Grades 6-8
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.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Writing
CC.1.4.6.E, CC.1.4.7.E, CC1.4.8.E
Write with an awareness of the stylistic aspects of composition.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Use sentences of varying lengths and complexities.
• Develop and maintain a consistent voice.
• Establish and maintain a formal style.

E06.C.1.2.4, E06.C.1.2.5, E07.C.1.2.4, E07.C.1.2.5, E08.C.1.2.4, E08.C.1.2.5, E08.C.1.3.4

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:** Identify and analyze main idea/central idea.

**Cognitive Function:** Students at all levels of English proficiency will IDENTIFY and ANALYZE main/central ideas of a text.

<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>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>analyze, evaluate, connotation, compare and contrast, summarize, identify, critique, reasoning, relevance, soundness, interpret, objective, multimedia, logical, accurate, cohesion, purpose, audience, citing, plagiarism, paraphrase.</td>
<td>Answer “wh” questions with one word answers or short phrases identifying main/central ideas of a nonfiction text, using visuals, following explicit, repeated examples, as modeled and monitored by the teacher.</td>
<td>Restate facts related to main/central ideas of a nonfiction text from visually supported information using sentence stems within a small group.</td>
<td>Cite evidence related to the main/central ideas of a section of a student-selected nonfiction book within a small group using a graphic organizer.</td>
<td>Critique the main/central ideas of a nonfiction book, article, or story citing textual evidence within a small group using visual aids.</td>
<td>Compare/contrast the main/central ideas of two nonfiction books, articles, or stories, including grade-level appropriate expert criticism and text-based citations within a small group.</td>
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</tbody>
</table>
## Writing Model Performance Indicator (MPI)

### Classroom Context
Identify and analyze main idea/central idea.

### Cognitive Function
Students at all levels of English proficiency will EVALUATE and EDIT writing.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Writing style</td>
<td>Write with an awareness of the stylistic aspects of composition.</td>
<td>analyze brainstorm evaluate identify edit peer-edit self-edit self-assess connotation compare and contrast reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience citing plagiarism paraphrase notation feedback checklist rubric thesaurus</td>
<td>Brainstorm single words or phrases, identifying main/central ideas of a text following explicit, repeated examples, as modeled and monitored by the teacher.</td>
<td>Compare the aspect of editing a written paragraph to identify main/central ideas, using a proficient model and confirm with teacher support and feedback.</td>
<td>Peer-edit a written paragraph, identifying main/central ideas during process writing, using multiple resources, such as a checklist and thesaurus, and make notations with a partner.</td>
<td>Self-edit during process writing of a written essay, identifying main/central ideas using multiple resources, including thesaurus, rubric, and graphic organizer.</td>
<td>Self-assess and revise a written essay, identifying main/central ideas, using rubrics and self-/peer-evaluation checklists.</td>
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</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 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)

- Answer “wh” questions
- Copy or adapt single words, set phrases, or chunks of simple language
- Use highest frequency vocabulary
- State Name
- Restate facts
- List
- Write phrases and short sentences
- Use general language to describe
- Summarize
- Retell
- Explain
- Use simple and expanded sentences to identify
- Use general and some specific language
- Compare
- Self-edit
- Give speech
- Discuss
- Compose
- Use a variety of sentence lengths
- Use specific and some technical language
- Analyze
- Revise
- Critique
- Defend
- Propose
- Use a variety of sentence lengths in a single organized paragraph or in extended text
- Use technical language
**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>Visual support</th>
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<th>Video</th>
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<tbody>
<tr>
<td>Sensory support</td>
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<td>Realia</td>
<td>Video</td>
<td>Graphic organizers</td>
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<td>Video</td>
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<td>Rubrics</td>
</tr>
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<td>Checklists</td>
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<td>Checklists</td>
<td>Thesaurus</td>
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<td>Partner</td>
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<td>Thesaurus</td>
<td>Partner/group work</td>
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<tr>
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<td>Flexible grouping</td>
<td>Partner</td>
<td>Tiered assignments</td>
<td>Front load vocabulary</td>
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<td>First language support</td>
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<td>Partner</td>
<td>Modeling</td>
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<td>Writing conferences with teacher</td>
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<td>Reciprocal teaching opportunities within groups and the class as a whole</td>
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<td>Chunking for the writing process with</td>
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<td>Practical Examples</td>
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**Practical Examples**
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<tr>
<th>Teacher</th>
<th>Explicit Graphic Organizers</th>
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<th>Real World Application</th>
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