Grades 3-5
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.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Mathematics
CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.
M03.A-F.1.1.1, M03.A-F.1.1.2, M03.A-F.1.1.3, M03.A-F.1.1.4, M03.A-F.1.1.5

CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.
M04.A-F.1.1.1, M04.A-F.1.1.2

CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.
M05.A-F.1.1.1

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: Understand fractions and fraction problems.							
Cognitive Function: Students at all levels of English proficiency will UNDERSTAND fractions and fraction 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**
Fractions	Develop an understanding of fractions as numbers. Demonstrate an understanding of fraction equivalence. Explain operations as they pertain to fractions.	Denominator Equivalent fractions Estimate Fraction Numerator Pattern Consequently In part As a whole In conclusion With a focus on First, Second, Next, Last . .	Identify proportional representation of objects from oral directions and visuals following explicit, repeated examples, as modeled and monitored by the teacher.	Match everyday examples of fractions with oral descriptions using graphic or visual support	Follow multi-step directions to change proportional representations of fractions in graphs or visuals.	Analyze everyday situations involving fractions from oral scenarios with graphic support.	Apply ways of using fractions in grade-level situations from oral discourse.

Reading Model Performance Indicator (MPI)							
Classroom Context: Understand fractions and fraction problems.							
Cognitive Function: Students at all levels of English proficiency will UNDERSTAND fractions and fraction 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**
Fractions	Develop an understanding of fractions as numbers. Demonstrate an understanding of fraction equivalence. Explain operations as they pertain to fractions.	Denominator Equivalent fractions Estimate Fraction Numerator Pattern Consequently In part As a whole In conclusion With a focus on First, Second, Next, Last . . .	Sort fractional representations of everyday objects with a partner following explicit, repeated examples, as modeled and monitored by the teacher.	Compare or rank fractional representations of everyday objects with a partner.	Follow listed instructions that involve hands-on math using fractions.	Follow written instructions to determine when and how to apply math in real-life situations involving fractions.	Interpret various representations of numbers in real-life problems explaining operations pertaining to fractions

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 Label Classify	Organize Describe Define	Explain Retell Summarize	Interpret Analyze Infer	Prove Synthesize 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 Sentence frames Graphic organizers	Manipulative materials Visual support Realia Sentence frames Graphic organizers	Manipulative materials Visual support Realia Sentence frames Graphic organizers	Guided model Visual support Realia Sentence frames Graphic organizers	Guided model Partner Graphic organizers Word bank Marking text Rubrics

			Partner Flexible grouping First language support Modeling Re-teaching and/or pre-teaching	Word bank Rubrics Checklists Partner Flexible grouping First language support Modeling Re-teaching and/or pre-teaching Activate/build prior knowledge	Word bank Marking text Rubrics Checklists Partner Flexible grouping First language support Modeling Re-teaching and/or pre-teaching Activate/build prior knowledge	Marking text Word bank Rubrics Checklists Partner/group work Modeling Frontload vocabulary Activate/build prior knowledge	Checklists Partner/roup work Modeling Frontload vocabulary Activate/build prior knowledge