

Grade 1 Support

ELP Standards

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

Grade 1: Standard 1

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students listen to a read aloud of *Near One Cattail: Turtles, Logs, and Leaping Frogs* (Jennifer Durrubio). 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.ohiore.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 instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	Pre-teach selected vocabulary; provide bilingual resource (if available) and pictures to aid comprehension.	Provide a model of a chart that can be used to record key information.	After reading the informational selection, in a large group setting asks students to identify main ideas and key details.	Demonstrate examples of questions that can be used to clarify information provided in an oral reading,
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Grade 1: Standard 2

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

Source: Mathematics Model Curriculum Grade 1, Domain Operations and Algebraic Thinking, Standard 4, pg 4-5;

http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Grade_1_Math_Model_Curriculum_March2015.pdf.aspx

ORC#3978 From the National Council of Teachers of Mathematics, Illuminations: How Many Left?)

<http://illuminations.nctm.org/Lesson.aspx?id=679>

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

Sample instructional strategies and supports

Have students write the numbers they hear when listening to oral reading of word problems.	Have students work with a partner to develop a retelling of the word problem.	After reading the math problem, have students discuss with a partner their understanding of the problem.	Provide students the opportunity to share their take-away problems in small groups.	Provide students opportunities to practice presenting their word problems and provide feedback for improvements.
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Grade 1: Standard 3

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

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

Sample instructional strategies and supports

Demonstrate how to search “how to” topics on Internet and how to use PowerPoint to share information.	Demonstrate how to search “how to” topics on Internet and how to use PowerPoint to share information.	Demonstrate how to search “how to” topics on Internet and how to use PowerPoint to share information. Have students work with a partner to develop PowerPoint presentation.	Have students work with a partner to develop PowerPoint presentation. Allow students to practice giving PowerPoint presentations in small group settings.	Allow students to practice giving PowerPoint presentations in small group settings.
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Grade 1: Standard 4

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

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

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

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

Sample instructional strategies and supports

Have students work with a partner on the measuring task.	Have students work with a partner on the measuring task.	Demonstrate how to use graphic organizer to record information.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries.	Model how to write a journal entry to report information. Provide sample sentence structures and vocabulary that can be used in journal entries. Model how to support opinions with reasons.
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Grade 1: Standard 5

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

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

Source: Social Studies Model Curriculum, Grade 1, Content Statement 12, Instructional Strategies, pg12)

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

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

Sample instructional strategies and supports

Use picture cards to teach related vocabulary.	Model how to ask questions. Demonstrate how to use graphic organizer to record key information.	Discuss with class the kinds of questions to ask in an interview. Provide opportunities for students to role play and practice interview with a partner.	Discuss with class the kinds of questions to ask in an interview. Provide opportunities for students to role play and practice interview with a partner.	Demonstrate how to take notes during an interview.
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Grade 1: Standard 6

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

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

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
	Using a sentence frame and word list, tell about one law/rule mentioned in the presentation, stating why it's important. Phrases/simple sentences. Discuss with partner.	Using simple sentences, write a journal entry about one law/rule mentioned in the presentation, stating the reason for its importance and consequences for breaking it. Discuss with small group.	Using more elaborated sentences, write about two laws/rules mentioned in the presentation, stating the reason for their importance and consequences for breaking them. Discuss with small group or class.	Write a journal entry about two laws/rules mentioned in the presentation, stating the reason for their importance and consequences for breaking them (descriptive sentences). Discuss with small group or class.

Sample instructional strategies and supports

	Review vocabulary related to rules, laws, appropriate behavior in a community. Model how to ask questions for clarification.	Demonstrate how to take notes during an oral presentation. Model how to ask questions for clarification.	Demonstrate how to take notes during an oral presentation. Give feedback on students' initial drafts and make suggestions for improvements.	Provide time for sharing drafts with peers and getting their feedback before completing final draft of summary.
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Grade 1: Standard 7

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Source: Adapted from English Language Arts Model Curriculum Grade 1, Language, Knowledge, Standard 3, pg 34)
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Grade_1_ELA_Model_Curriculum_March-2015.pdf.aspx

Level 1	Level 2	Level 3	Level 4	Level 5
		Participate in a classroom discussion about the informal speech used in the book. Create a t-chart comparing the informal language in the books and the formal equivalent (e.g. Yo, What's up! /Hello, how are you?)	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of story, pretending that one of the characters is a teacher/doctor.	Participate in a classroom discussion about the informal speech used in the book. Write an alternate dialog for the part of the story, pretending that one of the characters is a teacher/doctor.

Sample instructional strategies and supports

		Demonstrate how to use a T-chart to illustrate differences. Have students work with partners to complete the T-chart.	Have students work with partners in writing alternate dialog.	Provide opportunities for peer feedback on initial drafts.
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Grade 1: Standard 8

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

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

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

Sample instructional strategies and supports

Pre-teach selected vocabulary; provide bilingual resource if available and illustrations to aid comprehension.	Demonstrate how to use illustrations and context clues to determine meaning of words.	Demonstrate how to use illustrations and context clues to determine meaning of words. Have students work with partners on using clues to determine meanings of unknown words.	Have students work with partners on using clues to determine meanings of unknown words.	Provide opportunities for students to share their examples in small groups.
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Grade 1: Standard 9

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Source: English Language Arts Model Curriculum, Grade 1, Reading Literature: Key Ideas and Details, Standard 1, pg 1
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, " <i>Yesterday was no ordinary day....</i> " write a creative story including at least one event that happened during the morning, afternoon, and evening. Share with small group or class.	After reading the story, review the activities that the ladybug did morning, afternoon, and evening. Following the prompt, " <i>Yesterday was no ordinary day....</i> " write a creative story including a complex sequence of events. Share with small group or class.

Sample instructional strategies and supports

	Demonstrate the use of a graphic organizer to share information. Have students work with partners in completing the chart.	Demonstrate the use of a graphic organizer to share information.	Provide examples of creative stories written by other students. Discuss the use of transitional phrases to connect ideas.	Provide feedback on initial drafts of story and allow students to make revisions for final draft.
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Grade 1: Standard 10

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