



## Applying the WIDA ELD Standards Framework Planning Templates

This document offers several versions of planning templates to assist educators in connecting the [Oklahoma Academic Standards](#) to the [WIDA ELD Standards Framework](#) within unit planning to support English Learners. These templates can be used by EL teachers and/or content teachers with ELs. In addition, they provide a way for EL teachers and content area teachers to collaborate on the integration of content and language through push in or pull out instruction.

### **Applying the WIDA ELD Standards Framework A Planning Template: Professional Learning Version**

This template provides columns with explanations for each component of the WIDA ELD Standards Framework. It also offers guiding questions and considerations. It is designed for novice educators who are just beginning to plan with the WIDA ELD Standards. Once an educator feels comfortable with this version, they may then opt to use the simple planning template below.

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### **Applying the WIDA ELD Standards Framework A Planning Template: Simple Version**

This is a simplified planning template that guides educators in connecting Oklahoma Academic Standards and the WIDA ELD Standards. This template is designed for educators who are already familiar with planning with the WIDA ELD Standards. If you are new to planning with the WIDA ELD Standards, use the first version which will assist you in understanding the different components of the WIDA ELD Standards.

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### **Applying the WIDA ELD Standards Framework A Planning Template: Sample Versions**

These completed sample planning templates feature modified content lessons for English Learners using WIDA's ELD Standards. The Office of English Language Proficiency gathered lesson plans utilizing Oklahoma Academic Standards from the Office of Curriculum and Instruction for English Language Arts, Social Studies, Math, and Science. The examples include elementary as well as secondary lesson plans, and they encompass the four key language uses: explain, narrate, inform, and argue. To view the original lesson (unmodified), click of the linked Title of Unit.

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## Applying the WIDA ELD Standards Framework

### A Planning Template (Professional Learning Version)

<b>TITLE OF UNIT</b>			
<b>GRADE LEVEL CLUSTER</b> <i>The WIDA ELD Standards are organized by grade level clusters: K; 1; 2-3; 4-5; 6-8; 9-12.</i>	Grade(s) _____ Grade Level Cluster (Circle one)    K   1   2-3   4-5 <div style="text-align: right; margin-top: 10px;">6-8   9-12</div>		
<b><u>OKLAHOMA ACADEMIC STANDARDS</u></b>			
<b>WIDA ELD STANDARDS</b> <i>A framework for language and content integration</i>  <i>Identify the ELD standards in this unit.</i>  <i>Units should be built on both Standard 1 (Language for Social and Instructional Purposes) and the appropriate content area standard:</i>  <i>Standard 2: Language for Language Arts</i> <i>Standard 3: Language for Mathematics</i> <i>Standard 4: Language for Science</i> <i>Standard 5: Language for Social Studies</i>	Standard 1:  Language for Social and Instructional Purposes	+	<i>Add in additional ELD standard for content area</i>  Standard ____:  Language for _____
<b>ACTIVITIES AND ASSESSMENTS:</b> <i>Reading, Writing, Listening, Speaking Tasks</i>			
<b>KEY LANGUAGE USES:</b> <i>WIDA's four genres can be used to prioritize and organize the integration of content and language: Narrate, Inform, Argue, Explain.</i>  <i>Please note that these Key Languages Uses can overlap and inform each other.</i>  <u>Guiding Questions</u> <ul style="list-style-type: none"> <li>• What key language uses best reflect how students will interact with language?</li> <li>• What key language uses are emphasized in the content standards, texts, activities, and assessments?</li> </ul>	(Circle one)  Narrate    Inform    Argue    Explain		

## LANGUAGE EXPECTATIONS:

*Goals for content driven instruction*

*They are written in Interpretive (listening, reading, viewing) and Expressive (speaking, writing, representing) goals for content-driven language learning.*

<p><b>LANGUAGE FUNCTIONS:</b> Common patterns of language use that showcase particular ways students might use language to meet the purposes of schooling</p> <p><i>These language functions are found in bulleted lists under each Mode of Communication (Expressive or Interpretive) within the Language Expectations in <a href="#">WIDA's ELD Standards Framework 2020 Edition</a> (K pp 41-60; 1 pp 61-82; 2-3 pp 83-104; 4-5 pp 105-138; 6-8 pp 139-176; 9-12 pp 177-214)</i></p>	<p><i>Language Expectation(s) for Standard 1: Language for Social and Instructional Purposes</i></p>	<p>+</p>	<p><i>Add in additional Language Expectation(s) for content area</i></p>
<p><b>LANGUAGE FEATURES:</b> <i>Types of sentences, clauses, phrases, and words students will need to apply Language Functions, activities, and assessments</i></p> <p><i>Language Features are only seen in the Expressive functions (speaking, writing, and representing).</i></p> <p><i>Sample Language Features can be found under Expressive Language Functions in <a href="#">WIDA's ELD Standards Framework 2020 Edition</a>.</i></p>			
<p><b>EL ASSESSMENT MODIFICATIONS</b></p>			

**Applying the WIDA ELD Standards Framework**  
*A Planning Template (Simple Version)*

<b>TITLE OF UNIT</b>			
<b>GRADE LEVEL CLUSTER</b> <i>K, 1, 2-3, 4-5, 6-8, 9-12</i>			
<b><u>OKLAHOMA ACADEMIC STANDARDS</u></b>			
<b>WIDA ELD STANDARDS</b> <i>Standard 2: Language for Language Arts Standard 3: Language for Mathematics Standard 4: Language for Science Standard 5: Language for Social Studies</i>	Standard 1: Language for Social and Instructional Purposes	+	<i>Additional ELD standard for content area</i>
<b>ACTIVITIES AND ASSESSMENTS:</b> <i>Reading, Writing, Listening, Speaking Tasks</i>			
<b>KEY LANGUAGE USES:</b> <i>Narrate, Inform, Argue, Explain</i>			
<b>LANGUAGE EXPECTATIONS:</b>			
<b>LANGUAGE FUNCTIONS:</b>	<i>Language Expectation(s) for Standard 1: Language for Social and Instructional Purposes</i>	+	<i>Additional Language Expectation(s) for content area</i>
<b>LANGUAGE FEATURES:</b>			
<b>EL ASSESSMENT MODIFICATIONS</b>			

## Applying the WIDA ELD Standards Framework *A Planning Template (Sample Version)*

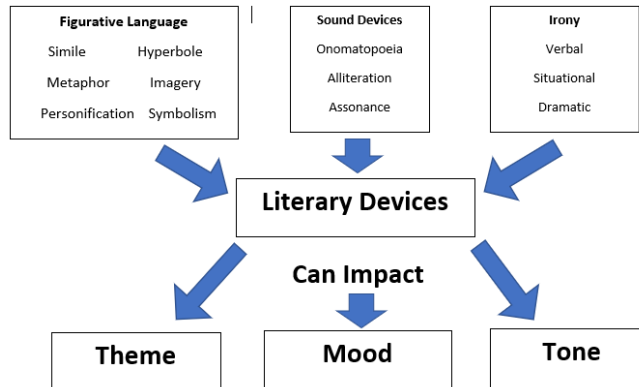
<b>TITLE OF UNIT</b>	<u>Two-Headed Calf Lesson</u>	
<b>GRADE LEVEL CLUSTER</b> <i>K, 1, 2-3, 4-5, 6-8, 9-12</i>	9-12 9 <sup>th</sup> Grade English Language Arts	
<b><u>OKLAHOMA ACADEMIC STANDARDS</u></b>	<ul style="list-style-type: none"> <li>• <b>9-10.3.R.4</b> Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:             <ul style="list-style-type: none"> <li>○ figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)</li> <li>○ sound devices (i.e., onomatopoeia, alliteration, assonance)</li> <li>○ irony (i.e., verbal, situational, dramatic)</li> </ul> </li> <li>• <b>9-10.5.W.8</b> Students will use a colon to reveal information.</li> <li>• <b>9-10.7.R</b> Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.</li> </ul>	
<b>WIDA ELD STANDARDS</b> <i>Standard 2: Language for Language Arts</i> <i>Standard 3: Language for Mathematics</i> <i>Standard 4: Language for Science</i> <i>Standard 5: Language for Social Studies</i>	Standard 1:  Language for Social and Instructional Purposes	+ <i>Additional ELD standard for content area</i>  Standard 2:  Language for Language Arts
<b>ACTIVITIES AND ASSESSMENTS:</b> <i>Reading, Writing, Listening, Speaking Tasks</i>	<ul style="list-style-type: none"> <li>• Students read “The Two-Headed Calf” poem individually and then pair with a partner to discuss what they notice and wonder about its content and construction.</li> <li>• Students work in groups to determine the poem’s theme, mood, and tone. Students then identify literary devices within the poem and determine how they impact the poem’s theme, mood, and tone using a graphic organizer.</li> <li>• When the class reunites, teacher leads a discussion on their findings and sees if the class can come to a consensus on the poem’s theme, mood, and tone. Students add additional details from discussion to graphic organizer.</li> <li>• Individually students practice drafting sentences using their graphic organizers and Sentence Stems and Frames to Describe Theme, Mood, and Tone Using Textual Evidence.</li> <li>• Students work in groups to read the illustrated version of “The Two-Headed Calf” and compare and contrast it to the</li> </ul>	

	<p>original text-only poem using a Venn Diagram. What does the comic do that the original poem cannot?</p> <ul style="list-style-type: none"> <li>• Teacher introduces/reviews Key Words for Compare and Contrast</li> <li>• Students create sentences from the Venn Diagram using the comparing/contrasting connectors.</li> <li>• Students identify the usage of a colon to reveal more information in the poem.</li> <li>• Teacher shares more sample sentences with the same structure.</li> <li>• Students practice writing sentences about theme, mood, tone, and figurative language using colons and sentence stems and frames.</li> <li>• Students share their comparison and colon sentences in small groups and choose one person to share aloud with the whole class.</li> </ul>		
<p><b>KEY LANGUAGE USES:</b> <i>Narrate, Inform, Argue, Explain</i></p>	<p>Inform</p>		
<p><b>LANGUAGE EXPECTATIONS:</b></p>			
<p><b>LANGUAGE FUNCTIONS:</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="548 1024 1105 1890"> <p><i>Language Expectation(s) for Standard 1: Language for Social and Instructional Purposes</i></p> <p><b>ELD-SI 4-12 Inform</b> English Learners will</p> <ul style="list-style-type: none"> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> <li>• Sort, clarify, and summarize relationships</li> </ul> </td> <td data-bbox="1105 1024 1528 1890" style="text-align: center; vertical-align: top;"> <p>+</p> <p><i>Additional Language Expectation(s) for content area</i></p> <p><b>ELD-LA 9-12 Inform Interpretive</b> English Learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Evaluating cumulative impact and refinement of author’s key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive</b> English Learners will</p> <ul style="list-style-type: none"> <li>• Construct informational</li> </ul> </td> </tr> </table>	<p><i>Language Expectation(s) for Standard 1: Language for Social and Instructional Purposes</i></p> <p><b>ELD-SI 4-12 Inform</b> English Learners will</p> <ul style="list-style-type: none"> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> <li>• Sort, clarify, and summarize relationships</li> </ul>	<p>+</p> <p><i>Additional Language Expectation(s) for content area</i></p> <p><b>ELD-LA 9-12 Inform Interpretive</b> English Learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Evaluating cumulative impact and refinement of author’s key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive</b> English Learners will</p> <ul style="list-style-type: none"> <li>• Construct informational</li> </ul>
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texts in language arts that add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

**LANGUAGE FEATURES:**

**• Technical word choices to define and classify entity**



**• Additional vocabulary:**

impact, colon (:), poem, poet, stanza

**• Sentence stems and frames:**

**Theme**

- The author/speaker conveys a theme of \_\_\_\_\_ by \_\_\_\_\_.
- The idea that \_\_\_\_\_ is prevalent throughout the text when \_\_\_\_\_ as well as when \_\_\_\_\_.

**Mood**

- The mood of the (speech, text, or piece) is \_\_\_\_\_ because the (author, speaker, etc.) uses words/literary devices such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- When the (author, speaker, etc.) says, “\_\_\_\_\_”, it makes the reader/audience feel \_\_\_\_\_ because \_\_\_\_\_.
- The (author’s, speaker’s, etc.) use of \_\_\_\_\_ creates a mood of \_\_\_\_\_ because the reader feels \_\_\_\_\_.
- Because the (author, speaker, etc.) says, “\_\_\_\_\_”, it makes the reader/audience \_\_\_\_\_.
- As the (speech, text, or piece) continues, the reader/audience feels \_\_\_\_\_ because \_\_\_\_\_.
- Although the reader/audience feel \_\_\_\_\_ in the beginning of the piece, it is through the author’s use of (literary devices) that the reader begins to feel \_\_\_\_\_.

140 Words To Describe Mood In Fiction

**Tone**

The tone of the (speech, text, or piece) is \_\_\_\_\_ because the

(author, speaker, etc.) uses words such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
 When the (author, speaker, etc.) says, “\_\_\_\_\_”, it becomes evident  
 that the author’s tone is \_\_\_\_\_ because \_\_\_\_\_.  
 The (author’s, speaker’s, etc.) use of \_\_\_\_\_ creates a tone of  
 \_\_\_\_\_ because \_\_\_\_\_.

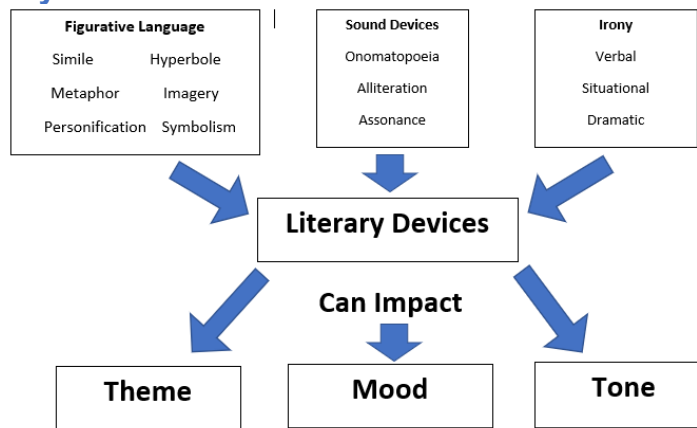
Because the (author, speaker, etc.) says, “\_\_\_\_\_”, it creates a tone  
 of \_\_\_\_\_.

As the (speech, text, or piece) continues, it is evident that the tone  
 is \_\_\_\_\_ because \_\_\_\_\_.

Although the speaker’s tone is \_\_\_\_\_ in the beginning of the piece,  
 it is through the author’s use of (literary devices) that the author  
 reveals/exposes/demonstrates a \_\_\_\_\_.

155 Words To Describe An Author’s Tone

•visual representations (graphs, data, diagrams) to support  
 key details



Name:

Title and Author/Poet:

Theme (Text)	Mood (Reader)	Tone (Author)



	Literary Devices	Textual Evidence	Impact on Theme, Mood, and/or Tone
	Figurative Language		
	Sound Devices		
	Irony		
	<p>•comparing/contrasting connectors to entities or components  <u>Key Words for Compare and Contrast</u></p>		
<p><b>EL ASSESSMENT MODIFICATIONS</b></p>	<ul style="list-style-type: none"> <li>• Provide access to technical language (literary devices): word list/word wall</li> <li>• Provide access to language structures: key words for comparing and contrasting and sentence stems and frames to describe theme, mood, and tone using textual evidence</li> <li>• Offer a graphic organizer similar to the one provided in the lesson</li> <li>• Choose a text the is not laden with complex vocabulary</li> </ul>		

## Applying the WIDA ELD Standards Framework *A Planning Template (Sample Version)*

<b>TITLE OF UNIT</b>	<a href="#">Gr 7 Natural Disasters Fire IDM Lesson</a>	
<b>GRADE LEVEL CLUSTER</b> <i>K, 1, 2-3, 4-5, 6-8, 9-12</i>	4-5 4 <sup>th</sup> Grade Social Studies	
<b><u>OKLAHOMA ACADEMIC STANDARDS</u></b>	<p><b>SS7.4</b> The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.</p> <p><b>SS7.4.1</b> Analyze the impact of climate events, weather patterns and natural disasters on human populations and the environment, resulting in forced migrations, scarcity of consumer goods, economic activities, and loss of life.</p>	
<b>WIDA ELD STANDARDS</b> <i>Standard 2: Language for Language Arts</i> <i>Standard 3: Language for Mathematics</i> <i>Standard 4: Language for Science</i> <i>Standard 5: Language for Social Studies</i>	Standard 1: Language for Social and Instructional Purposes	+ <i>Additional ELD standard for content area</i> <b>Standard 5: Language for Social Studies</b>
<b>ACTIVITIES AND ASSESSMENTS:</b> <i>Reading, Writing, Listening, Speaking Tasks</i>	<ul style="list-style-type: none"> <li>• Students work collaboratively to create a T-chart, identifying examples of emergencies that are a result of natural versus manmade causes.</li> <li>• Students talk with a partner about a natural disaster that occurred in their country/state/community. What happened, what impact did it have, and how might people have been better prepared?</li> <li>• Students consider the advice and tips provided in a <a href="#">video clip from the Red Cross</a>.</li> <li>• Students share their ideas about how humans can better prepare for and react to environmental emergencies.</li> <li>• Students read featured sources.</li> <li>• Students create a Cause-Effect Venn chart, comparing recent wildfires, noting evidence regarding natural versus manmade causes of such events, as well as the impact on human life and property.</li> <li>• The teacher writes compound and complex sentences on the board and asks students to work in groups to extract the rules for forming these structures.</li> <li>• Students use the Venn chart, cause and effect sentence frames, and vocabulary to create complex and compound sentences about the cause and effects of wildfires.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Students read features resources.</li> <li>• Students collaboratively analyze evidence and develop a 4-2-1 summary related to the impact of wildfires on human lives and environments using compound and complex sentences, cause and effect sentence frames, and vocabulary.</li> <li>• Students read featured resources.</li> <li>• Using ideas and recommendations from the provided sources, students collaborate with their families to create a family communications plan to utilize in the event of an emergency.</li> <li>• Teacher discusses characteristics of an editorial (persuasive) and components.</li> <li>• Teacher provides an example and points out characteristics and components.</li> <li>• Students construct an argument and cite evidence to answer the question, “What is the effect of natural or manmade disasters and how can humans better respond to such emergencies?”</li> <li>• Students compose an editorial for a national publication using the <a href="#">Newspaper Editorial Outline</a>, compound and complex sentences, cause and effect sentence frames, and vocabulary.</li> </ul>	
<p><b>KEY LANGUAGE USES:</b> <i>Narrate, Inform, Argue, Explain</i></p>	<p>Explain</p>	
<p><b>LANGUAGE EXPECTATIONS:</b></p>		
<p><b>LANGUAGE FUNCTIONS:</b></p>	<p><i>Language Expectation(s) for Standard 1: Language for Social and Instructional Purposes</i></p> <p><b>ELD-SI 4-12 Explain</b> English Learners will</p> <ul style="list-style-type: none"> <li>• Generate and convey initial thinking</li> <li>• Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>• Compare changing variables, factors, and circumstances</li> </ul>	<p>+</p> <p><i>Additional Language Expectation(s) for content area</i></p> <p><b>ELD-SS 6-8 Explain Interpretive</b> English Learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> <li>• Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for</li> </ul>

		<p>logical relationships among contributing factors or causes</p> <p><b>ELD-SS 6-8 Explain Expressive</b></p> <p>English Learners will construct social studies explanations that</p> <ul style="list-style-type: none"> <li>• Introduce and contextualize phenomena or events</li> <li>• Establish perspective for communicating outcomes, consequences, or documentation</li> <li>• Generalize multiple causes and effects of developments or events</li> </ul>
<p><b>LANGUAGE FEATURES:</b></p>	<ul style="list-style-type: none"> <li>• <b>Variety of structures to define phenomena or events</b> compound and complex sentences _____ is the most likely cause for _____. When _____ happened, then _____ took place as a result. I think _____ was caused by _____ because _____. The effects of _____ were _____. The reason for _____ was _____. _____ occurred, and consequently, _____. That wasn't caused by _____ because _____. The impact of _____ was _____. Due to _____, _____ happened. Since _____ happened, then _____. _____ affected _____ by _____.</li> <li>• <b>Active verbs to highlight agents and recipients</b> mitigate prepare formulate assemble arrange devastate destroy evacuate consume desolate</li> <li>• <b>Nominalizations to summarize events and name abstract phenomena</b></li> </ul>	

	<p>             impact-impact/impactful              cause-cause              supply-supply              extinct- extinction              ignite-ignition              prepare-preparedness              devastate-devastation              destroy-destruction              evacuate-evacuation              mitigate-mitigation              spark-spark              consume-consumption              desolate- desolation              formulate-formulation/formula              assemble-assembly              arrange-arrangement  <b>•Additional vocabulary:</b>              impact              wildfire/bushfire              natural/manmade causes              property              crown/surface fires              topography              ecosystems              canopies              underbrush              controlled burns              supplies              debris              extinction              flame              ash              embers              spark              burn              ignite           </p>
<p><b>EL ASSESSMENT MODIFCATIONS</b></p>	<ul style="list-style-type: none"> <li>• Provide access to vocabulary: word list/word wall</li> <li>• Provide access to language structures: examples of compound and complex sentences, cause and effect sentence frames</li> <li>• Provide a completion chart to assess ability to utilize nominalization</li> </ul>

## Applying the WIDA ELD Standards Framework *A Planning Template (Sample Version)*

<b>TITLE OF UNIT</b>	<u><a href="#">5th Grade Unit 1: Equal Partitioning</a></u>	
<b>GRADE LEVEL CLUSTER</b> <i>K, 1, 2-3, 4-5, 6-8, 9-12</i>	4-5 5 <sup>th</sup> Grade Math	
<u><b>OKLAHOMA ACADEMIC STANDARDS</b></u>	<p><b>5.N.2.1</b> Represent decimal fractions (e.g., 1/10, 1/100) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fractions and decimals</p> <p><b>5.N.2.2</b> Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.</p> <p><b>5.N.3.4</b> Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.</p>	
<b>WIDA ELD STANDARDS</b> <i>Standard 2: Language for Language Arts Standard 3: Language for Mathematics Standard 4: Language for Science Standard 5: Language for Social Studies</i>	Standard 1: Language for Social and Instructional Purposes	+ <i>Additional ELD standard for content area</i> <b>Standard 3: Language for Mathematics</b>
<b>ACTIVITIES AND ASSESSMENTS:</b> <i>Reading, Writing, Listening, Speaking Tasks</i>	<ul style="list-style-type: none"> <li>• The teacher asks students to think about when they have seen or heard fractions or decimals in the world around them; at home, in stores, at a sport game, etc.</li> <li>• The teacher asks students to provide examples of a fraction or decimal and how it was used.</li> <li>• The teacher models how to read/say decimals and fractions.</li> <li>• The teacher shares with the students that they will begin exploring decimals. Part of what they will explore is how fractions and decimals are similar and how they are different.</li> <li>• The teacher will provide the students with sets of Base Ten Blocks.</li> <li>• The teacher will start by modeling whole numbers. Suppose a unit block equals 1.             <ul style="list-style-type: none"> <li>○ What is the value of a rod? (10)</li> <li>○ What is the value of a flat? (100)</li> <li>○ What is the value of a cube? (1000)</li> </ul> </li> </ul>	

- As each question is asked, the teacher allows students time to work with a partner to model the question with their cubes and to discuss their answers before sharing with the class.
- After each question, the teacher asks the students to explain their reasoning. (i.e., “There are 10 units in a rod, so a rod equals 10.” or “There are 10 flats in a cube, and one flat equals 100. 10 of these equals 1000.”)
- The teacher allows students time to work with a partner to model the question with their cubes and to discuss their answers before sharing with the class. Students should be asked to explain how they know.
- The students will work in pairs/trios to build decimal models.
- The teacher provides each group of students with 2-3 sheets of the 100’s grids. Students create a model to show thousandths using the hundreds grid. They discuss and decide how they can represent 1 whole, 1 tenth, 1 hundredth, and 1 thousandth in the same model. Once they have decided, students should create their model by taping the hundreds grids together.
- As students are building their models, the teacher moves between the groups asking them to explain their thinking with the model they are creating. The teacher asks students what  $\frac{1}{10}$ ,  $\frac{1}{100}$ , or  $\frac{1}{1000}$  would look like on their model and how they know.
- When the models are complete, groups share their models either with another group that has a different model or with the whole class.
- The teacher asks students to complete the following on their models:
  - Shade in 4 1000 in blue
  - Shade in 4 100 in red
  - Shade in 4 10 in yellow
- The teacher verifies that students are clear what the tenths, hundredths, and thousandths are. The teacher asks them to discuss what they notice about what they have shaded in on their models.
- After they have a chance to discuss, groups share their observations with the class.
- Students work in pairs or trios to complete the Venn diagram comparing fractions and decimals.
- Students use vocabulary and observational and comparative sentence stems and frames while comparing fractions and decimals.
- Each student should fill out his or her own Venn diagram with ideas generated within the group.
- [Oklahoma Mathematics Advancement Project Grade 5](#)

	<p><u>Performance Assessment</u></p> <ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Project based summative assessment             <ul style="list-style-type: none"> <li>○ Example: <u>Pizza Fractions</u></li> </ul> </li> </ul>	
<p><b>KEY LANGUAGE USES:</b> <i>Narrate, Inform, Argue, Explain</i></p>	<p>Explain</p>	
<p><b>LANGUAGE EXPECTATIONS:</b></p>		
<p><b>LANGUAGE FUNCTIONS:</b></p>	<p><i>Language Expectation(s) for Standard 1: Language for Social and Instructional Purposes</i></p> <p><b>ELD-SI 4-12 Explain</b> English Learners will</p> <ul style="list-style-type: none"> <li>• Generate and convey initial thinking</li> <li>• Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>• Compare changing variables, factors, and circumstances</li> </ul>	<p style="text-align: center;">+</p> <p><i>Additional Language Expectation(s) for content area</i></p> <p><b>ELD-MA.4-5. Explain. Interpretive</b> English Learners will interpret mathematical explanations by</p> <ul style="list-style-type: none"> <li>• Identifying concept or entity</li> <li>• Evaluating a pattern or structure that follows a given rule</li> </ul> <p><b>ELD-MA.4-5. Explain. Expressive</b> English Learners will construct mathematical explanations that</p> <ul style="list-style-type: none"> <li>• Share solution with others</li> <li>• Describe data and/or steps to solve problem</li> </ul>
<p><b>LANGUAGE FEATURES:</b></p>	<ul style="list-style-type: none"> <li>• <b>Observational and comparative language to share results</b> greater than/more than less than/smaller than the least/the most compared to ratio equivalent to/equal to how much more total combined similarity/difference</li> <li>• <b>Visuals to support approach and/or solution</b></li> </ul>	



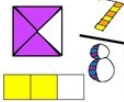
## hundredths

4.38

In the decimal system, hundredths is the name of the next place to the right of the tenths.

## fraction

part of a group, number, or whole

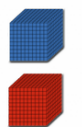
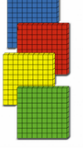
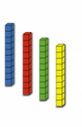



## numerator

the top number of a fraction, shows how many parts of the whole

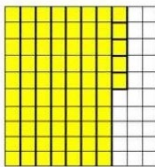


Representing Decimal Numbers using base 10 blocks

TENS	ONES	TENTHS	HUNDREDTHS
			

## Decimal

a fraction whose denominator is a power of ten



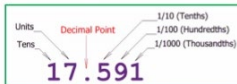
.75 or 7 tenths and 5 hundredths



0.6  
six tenths



0.60  
sixty hundredths



### •Additional vocabulary:

fraction  
mixed numbers  
decimal point  
decimal  
base-ten blocks  
denominator  
place value  
model  
rod  
flats  
equivalent  
tenths  
number line  
numerator  
thousandths  
hundredths

expression  
grid  
cube  
suppose  
create  
change  
looks like  
appears  
notice  
reducing  
build  
convert  
produce  
apply  
demonstrate  
simplifying

•**Sentence stems and frames**

How are \_\_\_\_ and \_\_\_\_ alike?

I knew I needed to round up/down because.

\_\_\_\_ is an example of \_\_\_\_.

\_\_\_\_ is a non-example of \_\_\_\_.

I noticed that when I round to the nearest \_\_\_\_, the rounded number is more accurate because \_\_\_\_.

I observed that rounding to the nearest tenth place \_\_\_\_, while rounding to the nearest ones place \_\_\_\_.

To round the decimal \_\_\_\_ (6.83) to the nearest \_\_\_\_ (place value), I first \_\_\_\_\_. Then, I \_\_\_\_\_. I noticed that \_\_\_\_\_.

**Class Discussion**

**Expressing an Opinion**

I think/believe that...

In my opinion...

Based on my experience, I think...

**Asking for Clarification**

What do you mean?

Will you explain that again?

I have a question about that

**Offering a Suggestion**

Maybe we could...

What if we...

Here's something we might try.

**Reporting a Group's Idea**

We decided/agreed that...

We concluded that...

Our group sees it differently.

We had a different approach...

**Disagreeing**

	<p>I don't agree with you because.          I got a different answer than you.          I see it another way  <b>Affirming</b>          That's an interesting idea.          I hadn't thought of that.          I see what you mean.</p>
<p><b>EL ASSESSMENT MODIFICATIONS</b></p>	<ul style="list-style-type: none"> <li>• Provide access to vocabulary: word list/word wall/interactive math workbook</li> <li>• Discuss and model answers to tasks similar to those on the assessment</li> <li>• Discuss how the assessment will be graded (e.g. via a rubric)</li> <li>• Model the activity/project</li> </ul>

**Applying the WIDA ELD Standards Framework**  
*A Planning Template (Sample Version)*

<b>TITLE OF UNIT</b>	<a href="#">8th Grade Unit 1: Contact Forces</a>	
<b>GRADE LEVEL CLUSTER</b> <i>K, 1, 2-3, 4-5, 6-8, 9-12</i>	6-8 8 <sup>th</sup> Grade Science	
<b><u>OKLAHOMA ACADEMIC STANDARDS</u></b>	<p><b>8.PS2.1</b> Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects in a system.</p> <p><b>8.PS2.2</b> Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.</p>	
<b>WIDA ELD STANDARDS</b> <i>Standard 2: Language for Language Arts</i> <i>Standard 3: Language for Mathematics</i> <i>Standard 4: Language for Science</i> <i>Standard 5: Language for Social Studies</i>	Standard 1: Language for Social and Instructional Purposes	+ <i>Additional ELD standard for content area</i>  <b>Standard 3: Language for Mathematics</b>
<b>ACTIVITIES AND ASSESSMENTS:</b> <i>Reading, Writing, Listening, Speaking Tasks</i>	<ul style="list-style-type: none"> <li>• The teacher introduces a simple routine for modeling phenomena that is designed to ensure all students are given the chance to visually reason about what they are learning.</li> <li>• The teacher provides simulations of phenomena             <ul style="list-style-type: none"> <li>○ <a href="#">Microscopic Friction Simulation</a></li> <li>○ <a href="#">Collisions Simulation</a></li> </ul> </li> <li>• Students create a T-chart in their notebooks. They label one side “Patterns in collisions” and the other side “Factors and variables that might cause damage in a collision.”</li> <li>• Students record any patterns they notice between collisions and collision types.</li> <li>• Students list any factors or variables that they think contributed to why some items were damaged and other items did not get damaged in a collision using vocabulary and technical terms.</li> <li>• Students develop a model to describe interactions between two objects as they collide and show the changes that occur in the structure of both objects when one object is damaged as a result and also when neither object is damaged as a result using vocabulary and connectors for logical relationships and ordering events.</li> <li>• Students share their initial model with a partner.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ How did you represent things similarly or differently as they collided? Why did you represent them acting the way they do?</li> <li>● Students compare the factors and variables that each identified that may have contributed to the damage (or lack of damage).</li> <li>● Students ask questions that arise from observations of collisions between two objects in order to seek additional information about factors (causes) that might affect the outcome of such collisions using vocabulary and connectors for logical relationships and ordering events. (Partner Discussion)</li> <li>● Students develop a whole-group record of what they agree on and where they have competing ideas across the initial models using vocabulary and connectors for logical relationships and ordering events.</li> <li>● What kinds of investigations could we do and/or what additional sources of data might we need to figure out the answers to our questions?</li> <li>● Students add their ideas to a new notebook page titled “Ideas for future investigations and data we need”</li> <li>● Students present their engineering solutions and then give feedback on each other's solutions according to class developed criteria. Students may improve their designs based on feedback.</li> <li>● Students develop a model to describe interactions between two objects as they collide and show the changes that occur in the structure of both objects when one object is damaged as a result and also when neither object is damaged as a result.</li> <li>● Students record the progression of their thinking in the series of models (possibly accompanied with written rationale for their revisions) and the research that they conducted.</li> <li>● Assessments:             <ul style="list-style-type: none"> <li>○ Solution of engineering problem that adequately addresses the science idea (i.e., the student must understand the science idea to solve the problem)</li> <li>○ Presentation over the phenomenon</li> </ul> </li> </ul>
<p><b>KEY LANGUAGE USES:</b> <i>Narrate, Inform, Argue, Explain</i></p>	<p>Explain</p>
<p><b>LANGUAGE EXPECTATIONS:</b></p>	

<p><b>LANGUAGE FUNCTIONS:</b></p>	<p><i>Language Expectation(s) for Standard 1: Language for Social and Instructional Purposes</i></p> <p><b>ELD-SI 4-12 Explain</b> English Learners will</p> <ul style="list-style-type: none"> <li>• Generate and convey initial thinking</li> <li>• Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>• Compare changing variables, factors, and circumstances</li> <li>• Act on feedback to revise understandings of how or why something is or works in particular ways</li> </ul>	<p>+</p> <p><i>Additional Language Expectation(s) for content area</i></p> <p><b>ELD-SC 6-8 Explain Interpretive</b> English Learners will interpret scientific explanations by</p> <ul style="list-style-type: none"> <li>• Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon</li> <li>• Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs</li> </ul> <p><b>ELD-SC 6-8 Explain Expressive</b> English Learners will construct scientific explanations that</p> <ul style="list-style-type: none"> <li>• Describe valid and reliable evidence from sources about a phenomenon</li> <li>• Develop reasoning to show relationships among independent and dependent variables in models and simple systems</li> <li>• Summarize patterns in evidence, making trade-offs, revising, and retesting</li> </ul>
<p><b>LANGUAGE FEATURES:</b></p>	<ul style="list-style-type: none"> <li>• <b>Abstract nouns to introduce concepts, ideas, and technical terms</b></li> <li>model</li> <li>input</li> <li>output</li> <li>evidence</li> <li>plan</li> <li>mass</li> <li>phenomena</li> <li>factors</li> <li>independent variable</li> <li>dependent variable</li> <li>control variable</li> </ul>	

motion  
 Newton's Laws  
 forces  
 acceleration  
 cause and effect  
 damage  
**•Additional vocabulary**  
 collide  
 describe  
 investigate  
 observe  
 label  
 apply  
 visualize  
 design  
 conduct  
 provide  
**•Connectors to link clauses and combine ideas into logical relationships or order events**  
**Language of Explaining Causes**  
 Even though many people thought the cause was ..., I believe it was...  
 The most likely reason for...was...  
 I hypothesize that... made them...  
 That wasn't caused by ...because  
 Several factors contributed to the outcome. Namely, ...  
**Language of Describing an Effect**  
 \_\_\_\_\_ was a result of...  
 The...led to..., which led to...  
 The change resulted in...  
 It combines with...to produce...  
Time Order Words  
**•Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon**  
**Language of Prediction and Hypothesis**  
 I predict / imagine that...  
 Given... I hypothesize that...  
 If I use ...then I predict...will happen.  
 Based on past results, I predict...  
 I deduced... after analyzing further.  
 I discerned that \_\_\_ because....  
 I foresee \_\_\_ because...  
 I wonder why...  
 How does...work?  
 I'd like to ask you about...  
 Something else I'd like to know is...

	<p><b>Language of Inference</b> Based on ... I infer that ... My conjecture on is... I anticipate that... As a result, ...</p> <p>• <b>Additional sentence starters:</b></p> <p><b>Expressing an Opinion</b> I think/believe that... In my opinion... Based on my experience, I think...</p> <p><b>Asking for Clarification</b> What do you mean? Will you explain that again? I have a question about that</p> <p><b>Offering a Suggestion</b> Maybe we could... What if we... Here's something we might try.</p> <p><b>Reporting a Group's Idea</b> We decided/agreed that... We concluded that... Our group sees it differently. We had a different approach...</p> <p><b>Disagreeing</b> I don't agree with you because. I got a different answer than you. I see it another way</p> <p><b>Affirming</b> That's an interesting idea. I hadn't thought of that. I see what you mean.</p>
<p><b>EL ASSESSMENT MODIFCATIONS</b></p>	<ul style="list-style-type: none"> <li>• Provide illustrated vocabulary banks</li> <li>• Access to science journal</li> <li>• Access to evidence walls</li> <li>• Concept map</li> <li>• Use sentence frames/prompts</li> <li>• Differentiate questions</li> </ul>