### Grades 1-2

## **English Language Arts**

Framework for FORMATIVE/CLASSROOM Instruction and Assessment Receptive Domains of **Listening and Reading** 

### Pennsylvania English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

#### **Pennsylvania Core Standards**

#### **Speaking and Listening**

**CC.1.5.1.B** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**CC.1.5.2.B** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### **Reading Literature**

**CC.1.3.1.B** Ask and answer questions about key details in a text.

**CC.1.3.2.B** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

The PA ELL Overlays for English Language Arts and Mathematics assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English language learners. They illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. The PA ELL Overlays for English Language Arts and Mathematics are models that exemplify adaptations for a select instructional context and provide resources to extend this process to other instructional units.

## **Listening Model Performance Indicator (MPI)**

Classroom Context: Analyze key ideas and details in oral text.

Cognitive Function: Students at all levels of English proficiency will ANALYZE key ideas and details in oral text.

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Concepts	Competencies	Vocabulary and	Proficiency	Proficiency	Proficiency	Proficiency	Proficiency
		Topic Related	Level 1	Level 2	Level 3	Level 4	Level 5
		Language	Entering	Emerging	Developing	Expanding	Bridging
Critical	Confirm	Caption	Select	Match	Classify	Find patterns	Predict the
listening	understanding of		illustrations	illustrations	examples of	related to	evolution
	a text read aloud	Cause/effect	depicting	depicting	literary	literary	of literary
	or information		literary	literary	characters,	characters,	characters,
	presented orally	When then	characters,	characters,	themes,	themes,	themes, and
	or through other media by asking	If then	themes, and plots based	themes, and plots to oral	and plots based on oral	and plots using graphic	plots.
	and answering	Since	on oral	descriptions	descriptions	organizers.	
	questions about		statements	with a partner.	using a		
	key details and	Because	recited		graphic		
	requesting		numerous		organizer with		
	clarification if	Title	times,		a partner.		
	something is not		following				
	understood.	Setting	explicit,				
			repeated				
	Recount or	Character	examples, as				
	describe key		modeled and				
	ideas or details	Chart	monitored by				
	from a text read	, , ,	the teacher.				
	aloud or	Compare/contrast					
	information	To the constant					
	presented orally	In the same way					
	or through other media.	At the same time					
	media.	At the same time					
	Determine the	Dialogue					
	main ideas and						
	supporting	Essential information					
	details of a text	As as					
	read aloud or						
	information	Event					
	presented in						
	diverse media	Fact					
	formats,						
	including	Fiction					
	visually,	Carren					
	quantitatively,	Genre					
	and orally.						

# Reading Model Performance Indicator (MPI)

Classroom Context: Analyze key ideas and details in texts.

Cognitive Function: Students at all levels of English proficiency will ANALYZE key ideas and details in texts.							
Concepts	Competencies	Vocabulary and	Proficiency	Proficiency	Proficiency	Proficiency	Proficiency
		Topic Related	Level 1	Level 2	Level 3	Level 4	Level 5
Text	Ask and answer	<b>Language</b> Caption	Entering Identify key	<b>Emerging</b> Restate key	<b>Developing</b> Match main	Expanding Interpret text	Bridging Form or infer
analysis	questions about	Сарион	details from	details from a	ideas with	to identify	main ideas
ĺ	key details in a	Cause/effect	a simple	story using	their details	main ideas	from details
	text.	NA/Is and the same	story using	visual support	from	and details	using grade-
	Ask and answer	When then	drawings or single words	and graphic organizers	paragraphs using visual	from multiple paragraphs	level materials.
	questions, such	If then	following	with a	support and	using graphic	materials.
	as who, what,		explicit,	partner.	graphic	organizer.	
	where, when,	Since	repeated		organizers.		
	why, and how to demonstrate	Because	examples, as modeled and				
	understanding of	Beeddoe I I I	monitored by				
	key details in a	Title	the teacher.				
	text.	Setting					
		Setting					
		Character					
		Chart					
		Compare / contrast					
		Like					
		Same					
		Dialogue					
		Essential information					
		As as					
		Event					
		Fact					
		Fiction					
		Genre					

Building Receptive Model Performance Indicators (MPI) to differentiate and scaffold instruction per English language proficiency level by adjusting the *language function* and *support*. Classroom Context: Cognitive Function: Students at all levels of English proficiency will **Proficiency Proficiency Proficiency Proficiency** Concepts Competencies Vocabulary **Proficiency** and Topic Level 1 Level 2 Level 3 Level 4 Level 5 Related Enterina **Emerging** Developing **Expanding** Bridaina Language **Language Function** (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5) Identify Recognize Categorize Follow sentence-Identify main level directions ideas Connect print Sort Sequence to visuals Match Locate details Select titles figurative Compare/Contrast Match to match a language to series of illustrations (e.g., "as big Point to pictures as a house) Match phrases and Draw sentences to conclusions pictures Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels) **Instructional Support** (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. "I do, We do, You do")

Manipulative

Visual support

materials

Manipulative

Visual support

materials

Manipulative

Visual support

materials

Manipulative

materials

Sentence

Manipulative

Visual support

materials

					Frames
	Realia	Realia	Realia	Realia	Graphic
	Sentence	Sentence	Sentence	Sentence frame	organizers
	frames	frame	frame	Constitution and the same	
	Graphic	Graphic	Graphic	Graphic organizers	Word bank
	organizers	organizers	organizers	Word bank	Rubrics
	Partner	Word bank	Word bank	Rubrics	Checklists
	Flexible grouping	Rubrics	Rubrics	Checklists	Partner
	First language	Checklists	Checklists	Partner	Guided model
	support	Partner	Partner	Flexible grouping	Chunking the
	Re-teaching and/or pre-	Flexible grouping	Flexible grouping	First language support	reading material or
	teaching	grouping	grouping	Support	reading process
	Modeling	First language support	First language support	Re-teaching and/or pre-teaching	
	riodeling				Guided reading
	Chunking the	Re-teaching and/or pre-	Re-teaching and/or pre-	Modeling	Build
	reading material or	teaching	teaching	Guided model	background knowledge and
	reading process	Modeling	Modeling	Chunking the	connections to topic
	Lavadad	Chunking the	Chunking the	reading material or reading process	
	Leveled, guided reading	reading	reading	redding process	Reciprocal teaching
	3	material or reading	material or reading	Leveled, guided	opportunities
		process	process	reading	within groups and the class
		l acceled	Lavadad	Build background	as a whole
		Leveled, guided reading	Leveled, guided reading	knowledge and connections to topic	Practical
				Reciprocal teaching	Examples
				opportunities within	Real World
				groups and the class as a whole	Application
				Class as a wildle	