

Pre-Kindergarten-Kindergarten 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.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Reading Literature

CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).

CC.1.3.K.B Answer questions about 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: Identify story events and details.

Cognitive Function: Students at all levels of English proficiency will IDENTIFY story events and details.

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	<p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Respond to a question with an answer or details related to the topic being discussed.</p>	<p>Character</p> <p>Setting</p> <p>First</p> <p>Next</p> <p>Last</p> <p>In the beginning . . .(story)</p> <p>In the middle . . .(story)</p> <p>At the end . . .(story)</p> <p>Who</p> <p>What</p> <p>Where</p> <p>When</p> <p>How</p>	<p>Point to text illustrations of objects, characters, or events named orally, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Match text illustrations based on oral statements or questions with teacher support.</p>	<p>Recreate part of a story from oral descriptions using illustrations or props as part of a group.</p>	<p>Arrange story pictures or events in logical order according to oral directions within a small group.</p>	<p>Organize illustrated words and phrases relating to story events to recreate a story according to descriptive oral discourse.</p>

Reading Model Performance Indicator (MPI)							
Classroom Context: Identify story events and details.							
Cognitive Function: Students at all levels of English proficiency will IDENTIFY story events and details.							
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	<p>Use specific details from the story to answer questions.</p> <p>Answer questions about key details in a text.</p>	Character Setting First Next Last In the beginning . . .(story) In the middle . . .(story) At the end . . .(story) Who What Where When How	Associate pictures with language about story events and characters, following explicit, repeated examples, as modeled and monitored by the teacher.	Find words or icons related to story events or characters in visually supported books with teacher support.	Match labeled pictures of story events and characters with a partner.	Sort illustrated text about story events and characters using graphic organizers with a partner.	Locate language about story events and characters in illustrated texts.

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)				
			Match oral language Respond non-verbally Identify using signal cards	Sort pictures or objects according to oral directions Follow one-step oral directions Respond with gestures	Follow two-step oral directions Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)	Find pictures that match oral descriptions Follow oral directions and compare with visual or non-visual models (e.g., "Draw a circle under the line.") Distinguish between what happens first and next in oral activities or readings	Order pictures of events Arrange objects or pictures according to descriptive oral discourse Create patterns from real objects or pictures based on detailed oral descriptions

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