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.

Concepts	Competencies	Vocabulary and Topic Related Language	Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging
Critical listening	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. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	Caption Cause/effect When . . . then . . . If . . . then . . . Since . . . Because . . . Title Setting Character Chart Compare/contrast In the same way . . . At the same time . . . Dialogue Essential information As . . . as . . . Event Fact Fiction Genre	Select illustrations depicting literary characters, themes, and plots based on oral statements recited numerous times, following explicit, repeated examples, as modeled and monitored by the teacher.	Match illustrations depicting literary characters, themes, and plots to oral descriptions with a partner.	Classify examples of literary characters, themes, and plots based on oral descriptions using a graphic organizer with a partner.	Find patterns related to literary characters, themes, and plots using graphic organizers.	Predict the evolution of literary characters, themes, and plots.

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

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							
Concepts	**Competencies**	**Vocabulary and Topic Related Language**	**Proficiency Level 1 Entering**	**Proficiency Level 2 Emerging**	**Proficiency Level 3 Developing**	**Proficiency Level 4 Expanding**	**Proficiency Level 5 Bridging**
			Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Identify Connect print to visuals Match Point to	Recognize Sort	Categorize Sequence Select titles to match a series of pictures Match phrases and sentences to pictures	Follow sentence-level directions Locate details Compare/Contrast	Identify main ideas Match figurative language to illustrations (e.g., "as big as a house) Draw conclusions
			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 materials Visual support	Manipulative materials Visual support	Manipulative materials Visual support	Manipulative materials Visual support	Manipulative materials Sentence

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