

Grade 1 - 3

Framework for **FORMATIVE/CLASSROOM** Instruction and Assessment

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

PA Academic Standard(s)

Listen critically and respond to others in small and large group situations. 1.6.3.A.

- Respond with grade level appropriate questions, ideas, information, or opinions.

Demonstrate an understanding of measurable characteristics and the need to quantify those characteristics. 2.3.3.A.

Identify a measurable characteristic of an object, select an appropriate standard or non-standard unit of measure and tool, and determine the measurement to a specified level of accuracy. 2.3.3.B.

Name, describe and draw/build 2- and 3-dimensional shapes. 2.9.3.A.

Listening

| Concepts | Competencies | Vocabulary | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Classification of figures: two- and three-dimensional figures | Monitor one's own understanding by Describe, analyze, compare, and classify two- and three-dimensional shapes/figures using their attributes. Use congruence and symmetry to decompose, compose, and transform two-dimensional figures. | Equivalent Forms Models | Point to picture of figures based on teacher's oral descriptions of measurable attributes. | Sort and classify figures based on teacher's oral descriptions of measurable attributes working with a partner. | Locate a figure from groups of objects based on oral descriptions of measurable attributes working with a partner. | Compare and contrast measurable characteristics of different figures based on oral descriptions using models within a small group. | Construct a model of a figure by listening to oral criteria (such as: "It has four sides. The length is six inches.") in a small group. | Level 6- Reaching |

| Reading | | | | | | | | | |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------|--|
| Concepts | Competencies | Vocabulary | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | | |
| Perimeter: units, tools, strategies to measure. | Understand perimeter as in measurable attribute and select appropriate units, strategies and tools to solve problems involving perimeter. | Attributes Centimeter Equation Millimeter Models Perimeter Ruler | Match names of measurement tools to realia. | Locate from a chart, the correct tool to measure a figure working with a partner. | Sequence the steps to measure an object using sentence strips working with a partner. | Determine the tool used to solve a measurement problem working with a partner. | Select and use the correct measurement tool to solve a word problem in a grade-level text in a small group. | Level 6- Reading | |
| | | | Content Stems | | | | | | |
| | | | Measurement | Measurement | Measurement | Measurement | Measurement | | |
| | | | Instructional Support | | | | | | |
| | | | Real objects Pictures | Charts Cooperative learning | Pair-share Small group text rendering | Visual aids Cooperative learning Gallery walk | Real objects Cooperative learning | | |
| | | | Language Use | | | | | | |
| Match | Follow two-step directions Select Sequence | Sequence | Read a math word problem | Read a math word problem | | | | | |