Grades 1-2
English Language Arts
Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of **Speaking and Writing**

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.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Writing
CC.1.4.1.M Write narrative to develop real or imagined experiences or events.
CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order.

CC.1.4.2.M Write narrative to develop real or imagined experiences or events.
CC.1.4.2.P Organize a short sequence of events using temporal words to signal event order.

CC.1.4.3.M Write narrative to develop real or imagined experiences or events.
CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.

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.

Speaking Model Performance Indicator (MPI)

Classroom Context: Apply elements of stories to original storytelling or experiential recounting.

Cognitive Function: Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.

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
Purpose, audience, and task	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Fairy tale Fractured fairy tale Play script narrator First Second Next Finally Last Before . . . after I believe . . . I think . . . Because . . . Since . . . When . . . then . . . If . . . then . . .	Repeat simple words, phrases, and memorized chunks of language related to important details from story pictures, following explicit, repeated examples, as modeled and monitored by the teacher.	Describe people, places and events depicted in story pictures in pairs using a word bank with teacher support.	Retell simple stories including main events, characters, and settings using photos or illustrations and work bank to a partner.	Retell stories with details, using photos or illustrations to a partner.	Tell detailed stories with creative word choice and expression using photos or illustrations in a small group.

Writing Model Performance Indicator (MPI)

Classroom Context: Apply organizational structures in writing.

Cognitive Function: Students at all levels of proficiency will APPLY organizational structures in writing.

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
Purpose, audience, and task	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Fairy tale Fractured fairy tale Play script narrator First Second Next Finally Last Before . . . after	Supply words about story events presented in sequence using a sentence frame, following explicit, repeated examples, as modeled and monitored by the teacher.	Produce phrases and simple sentences about story sequence using a word bank with teacher support.	Compose sentences containing sequential language about story events with visual support in pairs.	Describe sequence of events related to stories using a graphic organizer.	Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.

Building Productive 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 language 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)				
			Respond to visually supported wh-questions with one word or short phrase Participate in whole group chants or songs Draw Label List	Use first language to fill in gaps in second language Repeat facts or statements Restate facts Describe As wh-questions	Classify Explain Distinguish features Sequence Describe Compare/contrast	Pose questions Summarize Discuss Compose	Draw conclusions Discuss cause/effect Make predictions or hypotheses

				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 Realia Sentence frames Graphic organizers Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Manipulative materials Visual support Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Manipulative materials Visual support Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Manipulative materials Visual support Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling Guided model	Manipulative materials Sentence Frames Graphic organizers Word bank Rubrics Checklists Partner Guided model