

Kindergarten Support

ELP Standards

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

Grade K: Standard 1

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

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

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

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

Sample instructional strategies and supports

Provide native language support if available. Refer to pictures of animals when reading the story aloud.	Demonstrate the use of a retelling glove. Have students practice retelling story with a partner.	Provide a sample graphic organizer that students can use to provide information about the story.	Provide a sample graphic organizer that students can use to provide information about the story.	Have students practice asking and answering questions about the story in pairs.
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Grade K: Standard 2

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

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

Sample Content-based Participation Goals - Mathematics

Lesson Vignette

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

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

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

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

Sample instructional strategies and supports

Introduce and demonstrate key vocabulary terms such as “flat”, “solid”, “corners”, and “angles”. Provide native language support if available.	Introduce and demonstrate key vocabulary terms such as “flat”, “solid”, “corners”, “sides” and “angles”. Provide native language support if available.	Demonstrate how to use graphic organizer to record information about shapes of objects.	Demonstrate how to use graphic organizer to record information about shapes of objects.	Provide opportunities for students to discuss with partner the procedure for constructing shapes.
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Grade K: Standard 3

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

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

Sample Content-based Participation Goals - Science

Lesson Vignette

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

Source: Ohio New Learning Standards - Science

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

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

Sample instructional strategies and supports

Use picture cards to teach weather related vocabulary	Use picture cards to teach names of tools to measure weather. Allow students to discuss weather tools with a partner.	Model both oral and written sentences to describe purpose of a weather tool.	Model both oral and written sentences to describe purpose of a weather tool.	Provide criteria of effective presentations. Allow students to practice presentations in small-groups and evaluate presentations using criteria
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Grade K: Standard 4

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

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

Sample Content-based Participation Goals - Social Studies

Lesson Vignette

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

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

Source: Ohio Social Studies Kindergarten Model Curriculum

Strand: Economics.

Topic: Scarcity p. 11

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

EconEdLink—No Room for a Sneeze

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

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

Sample instructional strategies and supports

Pre-teach vocabulary related to needs and wants. Model how to list needs and wants on a chart.	Provide opportunities for students to share their ideas with a partner.	Write down on chart or Smart board the ideas generated in the discussion.	Demonstrate appropriate language to express opinions about the ideas of other persons	Demonstrate appropriate language to give reasons for one's opinions.
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Grade K: Standard 5

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

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

Sample Content-based Participation Goals – Mathematics

Lesson Vignette

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

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

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

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

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 student, 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 student, 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 student. 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 student. 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.
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Grade K: Standard 6

An ELL can analyze and critique the arguments of others orally and in writing.				
Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	With prompting and support, identify a reason an author or speaker gives to support a point.	With prompting and support, identify appropriate reasons an author or speaker gives to support main points.
<p>Sample Content-based Participation Goals – Science</p> <p>Lesson Vignette</p> <p>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.</p> <p>Source: Ohio’s New Learning Standards – Science, Kindergarten,p.15</p> <p>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx</p>				
Level 1	Level 2	Level 3	Level 4	Level 5
D NA	R NA	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 multiple 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 K: Standard 7

An ELL can adapt language choices to purpose, task, and audience when speaking and writing.				
Level 1	Level 2	Level 3	Level 4	Level 5
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	Show awareness of differences between informal, 'playground speech,' and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.

Sample Content-based Participation Goals – Social Studies

Lesson Vignette

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

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

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

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

Sample instructional strategies and supports

			Demonstrate examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/ contrasting.	Elicit from the class examples of formal and informal language that people in different professions might use throughout the day. Discuss the difference between the types and create graphic organizer comparing/contrasting.
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Grade K: Standard 8

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

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

Source: Ohio English Language Arts Model Curriculum
Strand: Language

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

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.
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Grade K: Standard 9

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

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

Sources:

Ohio English Language Arts Model Curriculum, K, Writing
http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/Kindergarten_FLA_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

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

Sample instructional strategies and supports

		Model using autobiography book to retell a past experience. Point out use of key vocabulary and linking words. Provide opportunities for students to practice retelling in small group settings	Model using autobiography book to retell a series of events. Point out use of key vocabulary and linking words. Provide opportunities for students to practice retelling in small group settings	Provide students opportunities to practice telling about events in their personal history and give feedback for making improvements.
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Grade K: Standard 10

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

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

Sample Content-based Participation Goals – English Language Arts

Lesson Vignette

Students participate in a noun sort and shared writing experience

Students sort with a partner noun picture cards into different categories

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

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

Sample instructional strategies and supports

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