develop an	and effectively develop
communication and,	concluding statement,	a few facts and details,	informational topic with	an informational topic
with limited control, a	with support (including	and provide a	facts and details, and	with facts and details,
narrow range of	sentences), using, with	conclusion, using, with	provide a concluding	and provide a concluding
vocabulary and	emerging control, some	developing control,	section or statement,	section or statement,
syntactically simple	commonly occurring	common transitional	using, with increasingly	using a wide variety of
sentences.	linking words (e.g., next,	words and phrases to	independent control, a	transitional words and
	because, and, also).	connect events, ideas,	variety of transitional	phrases to show logical
		and opinions (e.g., after	words and phrases to	relationships between
		a while, for example, in	connect events, ideas,	events and ideas.
		order to, as a result).	and opinions (e.g.,	
			however, on the other	
			hand, from that moment	
			on).	

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 8.

Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

Students design and complete a graphic organizer that compares the core beliefs of the world's five major religions: Buddhism, Christianity, Hinduism, Islam and Judaism.

Source: Ohio's New Learning Standards: Social Studies Grade 6 Curriculum Model, page 13 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-6-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Using a chart, work in	Using a chart, work in	Using a chart, work in	Using a chart, work in	Using a chart, work in
small groups to compare	small groups to compare	small groups to compare	small groups to compare	small groups to compare
and contrast each of the	and contrast each of the	and contrast each of the	and contrast each of the	and contrast each of the
five major religions.	five major religions.	five major religions.	five major religions.	five major religions.
Listen and record basic	Listen, participate, and	Listen, actively	Listen, actively	Listen, actively
words and phrases	record basic words and	participate, and record	participate, and record	participate, and record
discussed in his/her	phrases discussed in	information discussed in	information discussed in	information discussed in
group. Complete at least	his/her group. Complete	his/her group. Complete	his/her group. Complete	his/her group. Complete
one piece of information	at least two pieces of	at least 2-3 pieces of	multiple pieces of	multiple pieces of
in each circle. With	information in each	information in each	information in each	information in each
teacher support, write or	circle. With partner or	circle. With limited	circle. With increasing	circle. Independently,
tell one sentence about	teacher support, write or	support, compares and	independence, compare,	compare, contrast and
each religion. The	tell one sentence about	contrast 2-3 of the five	contrast, and discuss at	discuss the religions
(Buddhists, Christians,	each religion that	religions (written or	least three of the	(written or oral), using a

etc.) believe	compares/contrasts it to another religion, using the framed sentence: Buddhists believe, but Hindus believe Or, Both Christians and Muslims believe	oral), in his/her own words and using some transitional words/phrases (for example, however, also, etc.). Writing or speech will show a basic beginning, middle, and end development of ideas. structional strategies and	religions (written or oral), using a variety of transitional words/phrases (for example, however, on the other hand, also, etc.). Writing or speech will include an introduction, detailed examples and facts, and a conclusion or concluding statement.	variety of transitional words/phrases (for example, however, on the other hand, also, etc.). Writing or speech will include an effective introduction, detailed examples and facts with proper citations, and an effective conclusion.
D 4	D	Daman danta una af	D	Provide criteria of a
Pre-teach selected	Provide list of key words	Demonstrate use of	Demonstrate use of	
vocabulary; provide	for students to note	conjunctions to connect	transitional words and	well-written report that
bilingual dictionary or	during the discussion of	phrases; have students	phrases; have students	students can use for self
online translation tool if available.	religions.	practice using them.	practice using them.	evaluation.
	Demonstrate the use of a	Demonstrate use of	Provide students the	
Provide list of key words	Venn diagram to show	transitional words and	opportunity to share	
for students to note	differences and	phrases; have students	descriptions in small	
during the discussion of religions.	similarities Demonstrate use of	practice using them. Provide students the	groups.	
Demonstrate the use of a	conjunctions to connect	opportunity to share		
Venn diagram to show	phrases; have students	descriptions in small		
differences and similarities.	practice using them.	groups.		

Grade 7: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short	Participate in short	Participate in	Participate in	Participate in extended
conversational and written	conversational and	conversations,	conversations,	conversations,
exchanges on familiar	written exchanges on	discussions, and written	discussions, and written	discussions, and written
topics, presenting simple	familiar topics and	exchanges on familiar	exchanges about a	exchanges about a
information and	texts, presenting	topics and texts; building	variety of topics, texts,	variety of topics, texts,
responding to simple	information and ideas	on the ideas of others	and issues; building on	and issues; building on
questions and some wh-	and responding to	and express his or her	the ideas of others and	the ideas of others and
questions.	simple questions and	own; asking and	expressing his or her	expressing his or her
	wh- questions.	answering relevant	own; asking and	own clearly; posing and
		questions; and adding	answering relevant	responding to relevant
		relevant information.	questions; adding	questions; adding
			relevant information and	relevant and specific
			evidence; and	evidence; and
			paraphrasing the key	summarizing and
			ideas expressed.	reflecting on the key
		A		ideas expressed.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 2

Teachers and/or students create a representation (e.g., preview box, artifact box, poster, collage) to introduce Greek or Roman civilizations and to show their impact on today's society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flyer, comedy and tragedy masks, etc. Have students create a commercial for a product used during Roman or Greek times. The commercial must be accurate to the time period.

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 3 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With teacher support,	With teacher support,	With teacher support,	Choose ONE item from	Choose ONE item from
choose ONE item from	choose ONE item from	choose ONE item from	Greek or Roman	Greek or Roman
Greek or Roman	Greek or Roman	Greek or Roman	civilization. With a	civilization. With a
civilization. With a	civilization. With a	civilization. With a	partner, use a visual	partner, use a visual
partner or teacher support,	partner or teacher	partner or teacher	(picture, photo, etc.) or	(picture, photo, etc.) or
use a visual (picture,	support, use a visual	support, use a visual	object to create a short	object to create a short
photo, etc.) or object to	(picture, photo, etc.) or	(picture, photo, etc.) or	advertisement for the	advertisement for the
create a short	object to create a short	object to create a short	product. The	product. The
advertisement for the	advertisement for the	advertisement for the	advertisement will	advertisement will
product. The	product. The	product. The	respond to questions	respond to questions
advertisement will consist	advertisement will	advertisement will	about the "product,"	about the "product,"
of 2-3 sentences (written	consist of 3-5 sentences	respond to questions	including evidence about	including specific

,			
(written or spoken) and	about the "product."	how the Greek/Roman	evidence about how the
respond to questions	Using a variety of basic	civilizations impacted	Greek/Roman
about the "product."	sentence structures,	the product in today's	civilizations impacted
Respond in his/her own	respond in his/her own	society. Create a final	the product in today's
words, using simple	words, either written or	commercial or	society. Create a final
and compound	orally.	advertisement in video	commercial or
sentences.		format, using a variety of	advertisement video
		sentence structures.	format, using a variety of
			sentence structures.
<u>L</u>			
Sample in	structional strategies an	d supports	
Sample in Provide sample	structional strategies an Model asking questions	d supports Provide criteria for	Provide opportunities for
<u> </u>		· ·	Provide opportunities for students to practice
Provide sample	Model asking questions	Provide criteria for	
Provide sample sentence structures to	Model asking questions	Provide criteria for writing cohesive	students to practice
Provide sample sentence structures to	Model asking questions	Provide criteria for writing cohesive paragraphs (main idea,	students to practice sharing commercial or
Provide sample sentence structures to share information.	Model asking questions	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share	students to practice sharing commercial or
Provide sample sentence structures to share information. Provide opportunities	Model asking questions	Provide criteria for writing cohesive paragraphs (main idea, supporting details); share examples of model	students to practice sharing commercial or
	respond to questions about the "product." Respond in his/her own words, using simple and compound	respond to questions about the "product." Respond in his/her own words, using simple and compound Using a variety of basic sentence structures, respond in his/her own words, either written or orally.	respond to questions about the "product." Respond in his/her own words, using simple and compound sentences. Using a variety of basic sentence structures, respond in his/her own words, either written or orally. Using a variety of basic the product in today's society. Create a final commercial or advertisement in video format, using a variety of



information.

Grade 7: Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from	Gather information from	Gather information from	Gather information from	Gather information from
a few provided sources	provided sources and	multiple provided print	multiple print and digital	multiple print and digital
and label collected	record some data and	and digital sources and	sources, using search	sources, using search
information.	information.	summarize or paraphrase	terms effectively; quote	terms effectively; and (at
		observations, ideas, and	or paraphrase the data	Grade 8) evaluate the
		information, with labeled	and conclusions of	credibility of each
		illustrations, diagrams,	others, using charts,	source; quote or
		or other graphics, as	diagrams, or other	paraphrase the data and
		appropriate, and cite	graphics, as appropriate;	conclusions of others,
		sources.	and cite sources, using a	using charts, diagrams,
			standard format for	or other graphics, as
			citation.	appropriate; and cite
				sources, using a standard
				format for citation.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 11.

Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.

Source: Ohio's New Learning Standards: Social Studies, Grade 7 Curriculum Model, page 15 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-7-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
In small groups, each	In small groups, each	In small groups, each	In small groups, each	In small groups, each
with a different part of	with a different part of	with a different part of	with a different part of	with a different part of
the world, listen to group	the world, complete a	the world, complete a	the world, complete a	the world, complete a
discussion and group	cause-effect type of	cause-effect type of	cause-effect type of	cause-effect type of
reading of teacher-	organizer that tracks the	organizer that tracks the	organizer that tracks the	organizer that tracks the
prepared texts with main	movement and effects of	movement and effects of	movement and effects of	movement and effects of
ideas highlighted in	two of the following:	the following: fauna,	the following: fauna,	the following: fauna,
order to gain a basic	fauna, flora, or	flora, or pathogens.	flora, or pathogens.	flora, or pathogens.
understanding of the	pathogens. Listen to	Listen to and participates	Listens to and	Actively participate in
effects of the Columbian	group discussion and	in group discussion and	participates in group	group discussion and
Exchange.	reads teacher-prepared	reads a variety of texts to	discussion and read a	reads a variety of texts to
	texts with main ideas	complete organizer.	variety of texts to	complete organizer.
Label and categorize	highlighted in order to		complete organizer,	Information will include
pictures as fauna, flora,	gain an understanding of	Use organizer to share	using paraphrases and	brief summaries,
or pathogens. Listens in	the effects of the	learning with the jigsaw	quotations from the	paraphrases, or
each jigsaw group.	Columbian Exchange.	groups.	original source.	quotations of the original
			Information will be cited	source. Information will
			using the standard form	be cited using the

	Use organizer to share		for citation.	standard form for
	learning with the jigsaw			citation.
	groups.		Use organizer to share	
			learning with the jigsaw	Use organizer to share
			groups.	learning with the jigsaw
			8	groups.
	Sample in	structional strategies an	d supports	
	Sumple in	structional structures an	a supports	
Pre-teach selected	Pre-teach selected	Demonstrate use of	Model sharing	Provide criteria of a
vocabulary using	vocabulary using	cause and effect chart.	information and asking	well-written research
illustrations and photos	illustrations and photos		questions during a group	piece that student can
from the Internet;	from the Internet;	Provide feedback on	discussion.	use for self evaluation
provide bilingual	provide bilingual	initial drafts of charts		
dictionary or online	dictionary or online	containing information,		
translation tool if	translation tool if	and allow students to	Provide feedback on	
available	available	make revisions based on	initial drafts of organizer	
		feedback	containing information,	
Pair students with	Demonstrate use of		and allow students to	
partner to complete	cause and effect chart.	Model sharing	make revisions based on	
labeling and		information and asking	feedback	
categorization task.	Pair students with	questions during a		
	partner to complete	group discussion		
	cause and effect chart.			

Grade 8: Standard 2

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
Participate in short	Participate in short	Participate in	Participate in	Participate in extended
conversational and	conversational and	conversations,	conversations,	conversations,
written exchanges on	written exchanges on	discussions, and written	discussions, and written	discussions, and written
familiar topics,	familiar topics and texts,	exchanges on familiar	exchanges about a	exchanges about a
presenting simple	presenting information	topics and texts; building	variety of topics, texts,	variety of topics, texts,
information and	and ideas and responding	on the ideas of others	and issues; building on	and issues; building on
responding to simple	to simple questions and	and express his or her	the ideas of others and	the ideas of others and
questions and some wh-	wh- questions.	own; asking and	expressing his or her	expressing his or her
questions.	-	answering relevant	own; asking and	own clearly; posing and
		questions; and adding	answering relevant	responding to relevant
		relevant information.	questions; adding	questions; adding
			relevant information and	relevant and specific
			evidence; and	evidence; and
			paraphrasing the key	summarizing and
			ideas expressed.	reflecting on the key
				ideas expressed.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 2

Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Students will explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role-play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

Source: Ohio Social Studies Standards Grade 8 Model Curricula p. 3) http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher/partner	With partner or small	In a small group/limited	Complete a chart	Complete a chart
support, complete a chart	group, complete a chart	support, complete a chart	identifying economic	identifying economic and
identifying economic	identifying economic	identifying economic	and religious reasons for	religious reasons for
and religious reasons for	and religious reasons for	and religious reasons for	ONE colonial European	ONE colonial European
ONE colonial European	ONE colonial European	ONE colonial European	power to colonize North	power to colonize North
power to colonize North	power to colonize North	power to colonize North	America.	America.
America.	America.	America.		
			Write an editorial	Write a well-developed
Using prepared sentence	Give a five-sentence	Write a simple editorial	justifying why ONE of	editorial justifying and
frame provides a simple	explanation to show why	explaining why ONE of	the colonial European	citing evidence for why
explanation about why	ONE colonial European	the colonial European	powers colonized North	ONE of the colonial
the ONE colonial	power colonized North	powers colonized North	America.	European powers

European power	America.	America.		colonized North
colonized North			Orally present summary	America.
America.	Listen for either	Orally present summary	of editorial during role	
	religious or economic	of editorial.	play.	Orally present summary
Listen for either	reasons for colonization			of editorial during role
religious or economic	during other students'	Listen for either	Listen for either	play.
reasons for colonization	presentations, and mark	religious or economic	religious or economic	
during other students'	checklist (country with	reasons for colonization	reasons for colonization	Listen for either religious
presentations, and mark	column to check	during other students'	during presentations, and	or economic reasons for
checklist (country with	religious or economic).	presentations, and mark	marks checklist (country	colonization during
column to check	Check whether religious	checklist (country with	with column to check	presentations, and marks
religious or economic).	or economic	column to check	religious or economic).	checklist (country with
	justifications are given.	religious or economic).	Check whether religious	column to check
			or economic	religious or economic).
		Check whether religious	justifications are given	Check whether religious
		or economic	and take notes on at least	or economic
		justifications are given	two justifications per	justifications are given
		and take notes on at least	country.	and take notes on the
		one justification per		justifications for each
		country.		country.
		structional strategies an	d supports	
Provide list of key words	Provide sample sentence	Model asking questions	Provide criteria for	Provide opportunities for
for students to note when	structures to share	during a presentation.	writing cohesive	students to practice
listening to and viewing	information.		paragraphs (main idea,	sharing information
information about the		Model taking notes	supporting details); share	through role play.
colonization of North	Provide feedback on	during a presentation.	examples of model	
America.	students' written		paragraphs.	
	paragraphs so they can			
Demonstrate use of chart	make improvements.			
to record information.				
Provide sample sentence				
structures to share				
information.				

Grade 8: Standard 4

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1	Level 2	Level 3	Level 4	Level 5
Express an opinion about	Construct a claim about	Construct a claim about	Construct a claim about	Construct a claim about
familiar topics.	familiar topics and give a	a familiar topic:	a variety of topics:	a variety of topics:
	reason to support the	introduce the topic and	introduce the topic,	introduce the topic,
	claim.	provide several	provide sufficient	provide compelling and
		supporting reasons or	reasons or facts to	logically ordered reasons
		facts in a logical order,	support the claim, and	or facts that effectively
		and provide a concluding	provide a concluding	support the claim, and
		statement.	statement.	provide a concluding
				statement.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 5

Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.

Source; Ohio Social Studies Standards, Grade 8 Model Curricula p. 7

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
With a partner or teacher	With a partner or teacher	With limited teacher	Create a pamphlet or	Create a pamphlet,
support, create a poster	support, create a	support, create a	newspaper article that	newspaper article, or
that expresses at least 1	pamphlet that expresses	pamphlet or newspaper	expresses 2-3 claims,	web page that expresses
claim of the colonists	one claim, supported	article that expresses 1-2	supported by 2-3 reasons	3 claims, supported by 2-
that led to the	with at least two reasons,	claims, supported by 2-3	or facts for each claim,	3 reasons or facts for
Declaration of	of the colonists that led	reasons for each claim,	of the colonists that led	each claim, of the
Independence and	to the Declaration of	of the colonists that led	to the Declaration of	colonists that led to the
American Revolution.	Independence and	to the Declaration of	Independence and	Declaration of
	American Revolution.	Independence and	American Revolution.	Independence and
		American Revolution.	The pamphlet or article	American Revolution.
		The pamphlet or article	contains well-organized	The pamphlet, article, or
		will draw conclusions of	paragraphs for each	web page will contain
		the colonists' point of	claim and will draw	well-organized
		view.	conclusions of the	paragraphs that provide
			colonists' point of view.	compelling and logically
				ordered reasons or facts
				that effectively support
				the claim, and provide a
				concluding statement of
				the colonists' point of
				view.

Sample instructional strategies and supports				
Pre-teach selected	Model both oral and	Provide criteria for	Provide feedback on	Provide time for sharing
vocabulary; provide	written statements	writing cohesive	initial drafts of pamphlet	drafts with peers and
bilingual dictionary or	expressing opinions with	paragraphs (main idea,	or article, and allow	getting their feedback
online translation tool if	reasons.	supporting details); share	students to make	before completing final
available.		examples of model	revisions based on	draft of summary.
		paragraphs.	feedback.	

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Grade 8: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author	Identify the main	Explain the argument an	Analyze the argument	Analyze and evaluate the
or a speaker makes.	argument and one reason	author or a speaker	and specific claims in	argument and specific
	an author or a speaker	makes and distinguish	texts or speech,	claims in texts or
	gives to support the	between claims that are	determining whether the	speech/presentations,
	argument.	supported by reasons and	evidence is sufficient to	determining whether the
		evidence from those that	support the claims, and	reasoning is sound and
		are not.	cite textual evidence to	the evidence is relevant
			support the analysis.	and sufficient to support
				the claims; and cite
				textual evidence to
				support the analysis.

Sample Content-based Participation Goals – Social Studies Lesson Vignette

Social Studies Standard 7

Divide students into southern and northern states. Then in a small group or with a partner, students research issues involved with each state and identify each state's position as Federalist or Anti-Federalist. The following website may be used to jump start student research: http://teachingamericanhistory.org/lessonplans/act1/

Then prepare for a debate on the adoption of the U.S. Constitution from your group/partner assigned state.

Source: Ohio Social Studies Standards Grade 8 Model Curricula, page 11 http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/Grade-8-Social-Studies-Model-Curriculum April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
With a partner, read a	In a small group, use	In a small group, choose	In a small group,	In a small group,
teacher-selected (and	teacher-selected sources	2-3 sources from a	research the positions of	research (using credible
highlighted) source that	to complete an outline of	selection of teacher-	both the Federalists and	sources) the positions of
identifies the positions of	either the Federalists or	provided sources. Create	the Anti-Federalists on	both the Federalists and
a Federalist and an Anti-	Anti-Federalists	an outline that includes	the adoption of the U.S.	the Anti-Federalists on
Federalist on the	positions, on the	at least 2-3 pieces of	Constitution. Create an	the adoption of the U.S.
adoption of the U.S.	adoption of the U.S.	information to support	outline that includes at	Constitution. Creates an
Constitution. Use this	Constitution. Each	both the Federalists' and	least 3-5 pieces of	outline that includes at
source to complete a	position will include at	the Anti-Federalists'	information to support	least 3-5 pieces of
worksheet where they	least 3 pieces of	positions on the adoption	each position. Write a	information to support
label if a statement	information.	of the U.S. Constitution.	developed paragraph/s	each position. Write a
supports the Federalists		Write a basic paragraph	that summarize and/or	developed paragraph/s
or the Anti-Federalists.		that summarizes or	paraphrase each side's	that summarize,
		paraphrases each side's	position. All evidence	paraphrase, and/quote
		position, with	will use standard format	each side's position. All
		appropriate citations.	for citation.	evidence will use
				standard format for
				citation.

	Sample in	structional strategies an	d supports	
Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if	Pre-teach selected vocabulary using illustrations and photos from the Internet; provide bilingual dictionary or online translation tool if	Explain the difference between claims without supporting reasons and claims with supporting reasons. Give examples.	Discuss the difference between claims without supporting reasons and claims with supporting reasons. Have students give examples of each.	Provide criteria of well developed analysis of claims and supporting reasons that students can use as self evaluation during the writing process.
available Provide list of key words for students to note when reading about issues relating to adoption of U.S. Constitution.	available Provide list of key words for students to note when reading about issues relating to adoption of U.S. Constitution	can use to analyze arguments and supporting reasons.	Provide rubric students can use to analyze arguments and supporting reasons.	
	Explain the difference between claims without supporting evidence and claims with supporting evidence. Give examples.			
	K			

Grade 9-10, Standard 3

An ELL can, speak and write about grade-appropriate complex literary and informational texts and topics.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicate information about familiar texts, topics, and experiences.	Deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences or events.	Deliver short oral presentations and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	Deliver oral presentations and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.

Sample Content-based Participation Goals - Social Studies Lesson Vignette

Social Studies (World Geography)

Environment and Society CS #7

Students watch a video that provides examples of how cultural characteristics and technological resources influence human interaction with the environment.

Possible video link:

http://www.pbs.org/wnet/nature/holycow/hinduism.html

Students will then be provided information sources of two cultures, so that they can be afforded the opportunity to identify essential attributes of both of them. They use this information to assist them in determining whether or not their cultural characteristics and their technological resources are different from those of other people. They will share their responses through written and expressive form.

Essential Questions:

How are human societies shaped by and how do they help to shape their environments?

Source: Ohio Social Studies Standards - Model Curriculum,

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School World-Geography Model-Curriculum_April2014.pdf.aspx p.8 - p.

Level 1	Level 2	Level 3	Level 4	Level 5
With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a	With teacher guidance, list what student knows about treatment of cows in U.S. and India and record responses on a	List prior knowledge about treatment of cows in U.S. and India and record responses on a KWL chart. List ideas for	List prior knowledge about treatment of cows in U.S. and India and record in learning logs.	List prior knowledge about treatment of cows in U.S. and India and record in learning logs.
KWL chart. List ideas for "want to know".	KWL chart. List ideas for "want to know".	"want to know". Watch video/videos that	Read provided articles of regarding treatment of cattle in India and the	Read provided articles of regarding treatment of cattle in India and the
Watch video/videos that provide(s) examples of how cultural	Watch video/videos that provide(s) examples of how cultural	provide(s) examples of how cultural characteristics and	U.S. and write notes about important facts.	U.S. and write notes about important facts.
characteristics and technological resources	characteristics and technological resources	technological resources influence human	Using a structured format write an essay about	Write an essay about differences in treatment of

influence human interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart.	influence human interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write sentences in a comparative writing framework about each of the attributes of both of the cultures and shares them aloud.	interaction with cattle in the U.S. and India. Make additions to the "L" column in the KWL chart based on what was learned from the video. Use information from additional sources to add information to KWL chart. Write a paragraph comparing and contrasting treatment of cattle in India and in U.S. Present orally information from the written paragraph.	differences in treatment of cattle in India and the U.S. Record reading of essay on Audacity so peers can listen.	cattle in India and the U.S. Prepare and give an oral presentation on the differences in treatment cattle in India and the U.S. Composes a comparative essay.
Pre-teach selected vocabulary; provide bilingual dictionary or online translation tool if available. Provide list of key words for students to note when watching video and reading information about treatment of cattle in India and U.S.	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.	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	d supports Provide opportunities for peer feedback on initial drafts of written reports. Provide opportunities for students to practice giving oral presentations.	Provide feedback on initial drafts of written reports and allow studen to make revisions for findraft. Provide criteria for giving an oral presentation. Allow students to practicate and give feedback beformaking final presentation.

Provide criteria for

writing cohesive paragraphs (main idea, supporting details); share examples of model paragraphs.

use of KWL chart.

partners to complete KWL chart.

Have students work with

use of KWL chart.

Have students work with

partners to complete KWL chart.

Grade 9-10, Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from a few provided print and digital sources, and label collected information, experiences, or events.	Gather information from provided print and digital sources, and summarize data and information.	Carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.	Carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.	Carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.

Sample Content-based Participation Goals - Social Studies Lesson Vignette

Social Studies (Modern World History)

Historical Thinking & Skills CS #2

Students create a National History Day project about Ohio, examining primary and secondary sources to analyze historical events to Source: https://www.ohiohistory.org/learn/education-and-outreach/ohio-history-day (copy and paste link into Internet server)

Students select to complete a project in one of the following History Day categories:

- Paper,
- Exhibit,
- Performance,
- Documentary (PowerPoint or Video presentations), or
- Website

When selecting a category it is important to consider the following:

- Which category best fits your interests and skills?
- Will you have access to the equipment or materials you need to present your entry?
- Does your research fit one category better than another?

Students will need to know the following academic vocabulary to be successful in completing their research and projects: research, topic, thesis, research sources, secondary source, primary source, presentation, notes, quotes, annotated bibliography, plagiarism, paraphrase, and note cards.

It is important to provide students examples of primary sources and secondary sources.

A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this project.

Sources: Ohio History Connection

https://www.ohiohistory.org/OHC/media/OHC-Media/Documents/Intro-Guide.pdf (copy and paste link into Internet server)

Ohio Social Studies Standards, Model Curriculum, Modern World History, p.2

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_Modern-World-History_Model-Curriculum_April2014.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
Select a research topic which topic/category of research best fits their interests and skills with the assistance of the teacher or peer. Select from a limited amount of related resources the teacher has set aside, and begin to gather information about the research topic. Begin to write information in the first two columns of a Five W's Chart (Who, What, Where, When, Why). These responses could be written as paraphrases and/or as pictorial representations.	Determine which topic/category of research best fits their interests and skills with the assistance of a peer. They will use the Think-Pair-Share strategy. With a partner, brainstorm ideas while using the teacher created 'Guiding Questions Worksheet' that refers to the historical events of Ohio that were already taught and studied in class. Select from a limited amount of related resources the teacher has set aside, so they narrow their focus of their research. Begin to write information on note cards categorized into headings under Who, What, Where, When, Why).	Determine which topic/category of research best fits their interests and skills with the assistance of a peer. They will use the Think-Pair-Share strategy. With a partner, brainstorm ideas while using the teacher created 'Guiding Questions Worksheet' that refers to the historical events of Ohio that were already taught and studied in class. Locate at least 5 on-line and print sources Begin constructing their thesis statement. Write information on note cards answering Who, What, Where, When and Why. Write bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. Use information to construct a PowerPoint presentation or as an exhibit.	Refers to learning logs to determine which topic/category best fits their interests and skills for this project. Research from multiple print and digital sources (at least 6-8). Construct a thesis statement. Write information on their note cards. Students will have at least 15 note cards with at least 2-3 paraphrased complex sentences written on them. Write bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. They will include an annotated bibliography with their final project. Construct a 5-paragraph essay, with 8-10 complex sentences in each paragraph. Prepare a video presentation that will be shared with future students who will learn this topic in history class. The video presentation will consist of multiple graphics. Their visuals may consist of a PowerPoint presentation and/or primary artifacts.	Refers to learning log to determine which topic/category best fits their interests and skills for this project. Begins to research from multiple print and digital sources. Selects at least 8-10 sources selected, so they can begin constructing their thesis statement. Write information on note cards. Students will have at least 20 note cards with at least 3-4 paraphrased complex sentences written on them. Students will have at least 10 note cards with 1 quote written on them. Write their bibliography cards after reviewing examples of each of the sources properly annotated in a bibliography format. They will include an annotated bibliography with their final project. Construct a 5-7 paragraph essay, with 10-12 complex sentences in each paragraph. Prepare a video presentation that will be shared with future students who will learn this topic in history class. The video presentation will consist of multiple graphics. Their visuals may consist of a PowerPoint presentation and/or primary artifacts.
	Sample in	structional strategies and	d supports	
Assist students determine meaning of key vocabulary they encounter; provide	Do a pre-assessment to determine students' knowledge of key vocabulary.	Discuss strategies for determining reliability of sources of information.	Discuss strategies for determining reliability of sources of information.	Discuss strategies for determining reliability of sources of information.

bilingual dictionary or online translation tool if available.	Assist students determine meaning of unknown vocabulary they	Demonstrate how to cite sources of information and prepare bibliography.	Demonstrate how to cite sources of information and prepare bibliography.	Demonstrate how to cite sources of information and prepare bibliography.
Have students work with partners to gather information from different resources. Model how to record information in a 5-W chart.	encounter; provide bilingual dictionary or online translation tool if available. Have students work with partners to gather and record information from	Provide guidelines on preparing PowerPoint presentations.	Provide guidelines on preparing PowerPoint presentations.	Provide guidelines on preparing PowerPoint presentations. Provide criteria of a well-written research summary that student can use for self- evaluation.
	different resources.			Ser Cranadon

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Grade 9-10, Standard 6

An ELL can analyze and critique the arguments of others or ally and in writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify a point an author or a speaker makes.	Identify the main argument and one reason an author or a speaker gives to support the argument.	Explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	Analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	Analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.

Sample Content-based Participation Goals Social Studies Lesson Vignette

Social Studies (American History)

Historical Thinking & Skills CS #4

This lesson consists of two parts. In order for students to successfully complete the second part of the lesson, students must create their own project, explained below:

Students will gather primary and secondary resources on a specific event to analyze an historical event to determine what might have happened if the participants had chosen alternative courses of action (e.g., What if Truman had not ordered atomic bombs dropped on Japan?). Students will use this information to reach a conclusion of what is the best course of action to solve an issue or problem by completing a project.

This project will be in completed as one of the types of projects:

- Paper,
- Exhibit,
- Performance,
- PowerPoint or Video presentations, or
- Website

Students will need to know the following academic vocabulary to be successful in completing their analysis: research, topic, thesis, research sources, secondary source, primary source, presentation, notes, quotes, annotated bibliography, plagiarism, paraphrase, and note cards.

It is important to provide students examples of primary sources and secondary sources.

Once students complete their projects, they will be charged to review a peer's project and determine the stance he/she has taken. A rubric with specific criteria for each type of student should be used to properly assess the student's understanding of this project.

Sources: Ohio History Connection

https://www.ohiohistory.org/learn/education-and-outreach (copy link and paste into Internet server)

Ohio Social Studies Standards, Model Curriculum, American History

http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School American-History Model Curriculum April2014.pdf.aspx p.1

Level 1	Level 2	Level 3	Level 4	Level 5
Review a PowerPoint presentation created by another level 1 or level 2 students. With the aid of a 5 W's Chart, identify the point his/her classmate is making in the thesis statement and project. Answer WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as paraphrases and/or as pictorial representations. Once the student has the 5 W's Chart completed, he/she verbally summarizes their findings to the author of the PowerPoint presentation.	Review a PowerPoint presentation that was created by another Level 2 student. With the aid of a 5 W's Chart, identify the point his/her classmate is making in their thesis statement and project. Answers WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as paraphrases and/or as simple sentences. Once the student has the 5 W's Chart completed, he/she verbally summarizes their findings to the author of the PowerPoint presentation.	Review a PowerPoint presentation or an exhibit that was created by another Level 3 student. With the aid of a 5 W's Chart, identify the point the classmate is making and the reasons to support the claim. Answers WHO, WHAT, WHERE, WHEN, and WHY. These responses could be written as simple and/or compound sentences.	Review a final draft of a 5-paragraph essay that was created by another Level 4 student. Determine whether the evidence is sufficient to support the claim in the essay, and cite textual evidence to support the analysis.	Reviews a final draft of a 5-7 paragraph essay that was created by another proficient-trial mainstreamed student to review. determine whether the evidence is sufficient to support the claim in the essay, and cite textual evidence to support the analysis
	Sample ins	tructional strategies ar	nd supports	
Provide list of key	Provide list of key	Provide list of key	Guide the students in	Guide the students in
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.	words for students to note when viewing the PowerPoint presentation. Assist students determine meaning of key vocabulary they encounter; provide bilingual dictionary or online translation tool if available. Provide rubric specifically created for the Level 2 student to rate the rates the student's analysis.	words for students to note when viewing the PowerPoint presentation. Provide rubric specifically to rate the rates the student's analysis.	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.	developing a rubric to use when reading persuasive texts to determine whether the evidence is sufficient to support the claim in the essay. Demonstrate how to cite textual evidence to support the analysis of a persuasive text.

Grades 11-12, Standard 5

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Gather information from	Gather information from	Carry out short research	Carry out both short and	Carry out both short and
a few provided print and	provided print and	projects to answer a	more sustained research	more sustained research
digital sources, and label	digital sources, and	question; gather	projects to answer a	projects to answer a
collected information,	summarize data and	information from	question; gather and	question or solve a
experiences, or events.	information.	multiple provided print	synthesize information	problem; gather and
		and digital sources, and	from multiple print and	synthesize information
		evaluate the reliability of	digital sources, using	from multiple print and
		each source; paraphrase	search terms effectively;	digital sources, using
		key information in a	evaluate the reliability of	advanced search terms
		short written or oral	each source and integrate	effectively; evaluate the
		report, using	information into an	reliability of each source,
		illustrations, diagrams,	organized oral or written	and analyze and
		or other graphics; and	report, citing sources	integrate information
		provide a list of sources.	appropriately.	into a clearly organized
				oral or written text,
				citing sources
				appropriately.

Sample Content-based Participation Goals--Social Studies Lesson Vignette

Social Studies (Economics & Financial Literacy):

Economic Decision Making and Skills CS#2

Have students simulate stock market investments by researching market patterns, company earning statements, stock market reports and economic indicators to develop an investment strategy. From the beginning of the course until the end of the course, students can work individually or in small teams to invest a simulated sum of money into a portfolio of stocks and then track their progress over time. Learning from this simulation should to be linked to personal finance decisions.

Stock Market Game

www.stockmarketgame.org

Classroom teams compete to develop an investment strategy, invest simulated money and compete for an award for largest portfolio growth during the contest period.

Source: Ohio Social Studies Standards, Model Curriculum, Economics and Financial Literacy
http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School Economics-and-Financial-Literacy Model-Curriculum April2014.pdf.aspx p.3

Level 1	Level 2	Level 3	Level 4	Level 5
Select a familiar	Select a familiar	Find two different stock	Selecting from a broad	Selecting from a broad
company or product	company or product	market reports about one	teacher-created list (so that	teacher-created list (so that
(Coke, Microsoft).	(Coke,	company or product with	the same companies are	the same companies are not
With teacher support,	Microsoft).With	which he or she is	not repeated over and	repeated over and over),
read a stock report and	teacher support	familiar. Using a top-hat	over), research 2-3	research at least 3 companies
calculate the number of	and/or model	or Venn diagram,	companies or products,	or products, creating a
stocks he can buy with	calculator, read a	compare research	creating a graphic	graphic organizer to compare
a pretend sum of	stock report and	sources.	organizer to compare	market patterns, company
money.	calculate the		market patterns, company	earning statements, stock

Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class. Use a paragraph frame to support presentation, ex: "I began with

_____ dollars.
I bought

1 bougn

ended with

dollars. So, I (gained, lost) _____dollars."

number of stocks he can buy with a pretend sum of money.

Following a model of a line graph, track value of the stocks through the duration of the class. Add data to graph at regular intervals (daily, weekly, or the like).

If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of their stock using graphs.

At the end of the course, present graph and results to the class. Using paragraph frames or other graphic organize; prepare a 2-3 paragraph report telling about the initial investment, effect of buying and/ or selling during the class, and their results. Support presentation with visual representation of the data that they accumulated through the year.

Given a paragraph frame, write a 5-7 sentence paragraph telling the differences and similarities of the reports; identify the more reliable source. Present comparison and organizer to the class.

Using the preferred source, select two companies or products with which he is familiar (Coke, Microsoft) and make a simulated purchase with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs.

Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class.

Using paragraph frames or other graphic organizer, prepare a 3-5 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and how to invest for a future goal (e.g., college, car). Support presentation with visual representation of the year's data and citations for at least two stock reports.

earning statements, stock market reports and economic indicators.

Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources.

After viewing classmates' presentations, create a portfolio of at least three different stocks with the pretend sum of money. If he chooses, sell some of the stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using graphs.

Track value of the stocks through the duration of the class. Add data to the line graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class.

With optional, pre-writing organizer, prepare a 5-7 paragraph report justifying the initial investment, the effect of buying and/or selling during the class, presenting results, and describing a future investment goal e.g... college, car). Presentation must be supported with visual representation of the year's data and citations for at least two stock reports.

market reports and economic indicators. Choose stocks of different types (i.e. banking, retail, technology, or other).

Present research to the class in a 3-5 minute presentation accompanied by visuals and graphic organizers. Cite sources.

After viewing classmates' presentation, create a portfolio of at least three different stocks with their pretend sum of money. If he chooses, sell some of their stock and buy stock from an additional, familiar product or company, still recording the total value of the stock using line graphs.

Track value of their stocks through the duration of the class, adding data to the line graph at regular intervals (daily, weekly, or the like).

At the end of the course, present graph and results to the class.

Prepare a 5-7 paragraph report analyzing a future investment goal (e.g... college, car), planning stock to buy, and estimating the amount of time it would take to achieve the goal. Presentation must be supported with visual representation of the year's data and citations for at least three stock reports.

Sample instructional strategies and supports					
Pre-teach selected	Pre-teach selected	Provide opportunities for	Provide opportunities for	Provide criteria of a	
vocabulary; provide	vocabulary; provide	students to share	students to practice	well-written research	
bilingual dictionary or	bilingual dictionary or	completed paragraph	giving their	summary that students	
online translation tool if	online translation tool if	frames with partners.	presentations. Give	can use to evaluate each	
available	available		feedback that can be	other's presentations.	
			used to make		
Demonstrate how to	Demonstrate how to		improvements for final		
create and use a line	create and use a line		presentation.		
graph to track value of	graph to track value of				
the stocks through the	the stocks through the				
duration of the class.	duration of the class.				
Have students work with	Have students work with				
partner to monitor stocks	partner to monitor stocks				
and use line graph to	and use line graph to				
track value.	track value.				

DRAFT

Grades 11-12, Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognize the meaning	Adapt language choices	Adapt language choices	Adapt language choices	Adapt language choices
of some words learned	to task and audience	and style according to	and style according to	and style according to
through conversations,	with emerging control	purpose, task, and	purpose, task and	purpose, task, and
reading, and being read	and use some frequently	audience, with	audience; use a wider	audience with ease, use a
to.	occurring general,	developing ease, use an	range of complex	wide variety of complex
	academic, and content	increasing number of	general, academic, and	general academic and
	specific words in	general academic and	content specific words	content-specific words
	conversation and	content-specific words	and phrases and	and phrases, and employ
	discussion.	and expressions in	maintain a formal style	both formal and more
		speech and written text,	in speech and writing as	informal styles
		and show developing	appropriate.	effectively, as
		control of style and tone		appropriate.
		in oral or written text.		

Sample Content-based Participation Goals--Social Studies Lesson Vignette

Social Studies (Government)

Civic Participation & Skills CS #4

Source: Ohio Social Studies Standards, Model Curriculum, High School American Government, p.5 http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Social-Studies

Divide students into three to four groups to engage in a discussion of how to resolve a contentious issue, issues ranging from very local (within the school (ex: should students be allowed to carry their cell phones) to national (ex: should the United States intervene in a civil war in another country).

All students label individual index cards

with the words Persuasion, Compromise, Consensus Building and Negotiation. Have the groups take turns observing as one group discusses their issue for several minutes. As the dynamics of the discussion proceed, have the observers hold up one of the four index cards containing the word or words representing what process they see taking place in the first group's discussion at that time.

Level 1	Level 2	Level 3	Level 4	Level 5
Using role-play,	Read a list of at least 10	Read a list of at least 10	Work independently to	Participate fully in
illustration, and/or	phrases and sentences	phrases and sentences	create individual note	activity. Works
translation create	(ex: "Let's work	(ex: "Let's work	cards.	independently to create
meaning for these new	together", "All people	together", "All people		individual note cards.
vocabulary concepts:	should", and "What	should", and "What	Listen with other	
persuasion, compromise,	do you think?" "Meet	do you think?" "Meet	students as one group	Discuss and/or observe
consensus, and	me half-way", etc.).	me half-way", etc.).	discusses a local	local and national issues.
negotiation. Record with			problem. With a partner	
memory aid (ex.:	With a teacher, sort the	With a teacher, sort the	as a model, hold up cards	Hold up index cards
personal dictionary	words into group:	words into group:	and the discussion	independent of group
entry, vocabulary			proceeds.	mates.
quadrants) and practice	 words for 	 words for 		
	persuasion	persuasion	Join a group that is	Speaks to resolve issue

Transfer the new words to individual index cards.	words for compromise	words for compromise	discussing a one of the non-local issues. Given	using several sentences: simple, compound, and
With partner, hold up cards as the discussions proceed.	 words for consensus building words for negotiation 	 words for consensus building words for negotiation 	a list of words and phrases pertinent to the issue, participate in group discussion. Speaks	complex.
	Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed.	Transfer the new words to individual index cards. With partner, hold up cards as the discussions proceed.	with 2-3 simple, compound or complex sentences.	
		Join a group that is discussing a local, familiar issue. Given a list of words and phrases pertinent to the issue, participate in group discussion. With prompting and or modeling, speak in simple sentences and phrases.		
	Sample in	structional strategies an	d supports	
Model how to ask questions during oral presentations when a word or phrase is not understood.	Model how to ask questions during oral presentations when a word or phrase is not understood.	Provide opportunities for students to practice model sentences and phrases that can be used in a discussion about a certain issue.	Provide opportunities for students to practice model sentences and phrases that can be used in a discussion about a certain issue.	Discuss differences in language used in informal and formal discussions. Elicit from students language use that would be inappropriate for formal discussions about a topic.