

Grades 9-12
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.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Writing

CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience.

Introduce the precise claim.

C.P.1.1.1, C.E.1.1.1

CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

C.E.1.1.3

CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

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: Formulate and express opinions and arguments.

Cognitive Function: Students at all levels of English proficiency will FORMULATE and EXPRESS opinions and arguments.

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 information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>Appropriate language</p> <p>Body language cues</p> <p>Conversations/discussions</p> <p>Controlling point</p> <p>Intonation</p> <p>Pace</p> <p>Structure</p> <p>Thesis</p> <p>Volume</p> <p>Transitions</p> <hr/> <p>In my opinion,</p> <p>Moreover,</p> <p>In addition,</p> <p>Furthermore,</p> <p>A case in point,</p> <p>Clearly,</p> <p>In other words,</p>	Restate words or phrases related to a claim or position using teacher-prepared notecards with phrases and visuals, following explicit, repeated examples, as modeled and monitored by the teacher.	Answer "wh" questions about a claim or position using labeled pictures with teacher support.	Relate a claim or position using visual support and a word bank with a partner.	Discuss or extend a claim or position within familiar contexts using visual support and notes in a small group.	Explain a claim or position within an oral presentation using note cards.

Writing Model Performance Indicator (MPI)							
Classroom Context: Express opinions and arguments.							
Cognitive Function: Students at all levels of English proficiency will EXPRESS opinions and arguments.							
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
Focus for writing Organization for writing	Introduce a precise, knowledgeable claim. Create organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Appropriate language In my opinion, Moreover, In addition, Furthermore, A case in point, Clearly, In other words, Conversely, However, Nevertheless, On the contrary, On the other hand, While this may be true, Above all, More	Draw and label a series of pictures related to a claim or position using an illustrated word bank, 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 rubric with a partner.	Organize sentences and paragraphs for an opinion or argument essay using a graphic organizer and rubric with a partner.	Compose a cohesive, detailed opinion or argument essay including grade level transitions, conventions, and technical language using a rubric.

		important, Surely, Indeed, In fact, Without a doubt,					
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Building Productive Model Performance Indicators (MPI) to differentiate and scaffold instruction per English language proficiency level by adjusting the <i>language function</i> and <i>support</i> .							
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	Classify	Produce	Revise	Prove
			Recognize	Use	Show	Develop	Critique
			Illustrate	Categorize	Construct	Draw conclusions	Assess
			Restate		Explain	Discuss	Defend
					Describe	Compare/Contrast	Apply
							Edit
			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	Reciprocal teaching opportunities within groups and the class as a whole
Chunking for the writing process with explicit graphic organizers	Chunking for the writing process with explicit graphic organizers	Modeling	Reciprocal teaching opportunities within groups and the class as a whole	Practical Examples
		Writing conferences with the teacher	Reciprocal teaching opportunities within groups and the class as a whole	Real World Application
		Build background knowledge and connections to topic		