

**Grades 3-5**  
**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.1.5.4.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.

**CC.1.5.3.C** Ask and answer questions about information from a speaker, offering appropriate detail.

**Writing**

**CC.1.4.3.J** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

E03.C.1.1.1, E03.C.1.1.3, E03.C.1.1.4

**CC.1.4.4.J** Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

E04.C.1.1.1, E04.C.1.1.3, E04.C.1.1.4, E04.E.1.1.1, E04.E.1.1.3, E04.E.1.1.5

**CC.1.4.5.J** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

E05.C.1.1.1, E05.C.1.1.3, E05.C.1.1.5, E05.E.1.1.1, E05.E.1.1.3, E05.E.1.1.6

*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:** 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>For these reasons</p> <p>In conclusion</p> <p>All in all</p> <p>Overall</p> <p>In . . . opinion</p> <p>In other words</p> <p>That is to say</p> <p>In short</p> <p>For example</p> <p>In other words</p> <p>For instance</p> <p>To illustrate</p> <p>As proof</p> <p>Specifically</p>	<p>Restate words or phrases related to a claim or position using teacher-prepared phrases and visuals, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Answer "wh" questions about a point and supporting evidence using a word bank with teacher support.</p>	<p>Relate a claim or position to a partner using modeled language and sentence frames.</p>	<p>Summarize an author's point and supporting details using notes with a partner.</p>	<p>Discuss and extend an author's point or position with reasons.</p>

## Writing Model Performance Indicators (MPI)

**Classroom Context:** Apply organizational structure to writing.

**Cognitive Function:** Students at all levels of English proficiency will APPLY organizational structure to 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
Organization for writing	Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	<p>For these reasons</p> <p>In conclusion</p> <p>Overall</p> <p>In . . . opinion</p> <p>In other words</p> <p>In short</p> <p>For example</p> <p>To illustrate</p>	Answer questions to agree or disagree with current issues from visually or graphically depicted models, following explicit, repeated examples, as modeled and monitored by the teacher.	Generate words and phrases for organizing a claim or position using sentence frames and an illustrated word bank with teacher support.	Compose sentences that establish and support an opinion or argument with a graphic organizer and word bank.	Organize sentences and paragraphs for an opinion or argument essay using a graphic organizer and rubric.	Produce opinion pieces backed by evidence in response to newspaper or website articles using a graphic organizer.

**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
			<b>Language Function</b> (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Copy words, phrases, and short sentences  Communicate ideas by drawing  Label objects, pictures, or diagrams from word/phrase bank	Complete sentences  Fill in graphic organizers, charts, and tables  Compare/Contrast	String related sentences together  Compare/contrast  Interpret	Take notes  Summarize  Compare/contrast	Apply content-based information to new contexts  Connect or integrate  Create a report
			<b>Content Stem</b> (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)				
			<b>Instructional Support</b> (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	Visual support  Sensory	Visual support  Realia	Visual support  Video	Video  Graphic

			support	support	Video	Graphic organizers	organizers
			Realia	Realia	Graphic organizers	Rubrics	Rubrics
			Video	Video	Rubrics	Checklists	Checklists
			Graphic organizers	Graphic organizers	Checklists	Thesaurus	Thesaurus
			Tiered assignments	Tiered assignments	Thesaurus	Partner/group work	Partner/group work
			Partner	Partner	Tiered assignments	Front load vocabulary	Front load vocabulary
			Flexible grouping	Flexible grouping	Partner	Modeling	Modeling
			First language support	First language support	Flexible grouping	Writing conferences with teacher	Writing conferences with teacher
			Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	First language support	Build background knowledge and connections to topic	Build background knowledge and connections to topic
			Modeling	Modeling	Re-teaching/Pre-teaching	Reciprocal teaching opportunities within groups and the class as a whole	Reciprocal teaching opportunities within groups and the class as a whole
			Writing conferences with the teacher	Writing conferences with the teacher	Modeling	Writing conferences with the teacher	Practical Examples
			Chunking for the writing process with explicit graphic organizers	Chunking for the writing process with explicit graphic organizers	Build background knowledge and connections to topic		Real World Application