

Pre-Kindergarten-Kindergarten 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.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.

Writing

CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.

CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

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: Describe elements from visually supported stories.

Cognitive Function: Students at all levels of English proficiency will DESCRIBE elements from visually supported stories.

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>In the beginning . . . (story)</p> <p>In the middle . . . (story)</p> <p>At the end . . . (story)</p> <p>I think . . . because . . .</p> <p>I believebecause . . .</p> <hr/>	<p>Repeat words or simple phrases about key details in text supported by illustrations, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Complete visually supported phrases from stories in pairs with teacher support.</p>	<p>Describe visually supported characters or events from stories to a partner using a word bank or word wall.</p>	<p>Orally sequence visually supported story events using modeled sequential language in a small group.</p>	<p>Discuss visually supported story events in a small group.</p>

Writing Model Performance Indicator (MPI)

Classroom Context: Describe elements from visually supported stories.

Cognitive Function: Students at all levels of English proficiency will DESCRIBE elements from visually supported stories.

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
Content for writing	<p>Narrative: Describe experiences and events.</p> <p>Use illustration/dictation to convey meaning about an experience or event.</p> <p>Write symbols, letters, or letter-like shapes.</p> <p>Attempt to reproduce own name and/or simple words, with most letters correct.</p> <p>Ask teacher to "write down the words" of his/her story or to his/her drawing.</p> <p>Generate ideas for writing.</p> <p>Understand that words are connected to print.</p>	<p>Character</p> <p>Setting</p> <p>In the beginning . . . (story)</p> <p>In the middle . . . (story)</p> <p>At the end . . . (story)</p> <p>I think . . . because . . .</p> <p>I believe . . . because . . .</p>	<p>Depict an experience or event with a drawing, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Depict experiences using recognizable drawings and symbols or letter like shapes with teacher support.</p>	<p>Write stories and/or experiences through pictures, letters and some words using word wall and visual support.</p>	<p>Write stories and/or experiences through a combination of pictures, words and some phrases working in pairs with visual support.</p>	<p>Write stories and/or experiences through a combination of pictures, words, phrases and short sentences with visual support.</p>

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 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 words or simple phrases	Restate some facts from illustrated stories	Retell short narrative stories	Compare	Tell original stories with emerging detail
			Repeat words or simple phrases	Describe	Sing repetitive song and chants	Make predictions (e.g. "What will happen next?")	Explain situations
			Name	Answer questions with one or two words		Summarize	Express
			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	Sentence	Sentence	Sentence	

