

Grades 3-5
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.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.

CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Reading Informational Text

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

E03.B-C.3.1.1

CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

E04.B-C.3.1.1

CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

E05.B-C.3.1.1

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: Evaluate information.							
Cognitive Function: Students at all levels of English proficiency will EVALUATE 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
Evaluating information	<p>Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Because</p> <p>Since</p> <p>Above all</p> <p>More important</p> <p>Surely</p> <p>Indeed</p> <p>In fact</p> <p>Without a doubt</p> <p>For example</p> <p>Even though</p> <p>That is</p> <p>Specifically</p> <p>A case in point</p> <p>In other words</p> <p>For instance</p> <p>To illustrate</p> <p>As proof</p>	<p>Recognize words associated with reasons or evidence within short speech excerpts, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Identify specific examples, reasons, or evidence used in selected excerpts of spoken language from modeled speech with teacher support.</p>	<p>Match examples of viewpoint with supporting evidence using a graphic organizer, while working with a partner.</p>	<p>Compare examples of supporting evidence from selected excerpts of speech, while working with a partner and using a comparison chart.</p>	<p>Summarize points and supporting evidence from extended speech.</p>

Reading Model Performance Indicator (MPI)

Classroom Context: Evaluate arguments.

Cognitive Function: Students at all levels of English proficiency will EVALUATE arguments.

		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
Evaluating arguments	Describe how an author connects sentences and paragraphs in a text to support particular points. Determine how an author supports particular points in a text through reasons and evidence.	Because Since Above all More important Surely Indeed In fact Without a doubt For example Even though That is Specifically A case in point In other words For instance To illustrate As proof	Recognize words associated with supporting evidence from illustrated texts, following explicit, repeated examples, as modeled and monitored by the teacher..	Identify language indicative of reasons and evidence from illustrated text using phrase banks with teacher support.	Classify information from illustrated texts as author’s viewpoint or evidence using graphic organizer with a partner.	Classify information as author’s viewpoint or evidence in extended texts using graphic organizers with a partner.	Summarize points and supporting evidence from grade level texts using graphic organizer.

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)				
			Identify Point to Match	Categorize Follow two-step oral directions	Follow multi-step oral directions Recognize Distinguish Classify	Infer Cite evidence Draw conclusions	Hypothesize Critique Prove Evaluate oral information Summarize
			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 Sensory support Realia Video	Visual support Sensory support Realia Video	Visual support Realia Video Graphic organizers	Visual support Video Graphic organizers Rubrics	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	Chunking the reading material or reading process
			Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	Flexible grouping	Chunking the reading material or reading process	Guided reading
			Modeling	Modeling	First language support	Leveled, guided reading	Build background knowledge and connections to topic
			Chunking the reading material or reading process	Chunking the reading material or reading process	Re-teaching/Pre-teaching	Build background knowledge and connections to topic	Reciprocal teaching opportunities within groups and the class as a whole
			Leveled, guided reading	Leveled, guided reading	Modeling	Reciprocal teaching opportunities within groups and the class as a whole	Practical Examples
					Chunking the reading material or reading process		Real World Application
					Leveled, guided reading		
					Build background knowledge and connections to topic		