

Grades 6-8
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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Reading Literature

CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

E06.A-C.3.1.1

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

E07.A-C.3.1.1

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

E08.A-C.3.1.1

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 universal themes of literature.

Cognitive Function: Students at all levels of English proficiency will ANALYZE universal themes of literature.

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
Collaborative discussion	Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	analyze categorize select classify recognize predict evaluate identify compare and contrast reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience literary character theme plot cite paraphrase notation feedback graphic organizer <hr/> "As a result" "In my opinion" "In contrast"	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print following explicit, repeated examples, as modeled and monitored by the teacher.	Categorize illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print with teacher support and monitoring.	Classify descriptions of literary characters, themes, and plots using a graphic organizer with a partner.	Recognize patterns in oral text related to literary characters, themes, and plots using graphic organizers with a partner.	Predict the evolution of literary characters, themes, and plots, citing textual evidence using a graphic organizer.

Reading Model Performance Indicator (MPI)

Classroom Context: Analyze universal themes of literature.

Cognitive Function: Students at all levels of English proficiency will ANALYZE universal themes of literature.

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	Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	analyze categorize select classify recognize predict evaluate identify compare and contrast reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience literary character theme plot cite paraphrase notation feedback graphic organizer <hr style="width: 20%; margin-left: 0;"/> "Consequently" "Additionally" "In comparison"	Identify words or phrases supported by illustrations associated with various genres following explicit, repeated examples, as modeled and monitored by the teacher.	Recognize general vocabulary or expressions in context with illustrations associated with various genres during a shared reading.	Associate types of genres with language structures or specific vocabulary in illustrated text with a partner.	Compare language patterns of excerpts from various genres from a graphic organizer.	Infer types of genres from written descriptions or summaries in grade level text.

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	Recognize	Associate	Compare	Infer
			Illustrate	Classify	Distinguish	Develop	Analyze
			Recall	Categorize	Summarize	Explain	Revise
			Define	Sequence	Observe	Draw conclusions	Critique
			Match	Describe	Relate	Differentiate	Prove
							Evaluate
			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")				
			Visual support	Visual support	Visual support	Visual support	Video
			Sensory support	Sensory support	Realia	Video	Graphic organizers
			Realia	Realia	Video	Graphic organizers	Rubrics
					Graphic		

			Video	Video	organizers	Rubrics	Checklists
			Graphic organizers	Graphic organizers	Rubrics	Checklists	Partner/group work
			Tiered assignments	Tiered assignments	Checklists	Partner/group work	Front load vocabulary
			Partner	Partner	Tiered assignments	Front load vocabulary	Modeling
			Flexible grouping	Flexible grouping	Partner	Modeling	Reading conferences with teacher
			First language support	First language support	Flexible grouping	Reading conferences with teacher	Chunking the reading material or reading process
			Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	First language support	Chunking the reading material or reading process	Guided reading
			Modeling	Modeling	Re-teaching/Pre-teaching	Leveled, guided reading	Build background knowledge and connections to topic
			Reading conferences with the teacher	Reading conferences with the teacher	Modeling	Build background knowledge and connections to topic	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	Reading conferences with the teacher	Reciprocal teaching opportunities within groups and the class as a whole	Practical Examples
			Leveled, guided reading	Leveled, guided reading	Chunking the reading material or reading process	Build background knowledge and connections to topic	Real World Application
					Leveled, guided reading		
					Build background knowledge and connections to topic		