

High School Algebra 1

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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Mathematics

CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

A2.1.2.1.3, A2.1.2.1.4, A2.1.2.2.2, A2.1.3.1.1, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.2.1.2, A2.2.2.1.3

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 equations.

Cognitive Function: Students at all levels of English proficiency will ANALYZE equations.

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
Equations and inequalities	Write and/or identify linear equations and inequalities in various forms (slope-intercept, point-slope, standard, etc.).	Equation Equivalent Expression Forms Inequality Linear Reciprocal Constraints	Identify language of basic components of a linear equation based on figures and oral statements, following explicit, repeated examples, as modeled and monitored by the teacher.	Match a linear equation with figures and oral scenarios with teacher support.	Visualize and construct a linear equation based on visual representations and oral descriptions with a partner.	Compare/Contrast correct and incorrect information from linear equations based on figures and oral scenarios using some technical language with a partner.	Analyze linear equations from oral reading of grade level material.

Reading Model Performance Indicator (MPI)

Classroom Context: Analyze equations.

Cognitive Function: Students at all levels of English proficiency will ANALYZE equations.

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
Equations and inequalities	Write and/or identify linear equations and inequalities in various forms (slope-intercept, point-slope, standard, etc.).	Equation Equivalent Expression Forms Inequality Reciprocal Constraints	Select an answer choice to a multiple choice question about linear equations by reading a graphing calculator following explicit, repeated examples, as modeled and monitored by the teacher.	Match information from a graph and a table with teacher support.	Interpret information about a linear equation from a graph with a partner.	Compile and organize essential information to write a linear equation in an open-ended question or word problem with a partner.	Determine whether linear functions are accurate representations of constraints after reading a company's financial report and seeing a model.

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 Illustrate Recognize	Organize Categorize Classify	Make observations Compare Relate	Summarize Show Assess	Analyze Draw conclusions Explain in terms of concepts
			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 Graphic organizers	Visual support Sensory support Realia Video Graphic organizers	Visual support Sensory support Realia Video Graphic organizers	Visual support Realia Video Graphic organizers Tiered	Visual support Video Graphic organizers Partner/group work

			<p>Tiered assignments</p> <p>Partner</p> <p>Flexible grouping</p> <p>First language support</p> <p>Re-teaching/Pre-teaching</p> <p>Modeling</p> <p>Conferences with teacher</p>	<p>Tiered assignments</p> <p>Partner</p> <p>Flexible grouping</p> <p>First language support</p> <p>Re-teaching/Pre-teaching</p> <p>Modeling</p> <p>Conferences with teacher</p> <p>Build background knowledge and connections to topic</p>	<p>Tiered assignments</p> <p>Partner</p> <p>Flexible grouping</p> <p>First language support</p> <p>Re-teaching/Pre-teaching</p> <p>Modeling</p> <p>Conferences with teacher</p> <p>Build background knowledge and connections to topic</p> <p>Rubrics</p> <p>Checklists</p> <p>Reciprocal teaching opportunities</p>	<p>assignments</p> <p>Partner</p> <p>Flexible grouping</p> <p>Front load vocabulary</p> <p>Modeling</p> <p>Conferences with teacher</p> <p>Build background knowledge and connections to topic</p> <p>Rubrics</p> <p>Checklists</p> <p>Reciprocal teaching opportunities within groups and the class as a whole</p>	<p>Front load vocabulary</p> <p>Modeling</p> <p>Conferences with teacher</p> <p>Build background knowledge and connections to topic</p> <p>Rubrics</p> <p>Checklists</p> <p>Reciprocal teaching opportunities within groups and the class as a whole</p>
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