**Grades 1-2**  
**English Language Arts**  
Framework for FORMATIVE/CLASSROOM Instruction and Assessment  
Productive Domains of **Speaking and Writing**

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**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.1.5.1.D** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
**CC.1.5.2.D** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Writing**  
**CC.1.4.1.M** Write narrative to develop real or imagined experiences or events.  
**CC.1.4.1.P** Recount two or more appropriately sequenced events using temporal words to signal event order.

**CC.1.4.2.M** Write narrative to develop real or imagined experiences or events.  
**CC.1.4.2.P** Organize a short sequence of events using temporal words to signal event order.

**CC.1.4.3.M** Write narrative to develop real or imagined experiences or events.  
**CC.1.4.3.P** Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.

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*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:** Apply elements of stories to original storytelling or experiential recounting.

**Cognitive Function:** Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Competencies</th>
<th>Vocabulary and Topic Related Language</th>
<th>Proficiency Level 1 Entering</th>
<th>Proficiency Level 2 Emerging</th>
<th>Proficiency Level 3 Developing</th>
<th>Proficiency Level 4 Expanding</th>
<th>Proficiency Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose, audience, and task</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
<td>Fairy tale, Fractured fairy tale, Play script, narrator, First, Second, Next, Finally, Last, Before . . . after</td>
<td>Repeat simple words, phrases, and memorized chunks of language related to important details from story pictures, following explicit, repeated examples, as modeled and monitored by the teacher.</td>
<td>Describe people, places and events depicted in story pictures in pairs using a word bank with teacher support.</td>
<td>Retell simple stories including main events, characters, and settings using photos or illustrations and work bank to a partner.</td>
<td>Retell stories with details, using photos or illustrations to a partner.</td>
<td>Tell detailed stories with creative word choice and expression using photos or illustrations in a small group.</td>
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</table>
### Writing Model Performance Indicator (MPI)

**Classroom Context:** Apply organizational structures in writing.

**Cognitive Function:** Students at all levels of proficiency will APPLY organizational structures in writing.

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<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
<td>Fairy tale, Fractured fairy tale, Play script, narrator, First, Second, Next, Finally, Last, Before . . . after</td>
<td>Supply words about story events presented in sequence using a sentence frame, following explicit, repeated examples, as modeled and monitored by the teacher.</td>
<td>Produce phrases and simple sentences about story sequence using a word bank with teacher support.</td>
<td>Compose sentences containing sequential language about story events with visual support in pairs.</td>
<td>Describe sequence of events related to stories using a graphic organizer.</td>
<td>Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.</td>
</tr>
</tbody>
</table>
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 language proficiency will

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**Language Function** (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)

- Respond to visually supported wh-questions with one word or short phrase
- Participate in whole group chants or songs
- Draw
- Label
- List

- Use first language to fill in gaps in second language
- Repeat facts or statements
- Restate facts
- Describe
- As wh-questions

- Classify
- Explain
- Distinguish features
- Sequence
- Describe
- Compare/contrast

- Pose questions
- Summarize
- Discuss
- Compose

- Draw conclusions
- Discuss cause/effec
- Make predictions or hypotheses
**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”)

<table>
<thead>
<tr>
<th>Manipulative materials</th>
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<td>Graphic organizers</td>
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<tr>
<td>Partner</td>
<td>Word bank</td>
<td>Rubrics</td>
<td>Checklists</td>
<td>Partner</td>
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<td>Flexible grouping</td>
<td>Partner</td>
<td>Flexible grouping</td>
<td>First language support</td>
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Guided model

Sentence Frames

Graphic organizers

Word bank

Rubrics

Checklists

Partner

Guided model