

**Grades 9-12**  
**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.1.5.9–10.B** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**CC.1.5.11–12.B** Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

**Reading Informational Text**

**CC.1.2.9–10.D** Determine an author’s particular point of view and analyze how rhetoric advances the point of view.

L.N.2.3.6

**CC.1.2.9–10.F** Analyze how words and phrases shape meaning and tone in texts.

L.N.1.1.4

**CC.1.2.11–12.D** Evaluate how an author’s point of view or purpose shapes the content and style of a text.

**CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.

*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 spoken and written information and ideas.

**Cognitive Function:** Students at all levels of English proficiency will ANALYZE spoken and written information and ideas.

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	Evaluate and respond to the speaker's message by analyzing and synthesizing information ideas, and opinions.	Analogy Alliteration Hyperbole Metaphor Simile <hr/> Like as . . . as At the same time, In the same way, Likewise, Similarly, Conversely, However, Nevertheless, On the contrary, On the other hand, While this may be true,	Recognize words associated with rhetorical devices within short speech excerpts, following explicit, repeated examples, as modeled and monitored by the teacher.	Identify specific examples of rhetorical devices used in selected excerpts of spoken language from modeled speech with teacher support.	Match examples of rhetorical devices with speaker's viewpoint or purpose using a graphic organizer and dictionary working with a partner.	Compare examples of rhetorical devices from selected excerpts of speech, using a comparison chart and dictionary working with a partner.	Infer meaning of rhetorical devices in speech within a small group.

## Reading Model performance Indicator (MPI)

**Classroom Context:** Analyze spoken and written information.

**Cognitive Function:** Students at all levels of English proficiency will ANALYZE spoken and written information.

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
Point of view Vocabulary	<p>Determine an author's point of view and analyze how rhetoric advances the point of view.</p> <p>Analyze how words and phrases shape meaning and tone in texts.</p>	<p>Argument</p> <p>Bias</p> <p>Claim</p> <p>Evidence</p> <p>Relevant</p> <p>Stereotype</p> <p><u>Valid reasoning</u> At the same time, In the same way, Likewise, Similarly, Conversely, However, Nevertheless, On the contrary, On the other hand, While this may be true,</p>	<p>Locate language associated with bias from visually supported text using L1 or L2 and word banks, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Classify language associated with bias and opinion from visually supported text using word banks with teacher support.</p>	<p>Compare language of opinion and bias from excerpts of texts following a model with a partner.</p>	<p>Sort language of bias from texts (e.g., by validity of reasoning/evidence) following a model in small groups.</p>	<p>Infer author's bias from text.</p>

<b>Building Receptive Model Performance Indicators (MPI)</b> to differentiate and scaffold instruction per English language proficiency level by adjusting the <i>language function</i> and <i>support</i> .							
<b>Classroom Context:</b>							
<b>Cognitive Function:</b> Students at all levels of English proficiency will							
<b>Concepts</b>	<b>Competencies</b>	<b>Vocabulary and Topic Related Language</b>	<b>Proficiency Level 1 Entering</b>	<b>Proficiency Level 2 Emerging</b>	<b>Proficiency Level 3 Developing</b>	<b>Proficiency Level 4 Expanding</b>	<b>Proficiency Level 5 Bridging</b>
			<b>Language Function</b> (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Identify	Organize	Interpret	Formulate	Prove
			Recognize	Match	Determine	Draw conclusions	Critique
			Match	Observe	Develop	Evaluate	Analyze
			Illustrate				
			<b>Content Stem</b> (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)				
			<b>Instructional Support</b> (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
			Video	Video	Graphic organizers	Rubrics	Checklists
			Graphic organizers	Graphic organizers	Rubrics	Checklists	Thesaurus

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