Grades 1-2
Mathematics
Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Receptive Domains of **Listening and Reading**

Pennsylvania English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Pennsylvania Core Standards

Speaking and Listening
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

Mathematics
CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.
CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.

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 oral text to solve problems.

Cognitive Function: Students at all levels of English proficiency will ANALYZE oral text to solve problems.

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
Addition and Subtraction	Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Addend Addition Counting on Equal to Greater than Less than Making ten Ones Place value Subtraction Sum Tens In all Total First, Second, Next, Last . .	Match spoken words or phrases related to basic operations from pictures of everyday objects following explicit, repeated examples, as modeled and monitored by the teacher.	Identify operations from oral statements, supported by pictures of everyday objects with a partner.	Identify the operation necessary to solve a problem based on oral text within a small group.	Follow oral directions to decide how to solve addition and subtraction problems with a partner.	Construct and solve a model of an addition or subtraction problem by listening to oral criteria in a small group.

Reading Model Performance Indicator (MPI)

Classroom Context: Analyze oral text to solve problems.

Cognitive Function: Students at all levels of English proficiency will ANALYZE oral text to solve problems.

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
Addition and Subtraction	Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Apply properties of operations as strategies to add and subtract.	Addend Addition Counting on Equal to Greater than Less than Making ten Ones Place value Subtraction Sum Tens In all Total First, Second, Next, Last . .	Match words and phrases involving addition and subtraction using illustrated word cards and realia with a partner following explicit, repeated examples, as modeled and monitored by the teacher.	Find words and phrases involving addition and subtraction from illustrated text with a partner.	Sequence sentences to decide how to solve addition and subtraction problems with a partner.	Locate clues for solving problems involving addition and subtraction from selected excerpts of text.	Categorize word problems involving addition and subtraction using realia.

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)				
			Label Identify Recall	Categorize Classify Organize	Show Distinguish Summarize	Relate Describe and illustrate Design	Compare/Contrast Connect Create
			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")				
			Manipulative materials Visual support Realia Modeling Sentence frames	Manipulative materials Visual support Realia Modeling Sentence frame	Manipulative materials Visual support Realia Modeling Sentence frame	Guided model Manipulative materials Modeling Graphic organizers Visual support	Guided model Modeling Graphic organizers Word bank Sentence frame Rubrics

			Graphic organizers Partner Flexible grouping First language support Re-teaching and/or pre-teaching	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching	Word bank Sentence frame Rubrics Checklists Partner Flexible grouping Re-teaching and/or pre-teaching	Checklists Partner Re-teaching and/or pre-teaching