

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.							
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
Purpose, audience and task	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.	analyze evaluate connotation compare and contrast summarize identify critique reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience citing plagiarism paraphrase <hr/> "In other words" "For example" "Consequently" "I believe this is better because . . ." "I believe . . . based on the fact that . . ."	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.	Restate facts related to main/central ideas of a nonfiction text from visually supported information using sentence stems within a small group.	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.	Critique the main/central ideas of a nonfiction book, article, or story citing textual evidence within a small group using visual aids.	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.

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.							
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
Writing style	Write with an awareness of the stylistic aspects of composition.	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 <hr/> "In contrast" "On the other hand" "With a focus on" "Consequently" "I believe this	Brainstorm single words or phrases, identifying main/central ideas of a text following explicit, repeated examples, as modeled and monitored by the teacher.	Compare the aspect of editing a written paragraph to identify main/central ideas, using a proficient model and confirm with teacher support and feedback.	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.	Self-edit during process writing of a written essay, identifying main/central ideas using multiple resources, including thesaurus, rubric, and graphic organizer.	Self-assess and revise a written essay, identifying main/central ideas, using rubrics and self-/peer- evaluation checklists.

		is better because . . ."					
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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

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)				
			Answer "wh" questions	Restate facts	Summarize	Compare	Analyze
			Copy or adapt single words, set phrases, or chunks of simple language	List	Retell	Self-edit	Revise
			Use highest frequency vocabulary	Write phrases and short sentences	Explain	Give speech	Critique
			State	Use general language to describe	Use simple and expanded sentences to identify	Discuss	Defend
			Name		Use general and some specific language	Compose	Propose
					Use a variety of sentence lengths	Use specific and some technical language	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")				
			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
			Tiered assignments	Tiered assignments	Checklists	Thesaurus	Partner/group work
			Partner	Partner	Thesaurus	Partner/group work	Front load vocabulary
			Flexible grouping	Flexible grouping	Tiered assignments	Front load vocabulary	Modeling
			First language support	First language support	Partner	Modeling	Writing conferences with teacher
			Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	Flexible grouping	Writing conferences with teacher	Build background knowledge and connections to topic
			Modeling	Modeling	First language support	Build background knowledge and connections to topic	Reciprocal teaching opportunities within groups and the class as a whole
			Writing conferences with the teacher	Writing conferences with the teacher	Re-teaching/Pre-teaching	Reciprocal teaching opportunities within groups and the class as a whole	Practical Examples
			Chunking for the writing process with	Chunking for the writing process with	Modeling	Reciprocal teaching opportunities within groups and the class as a whole	
					Writing conferences with the	as a whole	

			explicit graphic organizers	explicit graphic organizers	teacher Build background knowledge and connections to topic		Real World Application
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