

Can Do Descriptors: Grade Level Cluster Pre-K-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., "stand up"; "sit down") Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., "stand up"; "sit down") Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	<p>Write in grade-level Listening expectations below:</p>
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "Where is Sonia?") Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	<ul style="list-style-type: none"> Write in grade-level Speaking expectations below.
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Can Do Descriptors: Grade Level Cluster Pre-K-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different 	<p>Write in grade-level Reading expectations below:</p>
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Can Do Descriptors: Grade Level Cluster Prefix

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> • Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and media (e.g., straws, clay) 	<ul style="list-style-type: none"> • Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters 	<ul style="list-style-type: none"> • Communicate using letters, symbols, and numbers in context • Make illustrated "notes" and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> • Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> • Create content-based representations through pictures and words • Make "story books" with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences 	<p>Write in grade-level Writing expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movements associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take our your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	<p>Write in grade-level listening expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., stick v. float) Make predictions or hypotheses Distinguish features of phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	<p>Write in grade-level Speaking expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	<p>Write in grade-level Reading expectations below:</p>
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For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrases banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories or procedures using connected sentences 	<p>Write in grade-level Writing expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	<p>Write in grade-level Listening expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Retell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	<p>Write in grade-level Speaking expectations below:</p>
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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or context-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after" - fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	<p>Write in grade-level Reading expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 3-5

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce phrases from word banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visual supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade-level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	<p>Write in grade-level Writing expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 	<p>Write in grade-level listening expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> • Convey content through high frequency words/phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests 	<ul style="list-style-type: none"> • Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> • Paraphrase and summarize ideas presented orally • Defend a point of view • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> • Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	<p>Write in grade-level Speaking expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 6-8

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text Use picture dictionaries/ illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	<p>Write in grade-level Reading expectations below:</p>
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Can Do Descriptors: Grade Level Cluster 6-8

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WRITING	<ul style="list-style-type: none"> • Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/ concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> • Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/forms with personal information • Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> • Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> • Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research) 	<ul style="list-style-type: none"> • Create expository text to explain graphs/charts • Produce research reports using multiple sources/citations • Begin using analogies • Critique literary essays or articles 	<p>Write in grade-level Writing expectations below:</p>
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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	<p>Write in grade-level Listening expectations below:</p>
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	<p>Write in grade-level Speaking expectations below:</p>
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH-questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect data or information Evaluate usefulness of supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	<p>Write in grade-level Reading expectations below:</p>
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrases banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from model's responses Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes and opinions Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	<p>Write in grade-level Writing expectations below:</p>
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Grade Pre-K - K

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS.**

PA OCDEL Standards for Pre-Kindergarten:

- Respond verbally to questions in phrases. 1.6.2.
- Ask questions that extend understanding ("why?"). 1.6.2.
- Speak clearly enough to be understood by most listeners. 1.6.2.
- Begin to recite rhymes, songs, and familiar text. 1.6.2.
- Ask and answer relevant questions and share experiences individually and in groups. 1.6.2.
- Modulate voice, volume, and intonation. 1.6.2.
- Contribute knowledge to class discussion in order to develop a discussion topic. 1.6.3.
- Create pictures about a character or event from a favorite story. 1.4.1.
- Begin to write about their created illustrations. 1.4.1.
- Create pictures and use write words to share information. 1.4.2.
- Illustrate and/or tell about a specific experience, person, object, event or story with a focused topic. 1.5.1.
- Generate ideas for a picture, story, or shared writing. 1.5.2.
- Identify and/or create illustrations that depict story content. 1.5.2.
- Write words and simple sentences that communicate an idea with or without assistance. 1.5.3.

PA ACADEMIC Standards for Kindergarten:

- Speak clearly enough to be understood by all audiences using appropriate volume. 1.6.K.B.
- Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge. 1.1.K.D.
- Write, dictate or illustrate to convey ideas for a specific purpose. 1.4.K.A.
- Write about one specific topic. 1.5.K.A.
- Generate ideas and identify content appropriate for the topic. 1.5.K.B.
- Write simple sentences in a logical order. 1.5.K.C.
- Write using illustrations and descriptive words. 1.5.K.D.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<p>Purpose, context, and audience influence the content and delivery in speaking situations.</p> <p>Characteristics of effective writing work together to impact quality.</p>	<p>Deliver effective oral presentations by:</p> <ul style="list-style-type: none"> focusing on the topic providing several details to support the topic presenting ideas in a logical order respond appropriately to books and stories with facial and body gestures speak in a voice loud enough for the audience to hear; modulate voice volume and intonation look at the audience when speaking recite poems and finger plays with peers <p>Interact effectively in discussions by:</p> <ul style="list-style-type: none"> focusing on the topic asking relevant questions initiate and respond appropriately to conversations and discussions display appropriate turn taking behavior 	<p>Details Fingerplays Intonation Topic Volume</p>	<p>Answer WH-questions about a visually supported nursery rhyme.</p>	<p>Ask WH-questions about a visually supported nursery rhyme.</p>	<p>Retell a nursery rhyme with visual supports.</p>	<p>Summarize the events in a nursery rhyme using visual supports.</p>	<p>Express an opinion about the moral of a nursery rhyme working with a partner.</p>

Level 6 - Reaching

Writing

Concepts	Competencies*	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<p>Writing is a skill that involves fine-motor ability and language skills.</p> <p>Characteristics of effective writing work together to impact quality.</p>	<p><i>*Due to the age span and degree of difficulty, the competencies have been sorted by Pre-K and K. Competencies for pre-K are derived from the PA Learning Standards for Early Childhood while the K competencies are derived from SAS.</i></p> <p>Pre-Kindergarten: Use pictures and drawings to</p>	<p>Alphabet Beginning Capital letter Character End Explain Fact Lower-case letter Middle Rhyme Sentence</p>	<p>Depict an experience or event with a drawing as modeled.</p>	<p>Depict experiences using recognizable drawings and/or scribble writing in a group.</p>	<p>Write stories and/or experiences through pictures, letters and words in a group. Word wall.</p>	<p>Write stories and/or experiences through a combination of pictures, words and phrases working with a partner.</p>	<p>Write stories and/or experiences through a combination of words, phrases and short sentences working with a partner.</p>

<p>represent ideas.</p> <p>Use letters to write first name and other meaningful words.</p> <p>Produce common signs and logos.</p> <p>Label drawings.</p> <p>Generate ideas for a story or shared writing.</p> <p>Write in a variety settings.</p> <p><u>Kindergarten:</u> Identify and write about one specific topic.</p> <p>Write a series of simple thoughts in a logical order.</p> <p>Write using illustrations and descriptive words (style).</p> <p>Use grade appropriate conventions of written language when writing and editing. (i.e., spelling, capitalization, punctuation, grammar, and sentence formation) (conventions)</p> <p>Frame ideas for writing and identify appropriate topic-specific content.</p>	<p>Word</p>	<p>Comprehension</p>	<p>Comprehension</p>	<p>Story retelling</p>	<p>Summarization</p>	<p>Express an opinion</p>
<p>Content Stems</p>						
<p>Instructional Support</p>						
<p>Teacher modeled language Visual aids</p>	<p>Shared writing Visual aids</p>	<p>Group work Visual aids Rebus stories Word wall</p>	<p>Partner work Visual aids Rebus stories</p>	<p>Cloze items Sentence starters</p>		
<p>Language Use</p>						
<p>Name Answer "wh" question Produce drawings</p>	<p>Describe Produce icons or symbols</p>	<p>Retell stories Produce letter strings</p>	<p>Discuss Produce words with invented spelling Label</p>	<p>Explain Write common words</p>		

Grade Pre-K - K

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

PA OCDEL Standards for Pre-Kindergarten:

- Respond to simple questions. 1.6.1.
- Follow two-step directions ("Put away the crayons and go to the door."). 1.6.1.
- Begin to understand abstractions of language (pronouns, future tense). 1.6.1.
- Initiate conversation with familiar adults and children. 1.6.1.
- Communicate effectively when relating personal experiences. 1.6.3.
- Pose questions, listen to ideas of others to acquire new knowledge. 1.6.3.
- Contribute knowledge to class discussion in order to develop a discussion topic. 1.6.3.
- Demonstrate interest in books and stories read aloud. 1.1.1.
- Show growing interest in reading related activities. 1.1.1.
- Demonstrate an understanding that different forms of text have different purposes (books, signs, lists, charts, menus). 1.1.1.

PA Academic Standards for Kindergarten:

- Listen politely and respond to others in small and large group situations. 1.6.K.A.
- Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge. 1.1.K.D.
- Make predictions, draw conclusions and explain whether or not predictions are confirmed. 1.2.K.D.
- Understand and respond to essential content of text. 1.2.K.E.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Responsive listening promotes the understanding of directions, stories, and conversations.	Listen actively to increase one's own understanding by asking questions and/or retelling information. Listen attentively and follow directions to perform a simple task. Make connections and form a personal response to the speaker's message. Listen politely to the ideas of others by facing and keeping eyes on the speaker.	Connections Message retelling Personal response Real/make believe	Participate in group songs, chants, or recitations that require appropriate physical actions (such as: "Itsy Bitsy Spider").	Point to pictures of items referred to in songs as they are called out (such as: spider, head or shoulder).	Perform physical actions independently in response to songs or poems that have been previously rehearsed.	Reenact part of a story, poem or scene as a group.	Reenact or dramatize an illustrated grade level story or poem that has been read aloud.	

Reading

Concepts	Competencies*	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Textual features inform meaning.	*Due to the age span and degree of difficulty, the competencies have been sorted by Pre-K and K. Competencies for pre-K are derived from the PA Learning Standards for Early Childhood while the K competencies are derived from SAS.	Author Character Describe Explain Event Fact Fiction Illustrator Non-fiction setting Table of contents Title Title page	Match pictures, objects or letters as a group.	Match pictures or objects to the printed word as a group.	Match pictures or objects to phrases and sentences working with a partner.	Sequence a set of three pictures to create a story working with a partner.	Make predictions and inferences based on a picture book working with a partner.	
			Comprehension Reading readiness	Comprehension Reading readiness	Comprehension Reading readiness	Comprehension Sequence Reading readiness	Comprehension Making predictions Reading readiness	
Words work together to express ideas.	Pre-kindergarten: Read functional print. Recognize when two or more words begin with the same sound. Use puppets or flannel board to tell a story. Make predictions from what is read, heard or seen in illustrations. Use illustration clues to make and predict what happens next in a story. Kindergarten: Retell main events in a sequential or connective manner through oral language, graphic and written representations. Display book/print knowledge appropriate to grade level. Group words, pictures, and/or objects by category. Use contextual (picture, words, vocal inflections) cues to gain general meaning of unfamiliar vocabulary during oral and/or written activities. Listen attentively and follow directions to perform a simple task.		Content Stems					
			Comprehension Reading readiness	Comprehension Reading readiness	Comprehension Reading readiness	Comprehension Sequence Reading readiness	Comprehension Making predictions Reading readiness	
			Instructional Support					
			Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	
			Language Use					
			Match Classify Physical response	Matching Classify Point to	Matching Classify Physical response	Sequence Role playing	Predictions Role playing	

Level 6 - Reaching

Grade Pre-K - K

Framework for **FORMATIVE/CLASSROOM Instruction and Assessment**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS.**

PA OCDEL Standards for Pre-Kindergarten:

- Respond to simple questions. 1.6.1.
- Follow two-step directions ("Put away the crayons and go to the door."). 1.6.1.
- Begin to understand abstractions of language (pronouns, future tense). 1.6.1.
- Initiate conversation with familiar adults and children. 1.6.1.
- Communicate effectively when relating personal experiences. 1.6.3.
- Pose questions, listen to ideas of others to acquire new knowledge. 1.6.3.
- Contribute knowledge to class discussion in order to develop a discussion topic. 1.6.3.
- Use counting and numbers as part of play and as a means for determining quantity. 2.1.1.
- Rote count to 20. 2.1.1.
- Count up to 10 objects using one to one correspondence. 2.1.1.
- Name numerals to 10. 2.1.1.
- Use vocabulary to compare numbers of objects with teacher support. 2.1.1.
- Identify and describe patterns. 2.8.3.
- Recognize and extend simple patterns. 2.8.3.
- Identify simple three dimensional shapes. 2.9.1.
- Replicate three dimensional shapes. 2.9.1.
- Put together and take apart increasingly more difficult. 2.9.1.
- Determine the attributes of shapes. 2.9.1.
- Recognize geometric shapes in the environment. 2.9.1.

PA Academic Standards for Kindergarten:

- Listen politely and respond to others in small and large group situations. 1.6.K.A.
- Demonstrate the relationship between numbers and quantities, including one-to-one correspondence, and compare values of whole numbers up to 20 and beyond, to include values of money. 2.1.K.A.
- Represent equivalent forms of the same number through the use of concrete objects (including money), drawings, word names, and symbols up to 20 and beyond. 2.1.K.B.
- Use concrete objects, drawings, diagrams or models to compose sets and decompose into equivalent and nonequivalent sets. 2.1.K.C.
- Use concrete objects to demonstrate place value concepts and base-ten numeration up to 20 and beyond. 2.1.K.D.
- Use concrete objects or drawings to model scenarios requiring addition or subtraction. 2.1.K.F.
- Represent addition and subtraction in every day situations using up to ten concrete objects. 2.2.K.B.

Listening

Concepts	Competencies*	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Base-Ten System: whole numbers Equivalence: Whole Numbers to 20 Patterns: describing simple number, sequential and growing	<p><i>*Due to the age span and degree of difficulty, the competencies have been sorted by Pre-K and K. Competencies for pre-K are derived from the PA Learning Standards for Early Childhood while the K competencies are derived from SAS.</i></p> <p>Pre-Kindergarten: Use fingers to represent numbers when counting. Identify numbers 0-5. Identify penny, nickel, and dime. Use concrete objects to build vocabulary of more or less. Group objects into equal groups.</p> <p>Kindergarten: Represent, compare, and order whole numbers, and join and separate small sets of numbers or objects. Identify, duplicate, and extend simple number, sequential and growing patterns.</p>	Different Equals Forms Large Less Match More Missing addend Numbers One-to-one correspondence Patterns Quantity Represent Same Small	Hold up the correct number of fingers as modeled when the teacher calls out a number from 1-10.	Respond to simple requests or commands as modeled that include numbers from 1-10.	Select manipulatives to demonstrate understanding of simple math stories working with a partner.	Assemble models of orally stated math stories using the flannel board.	Create visual representations of math stories as told by the teacher.
			Content Stems				
Instructional Support							
			Visual aids, real objects, songs, rhythmic/musical patterns, chanting/choral response Puzzles Total physical response	Visual aids, real objects, songs, puzzles, rhythmic/musical patterns, chanting/choral response Small group work Total physical response	Visual aids, real objects, songs, puzzles, graphic organizers, rhythmic/musical patterns, chanting/choral response Think/write pair share Total physical response	Visual aids, real objects, songs, storyboards, puzzles, graphic organizers, rhythmic/musical patterns, chanting/choral response Small group work Building materials Total physical	Visual aids, real objects, songs Word wall Graphic organizers puzzles Rhythmic/musical patterns Chanting/choral response Think/write pair share Total physical response

Level 6 - Reaching

		Language Use					response
		<p>Play games associated with number about numbers</p> <p>Play number games</p> <p>Point, show, and select appropriate response</p>	<p>Label</p> <p>Draw</p> <p>Produce icons, symbols</p> <p>Play games associated with numbers</p> <p>Listen to songs about numbers and number games</p> <p>Point, show, and select appropriate response</p>	<p>Illustrate</p> <p>Label</p> <p>Draw</p> <p>Produce icons, symbols</p> <p>Play games associated with numbers</p> <p>Listen to songs about numbers and number games</p> <p>Conversation experiences in small groups associated with numeration</p>	<p>Illustrate</p> <p>Label</p> <p>Draw</p> <p>Produce icons, symbols</p> <p>Play number games</p> <p>Conversation experiences in small groups associated with numeration</p>	<p>Illustrate</p> <p>Label</p> <p>Draw</p> <p>Produce icons and symbols</p> <p>representation/sentence</p> <p>Play number games</p> <p>Conversation experiences in small groups associated with numeration</p>	
Reading							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Shapes and Solids: describing and combining	<p>Pre-Kindergarten:</p> <p>Recognize 2-dimensional shapes (circles, square, triangle and rectangle)</p> <p>Recognize common geometric shapes in real life.</p> <p>Follow directions that use positional</p>	<p>Above</p> <p>Attributes</p> <p>Back</p> <p>Below</p> <p>Beside</p> <p>Between</p> <p>Colors</p> <p>Different</p>	Identify objects by color, shape and size as a group.	Sort objects by attributes, according to descriptive words or phrases, working with a partner.	Pattern real-life objects by color, shape and size working with a partner.	Match sorted and/or patterned real-life objects to their descriptive words working with a partner.	Draw conclusions about patterned objects working with a partner.
							Level 6

<p>words (in, on, under, over, next to, between, beside, above, below, front, back)</p> <p>Create symmetrical figures using legos, pattern blocks, etc.</p> <p>Use geoboards to create shapes with rubber bands.</p> <p>Kindergarten: Order objects by measurable attributes, such as length and weight, and indirectly compare lengths to a third object to solve problems.</p> <p>Identify, name and describe a variety of two and three dimensional shapes presented in different sizes and orientations, as well as combining those shapes to construct more complex shapes.</p>	<p>Front In Large Match Next to On Over Patterns Quantity Represent Same Shapes Small Sort Space Symmetry Under</p>	<p>Identify shapes by attributes</p> <p>Total physical response</p> <p>Follow directions</p> <p>Identify shapes by attributes</p> <p>Classify shapes</p> <p>Total physical response</p> <p>Follow directions</p>	<p>Games Comprehension of tasks Modeling Repetition Development of content: space and shape</p>	<p>Games Comprehension of tasks Modeling Repetition Development of content: space and shape</p>	<p>Games Comprehension of tasks Modeling Repetition Development of content: space and shape Word recognition Developing questioning skills and how to respond appropriately Compromise</p>
<h3>Instructional Support</h3>					
<p>Visual aids, real objects, manipulatives</p> <p>Use senses</p> <p>Chant, sing, choral repetition</p>	<p>Visual aids, real objects, manipulatives</p> <p>Graphic organizers</p> <p>Use senses</p> <p>activities</p> <p>Chant, sing, choral repetition</p>	<p>Visual aids, real objects, manipulatives</p> <p>Graphic organizers</p> <p>Use senses</p> <p>activities</p> <p>Chant, sing, choral repetition</p> <p>Think/write</p> <p>Pair share</p>	<p>Visual aids, real objects, manipulatives</p> <p>Graphic organizers</p> <p>Chant, sing, choral repetition</p> <p>Think/write</p> <p>Pair share</p>	<p>Visual aids, real objects, manipulatives</p> <p>Graphic organizers</p> <p>Chalk talk</p> <p>Partner work</p>	
<h3>Language Use</h3>					
<p>Games Comprehension of tasks Modeling Repetition</p>	<p>Games Comprehension of tasks Modeling Repetition Role play</p>	<p>Games Comprehension of tasks Modeling Repetition Role play</p>	<p>Games Comprehension of tasks Modeling Repetition Role play</p>	<p>Games Comprehension of tasks Modeling Repetition Role play</p>	

				Sequencing Developmental play	Sequencing Developmental play Conversation games (e.g., I Spy, Hot/ Cold)	Developmental play Distinguishing differentiated on in shapes, colors, and size Conversation games (e.g., I Spy, Hot/Cold)
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Grade Pre-K - K

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS.**

PA OCDEL Standards for Pre-Kindergarten:

- Respond verbally to questions in phrases. 1.6.2.
- Ask questions that extend understanding ("why?"). 1.6.2.
- Speak clearly enough to be understood by most listeners. 1.6.2.
- Begin to recite rhymes, songs, and familiar text. 1.6.2.
- Ask and answer relevant questions and share experiences individually and in groups. 1.6.2.
- Modulate voice, volume, and intonation. 1.6.2.
- Communicate effectively when relating personal experiences. 1.6.3.
- Pose questions, listen to ideas of others to acquire new knowledge. 1.6.3.
- Contribute knowledge to class discussion in order to develop a discussion topic. 1.6.3.

Use counting and numbers as part of play and as a means for determining quantity. 2.1.1.

Rote count to 20. 2.1.1.

Count up to 10 objects using one to one correspondence. 2.1.1.

Name numerals to 10. 2.1.1.

Use vocabulary to compare numbers of objects with teacher support. 2.1.1.

Understand number concepts, vocabulary, quantities and written numerals in meaningful ways. 2.1.2.

Differentiates numerals from letters. 2.1.2.

Practice and count using numbers as a means of determining quantity. 2.8.2.

Practice using concrete objects to portray simple story. 2.8.2.

PA Academic Standards for Kindergarten:

Speak clearly enough to be understood by all audiences using appropriate volume. 1.6.K.B.

Demonstrate the relationship between numbers and quantities, including one-to-one correspondence, and compare values of whole numbers up to 20 and beyond, to include values of money. 2.1.K.A.

Represent equivalent forms of the same number through the use of concrete objects (including money), drawings, word names, and symbols up to 20 and beyond. 2.1.K.B.

Use concrete objects, drawings, diagrams or models to compose sets and decompose into equivalent and nonequivalent sets. 2.1.K.C.

Use concrete objects or drawings to model scenarios requiring addition or subtraction. 2.1.K.F.

Organize and display objects by one or more attributes. 2.6.K.B.

Speaking						Writing									
Concepts		Competencies*		Vocabulary		Level 1 Entering		Level 2 Beginning		Level 3 Developing		Level 4 Expanding		Level 5 Bridging	
Base-Ten System: whole numbers Equivalence: Whole Numbers to 20 Patterns: describing simple number, sequential and growing		* Due to the age span and degree of difficulty, the competencies have been sorted by Pre-K and K. Competencies for Pre-K are derived from the PA Learning Standards for Early Childhood while the K competencies are derived from SAS. Pre-Kindergarten: Use fingers to represent numbers when counting. Identify penny, nickel, and dime. Use concrete objects to build vocabulary of more or less. Kindergarten: Represent, compare, and order whole numbers, and join and separate small sets of numbers or objects. Identify, duplicate, and extend simple number, sequential and growing patterns.		Different Equals Forms Large Less Match Missing addend More Numbers One-to-one correspondence Patterns Quantity Represent Same Small Tally marks		Recite numbers from 1-10 showing the correct number of fingers.		Echo instructor's production of number names, counting process and simple categorization using assorted manipulatives.		Participate in a group song or chant involving numbers and gestures.		Participate in group discussions pertaining to position and numbers of objects.		Demonstrate how to play a game that involves quantity in a whole group.	
Base-Ten System: whole numbers Equivalence: Whole Numbers to 20 Operations: Joining and Separating Sets Patterns: describing simple number,		Pre-Kindergarten: Represent quantity using invented forms. Use concrete objects to represent quantities up to and including 5. Represent equivalent forms of the same number using concrete objects and drawings up to and including 5. Group objects into equal groups.		Correspondence Different Equivalent forms Equals Large Less Match Missing addend More Numbers One-to-one		Use drawings to express examples of matched pairs as modeled.		Create a counting book collaboratively with the class depicting matched sets.		Illustrate and label math concepts depicting activities in the classroom (such as: using tally marks as part of a survey) working with a partner.		Create drawings or writings that illustrate mathematical concepts within a small group.		Write a math sentence with numerals and number words from a word wall.	

<p>sequential and growing Data Analysis: by sort and resort by attributes</p>	<p>Kindergarten: Represent, compare, and order whole numbers, and join and separate small sets of numbers or objects. Order objects by measurable attributes, such as length and weight, and indirectly compare lengths to a third object to solve problems. Identify, duplicate, and extend simple number, sequential and growing patterns.</p>	<p>Patterns Quantity Represent Same Small Tally marks</p>	<p style="text-align: center;">Content Stems</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Problem solving Write math language (e.g., sentence completion) Communicate the math expression</td> <td style="width: 15%;">Problem solving Write math language (e.g., sentence completion) Communicate the math expression</td> <td style="width: 15%;">Problem solving Write math language (e.g., sentence completion) Communicate the math expression</td> <td style="width: 15%;">Problem solving Write math language (e.g., sentence completion) Communicate the math expression</td> <td style="width: 15%;">Problem solving Write math language (e.g., sentence completion) Communicate the math expression</td> </tr> </table>				Problem solving Write math language (e.g., sentence completion) Communicate the math expression	Problem solving Write math language (e.g., sentence completion) Communicate the math expression	Problem solving Write math language (e.g., sentence completion) Communicate the math expression	Problem solving Write math language (e.g., sentence completion) Communicate the math expression	Problem solving Write math language (e.g., sentence completion) Communicate the math expression
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Grade 1-3

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

PA Academic Standards:

- Use appropriate volume and clarity in formal speaking presentations. 1.6.3.B.
- Apply place value concepts and base-ten numeration to order and compare whole numbers. 2.1.3.D.
- Understand the concepts of addition and subtraction and use the inverse relationships between addition and subtraction to determine unknown quantities in equations. 2.1.3.F.
- Develop fluency in the use of basic facts for the four operations. 2.2.3.A.
- Add and subtract single- and double-digit numbers with regrouping and triple-digit numbers, without regrouping including problems with money. 2.2.3.B.
- Use models and number facts to draw conclusions and explain reasons for conclusions. 2.4.3.A.
- Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts. 2.5.3.A.
- Use appropriate mathematical vocabulary when explaining how to solve a problem. 2.5.3.B.
- Name, describe and draw/build 2- and 3-dimensional shapes. 2.9.3.A.
- Identify and draw lines of symmetry. 2.9.3.B.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Base Ten System: Place value to 10,000s place Multiplication and division of whole numbers and the relationship between the operations	Develop an understanding of multiplication and division of whole numbers by building on knowledge of the base ten system/operations and through the use of representations (e.g., equal-sized groups, arrays, area models, equal "jumps" on number lines, successive subtraction, partitioning, and sharing) in order to describe relationships, make estimations, and solve problems.	Associative property Commutative property Equation: Equivalent forms Identity property Inequality Inverse operations Models Patterns Reasonableness Venn diagram	Name the operation to be used to solve a simple math story problem using a chart.	Restate the steps of an operation after a teacher explanation within a small group.	Describe the steps used in an operation to solve a math problem to a partner.	Discuss the operation necessary to solve a problem within a small group.	Justify the operation used to solve a math story problem using a graphic organizer.
			Content Stems				

Instructional Support							
Visual aids Model	Visual aids Modeling Think/write Pair share Small group work	Visual aids Demonstrate	Storyboards Pictographs Graphic organizers Small group work	Graphic organizers Flow chart Small group work			
Language Use							
Write math terms and operations based on visual representations using varying modalities	Restate the steps in a process journal the steps in the process (e.g., open ended response)	Describe the steps in the operation used to solve the story problem Create new story problems in the journal (e.g., open ended response)	Discuss the steps in the operation used to solve the story problem. Create new problems using the process	Analyze the process to solve the problem Present the findings			
Writing							
Concepts Classification of figures: two- and three- dimensional figures Congruence and symmetry: composition, decomposition, transformation	Competencies Describe, analyze, compare, and classify two- and three-dimensional shapes/figures using their attributes. Use congruence and symmetry to decompose, compose, and transform two-dimensional figures.	Vocabulary Correspondence Equation Equivalent forms Models One-to-one Patterns Reasonableness Simulation Symmetry Venn diagram	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
			Draw and label two- and three- dimensional objects using a picture dictionary.	Write a list of characteristics of two- and three- dimensional objects working with a partner.	Write a description of two- and three- dimensional objects using realia working with a partner.	List the steps of the procedure for constructing two- and three- dimensional objects within a small group.	Write an entry in a math journal analyzing how common real life objects have the attributes of two- and three- dimensional shapes using a guided model.

Content Stems			
Geometric shapes	Geometric shapes	Geometric shapes	Geometric shapes
Instructional Support			
Visual aids Math manipulatives to draw objects	Visual aids Graphic organizers Think/write Pair-share	Visual aids Graphic organizers Think/write Pair-share	Flow charts Graphic organizers
		Small group work Flow charts Graphic organizers Building materials	
Language Use			
Draw Label Identify	Describe characteristics Label Identify	Discern characteristics and describe differences Label	Write in the journal using technical language Describe in a logical sequential manner the characteristics of real life objects versus 2-3 dimensional shapes
		Steps in the process Describe the building procedures Draw and write about the process in a journal (e.g. open ended response)	

Grade 1 - 3

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

PA Academic Standard(s)

- Listen critically and respond to others in small and large group situations. 1.6.3.A.
- Respond with grade level appropriate questions, ideas, information, or opinions.
- Demonstrate an understanding of measurable characteristics and the need to quantify those characteristics. 2.3.3.A.
- Identify a measurable characteristic of an object, select an appropriate standard or non-standard unit of measure and tool, and determine the measurement to a specified level of accuracy. 2.3.3.B.
- Name, describe and draw/build 2- and 3-dimensional shapes. 2.9.3.A.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Classification of figures: two- and three-dimensional figures	Monitor one's own understanding by describe, analyze, compare, and classify two- and three-dimensional shapes/figures using their attributes. Use congruence and symmetry to decompose, compose, and transform two-dimensional figures.	Equivalent Forms Models	Point to picture of figures based on teacher's oral descriptions of measurable attributes.	Sort and classify figures based on teacher's oral descriptions of measurable attributes working with a partner.	Locate a figure from groups of objects based on oral descriptions of measurable attributes working with a partner.	Compare and contrast measurable characteristics of different figures based on oral descriptions using models within a small group.	Construct a model of a figure by listening to oral criteria (such as: "It has four sides. The length is six inches.") in a small group.

Reading							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Perimeter: units, tools, strategies to measure.	Understand perimeter as in measurable attribute and select appropriate units, strategies and tools to solve problems involving perimeter.	Attributes Centimeter Equation Millimeter Models Perimeter Ruler	Match names of measurement tools to realia.	Locate from a chart, the correct tool to measure a figure working with a partner.	Sequence the steps to measure an object using sentence strips working with a partner.	Determine the tool used to solve a measurement problem working with a partner.	Select and use the correct measurement tool to solve a word problem in a grade-level text in a small group.
			Content Stems				
			Measurement	Measurement	Measurement	Measurement	Measurement
			Instructional Support				
			Real objects Pictures	Charts Cooperative learning	Pair-share Small group text rendering	Visual aids Cooperative learning Gallery walk	Real objects Cooperative learning
Language Use							
Match	Follow two-step directions Select Sequence	Sequence	Read a math word problem	Read a math word problem			

Level 6 - Reaching

Grade 1-3

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

PA Academic Standard(s)

Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading. 1.1.3.B.

Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a reading vocabulary. 1.1.3.C.

Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. 1.1.3.D.

Analyze text organization and content to derive meaning from text using criteria. 1.2.3.A.

Distinguish between essential and nonessential information within and across a variety of texts, identifying exaggeration (bias) where present. 1.2.3.C.

Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. 1.2.3.D.

Read, understand, and respond to essential content of text in all academic areas. 1.2.3.E.

Read, understand, and respond to works from various genres of literature. 1.3.3.A.

Identify literary elements (characters, setting, and plot) selected readings. 1.3.3.C.

Listen critically and respond to others in small and large group situations. 1.6.3.A.

- Respond with grade level appropriate questions, ideas, information, or opinions.

Listening

Concepts	Competencies	Vocabulary	Level 1	Level 2	Level 3	Level 4	Level 5
Active listening promotes understanding of the spoken message.	Monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard. Identify the speaker's main idea. Connect new information to prior knowledge. Form a relevant response to the speaker's message. Listen with civility to the ideas of others. Listen in order to identify and use new words and concepts.	Civility Concepts Connections Fact/opinion Message Monitor Personal Reflect Response Summarize	Sort pictures of short segments of a read aloud using a graphic organizer.	Sequence pictures from a read-aloud using a graphic organizer.	Respond to a read-aloud by role-playing working with a partner.	Draw conclusions from a read-aloud using a graphic organizer.	Draw the setting and characters of a read-aloud story and explain them to a partner.

Reading							
Concepts	Competencies	Vocabulary	Level 1	Level 2	Level 3	Level 4	Level 5
Essential content of text, including literary elements and literary devices, inform meaning of grade appropriate fiction and literary nonfiction.	Summarize key information from text (e.g. major points, processes and/or events).	Caption Cause/effect Character Chart Compare / contrast Dialogue Essential information Event Fact Fiction Genre Graph Heading Illustrator Inference Main Idea Motives Narrator Non-fiction Opinion Plot Prediction Sequence Setting Sub-heading Summarize Table of contents Title	Retell stories using a series of pictures.	Match sentence strips to illustrations in a story.	Sequence a series of illustrated sentence strips to tell a story.	Identify phrases or sentences in a story that support the main idea working with a partner.	Participate in a reading/literature circle to draw conclusions about grade level text.
Text features inform meaning of texts.	Support assertions about text with evidence from text.		Content Items				
Text features and organization help inform author's purpose.	Respond to text by questioning, reflecting on, and interpreting the essential content.		Comprehension Story retelling	Comprehension Order of events	Comprehension Order of events	Comprehension Main idea Supporting details	Comprehension Draw conclusions
Acquire and apply a robust vocabulary to construct meaning.	Use text features to locate information, make predictions and inferences draw conclusions, and develop meaning. Identify the author's purpose, citing examples from text. Group concepts and ideas by common features and purpose.		Instructional Support				
			Amplify vocabulary Use cognates Pictures/illustrations	Amplify vocabulary Use cognates	Amplify vocabulary Use cognates	Amplify vocabulary Use cognates	Amplify vocabulary Use cognates
			Language Use				
			Point to Sort Match Follow one-step directions	Follow two-step directions Select Sequence	Categorize Sequence Follow-multi-step directions Locate, select, and order	Compare and contrast Identify cause/effect	Compare and contrast Identify cause/effect

Grade 1-3

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

PA Academic Standard(s)

- Write poems and stories. 1.4.3.A.
- Include detailed descriptions of people, places, and things.
 - Include literary elements.
- Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions). 1.4.3.B.
- Develop content appropriate for the topic. 1.5.3.B.
- Gather and organize information, incorporating details relevant to the topic.
 - Write a series of related sentences or paragraphs with one central idea.
- Organize writing in a logical order. 1.5.3.C.
- Include a recognizable beginning, middle, and end.
- Write, developing an awareness of style, using a variety of sentence structures, adjectives, precise nouns, and action verbs. 1.5.3.D.
- Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically. 1.5.3.E.
- Write with a focus, with an understanding of topic, task, and audience. 1.5.3.A.
- Use grade appropriate conventions of language when writing and editing. 1.5.3.F.
- Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly.
 - Use correct grammar and sentence formation.
- Use appropriate volume and clarity in formal speaking presentations. 1.6.3.B.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Purpose, context, and audience influence the content and delivery in speaking situations.	<p>Deliver effective oral presentations by establishing a clear focus with a sharp distinct controlling point:</p> <ul style="list-style-type: none"> • establishing a clear focus with a sharp distinct controlling point • selecting and using appropriate content, grammar and language • presenting relevant ideas that support the topic • presenting ideas in a logical order • using appropriate technology to enhance or reinforce the message • employing effective delivery techniques: volume, pace eye contact, body language, enunciation • responding appropriately to the audience 	<p>Body language cues</p> <p>Controlling point</p> <p>Conversations/discussions</p> <p>Details</p> <p>Intonation</p> <p>Pace</p> <p>Topic</p> <p>Volume</p>	Answer WH-questions based on illustrations in response to stories, chants or poems.	Describe a character from an illustrated story to a partner.	Retail a story using picture prompts with a partner.	Discuss reasons for a character's actions working with a partner.	Justify reasons for a character's actions with visual supports.

	<p>Interact effectively in discussions by:</p> <ul style="list-style-type: none"> • staying on topic • being credible by providing evidence and/or examples • asking clarifying questions while striving for understanding • building on the ideas of others • engaging others to participate • speaking with enthusiasm, confidence and appropriate body language while making eye contact • Pronouncing words clearly, carefully and loudly so others will hear. understand and be able to respond • demonstrating courtesy when others respond by providing others with attention and respect <p>Comprehension Summarize key information from a text (e.g., major points, processes and/or events).</p> <p>Question, reflect on, and interpret essential context of text.</p>							
Writing								
<p>Concepts</p> <p>Focus, content, organization, style and conventions work together to impact writing quality.</p>	<p>Competencies</p> <p>Identify a specific audience and write about one topic (focus).</p> <p>Frame ideas for writing and identify appropriate topic-specific content that is supported by details (content).</p> <p>Write a series of sentences or paragraphs that relate to the topic.</p> <p>Use grade appropriate conventions of written language when writing and editing (i.e., spelling, capitalization, punctuation, grammar and sentence formation) (conventions)</p>	<p>Vocabulary</p> <p>Cause and effect Compare Contrast Describe Exaggeration Fiction Main idea Nonfiction Opinion Sequence Summary Topic</p>	<p>Level 1 Entering</p> <p>Label family members in a drawing or picture using a word wall.</p>	<p>Level 2 Beginning</p> <p>Write short sentences about a family picture or drawing using a word wall.</p>	<p>Level 3 Developing</p> <p>Write a journal entry about a family event using a picture dictionary or word wall.</p>	<p>Level 4 Expanding</p> <p>Write a paragraph describing a family trip using a guided model.</p>	<p>Level 5 Bridging</p> <p>Write a letter to a friend describing a family vacation using a guided model.</p>	<p>Level 6 - Reaching</p>

Content Stems			
Classify	Sentence Conventions	Write multiple resources	Write a letter Story retelling
Instructional Support			
Graphic organizers Visuals to support language Word wall	Graphic organizers Semantic maps Word wall	Graphic organizers Picture dictionary	Guided model Dictionary Peer revision
Language Use			
Name Answer "wh" questions Label Draw Produce icons, symbols, words, phrases	Describe Ask "wh" questions Restate Make lists Produce phrases, short sentences and notes Give information from oral or written directions	Formulate hypothesis Make predictions Describe processes and procedures Retail stories or events	Discuss Summarize Edit Revise Express and defend Apply information React to writing

Grade 4-5

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

PA Academic Standard(s)

Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading. 1.1.5.B.
 Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations. 1.1.5.D.
 Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers. 1.2.5.D.
 Read, understand, and respond to essential content of text and documents in all academic areas. 1.2.5.E.
 Read, understand, and respond to works from various genres of literature. 1.3.5.A.
 Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view. 1.3.5.C.
 Listen critically and respond to others in small and large group situations. 1.6.5.A.
 • Respond with grade level appropriate questions, ideas, information, or opinions.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Active listening facilitates learning and communication.	Listen actively and monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard. Form a relevant response to the speaker's message. Listen with civility to the ideas of others.	Civility Connections Fact/opinion Reflect Main idea Message Personal response Prior knowledge Summarize	Match pictures of characters from an illustrated story to oral descriptions.	Sequence key events after listening to an illustrated story.	Interact with teachers and/or peers during shared reading to show comprehension using visual cues.	Demonstrate similarities and differences among various characters in visually supported fiction.	Point to draw conclusions from orally read grade level fiction during literature circles.

Level 6 - Reaching

Reading						Level 6 - Reaching	
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Essential content of text, including literary elements and literary devices, and literary meaning. Acquire and apply a robust vocabulary to construct meaning.	Identify and distinguish between components of fiction and nonfiction texts. Interpret relationships between literary elements within and among texts. Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements) Summarize key information and the implied or stated main idea of texts. Identify, interpret, and describe the use of figurative language in text. Respond to text by evaluating its plot/organization and its major components. Use contextual cues to confirm the literal and figurative meaning of vocabulary. Generate connections between and among words based on meaning, content and context. Use grade appropriate resources to establish and extend vocabulary. Question, reflect on and interpret essential context of text. Use and cite evidence from texts to make assertions, generalizations,	Alliteration Bias Biography Cause/effect Character Climax Compare Contrast Dialogue Essential-information Event Fact/opinion Fiction Inference Metaphor Motives Narrator Non-fiction Personification Plot Prediction Resolution Rhyme Rhythm Rising Action Sequence Setting Simile Stereotype Summarize Symbolism Theme	Match icons and symbols to words and phrases from illustrated texts.	Select language patterns associated with a variety of illustrated literary works (such as: "Once upon a time")	Identify elements from a variety of illustrated literary works within a small group.	Identify figures of speech from various forms of literature using a graphic organizer.	Interpret grade level literature within a small group.
			Content Stems			Genre Comprehension	Genre Comprehension
Instructional Support							
			Pictures/illustrations	Graphic organizer Echo reading Paired reading	Small group Guided reading Partner reading	Graphic organizer Venn diagram Adapted text	Literature circles Supported grade level text
Language Use							
			Point to Match	Identify Sequence	Identify Sequence	Compare/ contrast	Interpret

	<p>inferences, and to draw conclusions.</p> <p>Interpret the effect of literary devices within and among texts (e.g., personification, simile, alliteration, metaphor, and symbolism)</p> <p>Analyze organizational features of text (e.g., sequence, question/answer, comparison/contrast, cause/effect, problem/solution as related to content to clarify and enhance meaning.</p> <p>Use contextual cues to confirm the literal and figurative meaning of vocabulary.</p>						
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Grade 4-5

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

PA Academic Standard(s)

Identify the author's purpose and type, using grade level text. 1.1.5.A.

Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations. 1.1.5.D.

Evaluate text organization and content to determine the author's purpose and effectiveness. 1.2.5.A.

Differentiate fact from opinion across multiple texts. 1.2.5.B.

Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present. 1.2.5.C.

Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers. 1.2.5.D.

Read, understand, and respond to essential content of text and documents in all academic areas. 1.2.5.E.

Write poems, multi-paragraph stories, and plays. 1.4.5.A.

- Include detailed descriptions of people, places, and things.

- Include literary elements and devices.

Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). 1.4.5.B.

- Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

Write with a clear focus, identifying topic, task, and audience. 1.5.5.A.

Develop content appropriate for the topic. 1.5.5.B.

- Gather, organize, and select the most effective information appropriate for the topic, task, and audience.

- Write paragraphs that have a topic sentence and supporting details.

Organize writing in a logical order. 1.5.5.C.

- Use appropriate transitions within sentences and between paragraphs.

- Include an identifiable introduction, body, and conclusion.

Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice.

Include specific details that convey meaning and set a tone. 1.5.5.D.

Revise writing to improve organization and word choice: check the logic, order of ideas, and precision of vocabulary. 1.5.5.E.

Use grade appropriate conventions of language when writing and editing. 1.5.5.F.

- Spell common, frequently used words correctly.

- Use capital letters correctly.

- Punctuate correctly.

- Use correct grammar and sentence formation.

Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.5.B.

Speaking							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Purpose, context and audience influence the content and delivery in speaking situations.	Deliver effective oral presentations by: <ul style="list-style-type: none"> • establishing a clear focus with a sharp distinct controlling point • selecting and using appropriate content, grammar and language presenting relevant ideas that support the topic • presenting ideas in a logical order • utilizing appropriate technology to enhance or reinforce the message • employing effective delivery techniques: volume, pace eye contact, body language, enunciation • responding appropriately to the audience Interact effectively in discussions by staying on topic : <ul style="list-style-type: none"> • staying on topic • being credible by providing evidence and/or examples • asking clarifying questions while striving for understanding • building on the ideas of others • engaging others to participate • speaking with enthusiasm, confidence and appropriate body language while making eye contact • pronouncing words clearly, carefully and loudly so others will hear. understand and be able to respond • demonstrating courtesy by providing each speaker attention and respect Comprehension Summarize key information and the	Body language cues Controlling point Conversations/discussions Details Intonation Pace Topic Volume	Answer WH-questions based on visually supported information about stories.	Retell story elements using facts and illustrations.	Describe major issues and conflicts in various literary works within a small group.	Discuss issues and concepts in a variety of literary works within a small group.	Express and defend points of view of literary characters from a visually supported grade level text.

Level 6- Reaching

	implied or stated main idea of texts. Question, reflect on, and interpret essential content of text. Use and cite evidence from texts to make assertions, generalizations, inferences, and to draw conclusions.								
Writing									
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching	
Focus, content, organization, style, and conventions work together to impact writing quality.	Write with a clear focus, identifying topic, purpose and audience. (focus) Develop topic-specific content that is explained and supported with details and examples appropriate to the audience and model using precise vocabulary. (content) Write one or more paragraphs that relate to the topic. Organize and sustain writing in a logical order, including an introduction and conclusion with appropriate transitions within and between paragraphs. Use grade appropriate conventions of written language when writing and editing. (i.e., correct spelling, capitalization, punctuation, grammar, and sentence formation) (conventions) Apply the writing process to develop a piece of work (i.e., prewrite, draft, revise, edit, and publish). <ul style="list-style-type: none"> improving word choice checking the logic for order of 	Author's purpose Content Conventions Edit Focus Graphics Headings Informational text Organization Rubric Setting Style Summary	Produce and organize symbols, words and phrases to convey messages using a picture dictionary.	List the steps to complete a given task using a graphic organizer.	Write a series of sentences with a main topic and supporting details using a guided model.	Write an essay based on a personal experience working with a partner.	Revise writing for logic and order of ideas with feedback from teachers and peers.		
Content Stems									
			Comprehension Communicate a message	Story retelling Sequence	Literary elements (conflict) Paragraph writing	Literary elements Personal essay	Literary elements (point of view)		

	<ul style="list-style-type: none"> ideas varying sentence length and structure 	Instructional Support			
Illustrations	Graphic organizer Illustrations	Small group Guided model	Rubric Peer revision Small group	Rubric Peer revision Dictionary Illustrations	
Language Use					
Label/draw Answer WH- questions	Story retelling Sequence List Ask questions	Story events Connect simple sentences to form paragraphs.	Discuss concepts from text Create a personal essay	Defend a point of view	

Grade 4-5

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS.**

PA Academic Standard(s)

Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.5.B.
 Use models, number facts, properties and relationships to draw conclusions and explain reasons for conclusions. 2.4.5.A.
 Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts. 2.5.5.A.
 Use appropriate mathematical terms, vocabulary, language, symbols, and graphs to explain clearly and logically solutions to problems. 2.5.5.B.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Division: understanding of strategies, fluency Fractions and decimals: addition and subtractions Data displays: line graphs and double-bar graphs	Develop fluency with and an understanding of efficient strategies for division (models, place value, properties of operations, and the relationship between multiplication and division) and use them to solve problems. Develop an understanding of and fluency with addition and subtraction of fractions and decimals (models, place value, properties of addition and subtraction of decimals) to solve problems in a variety of contexts, including measurement. Construct and analyze double-bar and line graphs and use ordered pairs on coordinate grids.	Combination Composite number Coordinate system Distributive property Equation Expanded notation Expression Factor Inverse Matrix Mean Median Models Multiple Patterns Prime Probability Range Rate of change	Answer WH-questions about mathematical operations using manipulatives.	Restate mathematical operations with the use of visual supports.	Tell a story that involves a specific mathematical operation working with a partner.	Discuss the steps to solve problems within a small group.	Defend the mathematical operations used to solve a problem from a graphically supported grade level text.

Level 6 - Reaching

Writing							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Division: understanding of strategies, fluency Fractions and decimals: addition and subtractions Data displays: line graphs and double-bar graphs	Develop fluency with and an understanding of efficient strategies for division (models, place value, properties of operations, and the relationship between multiplication and division) and use them to solve problems. Develop an understanding of and fluency with addition and subtraction of fractions and decimals (models, place value, properties of addition and subtraction of decimals) to solve problems in a variety of contexts, including measurement. Construct and analyze double-bar and line graphs and use ordered pairs on coordinate grids.	Combination Composite number Coordinate system Distributive property Equation Expanded notation Expression Factor Inverse Matrix Mean Median Models Multiple Patterns Prime Probability Range Rate of change	Write mathematical sentences based on visual representation.	Write and solve mathematical sentences based on word problems working with a partner.	Write the steps used to solve mathematical problems within a small group.	Create and solve a mathematical problem in a math journal using a guided model.	Explain the process used in solving a specific math problem from a guided model.
			Content Stems				
			Problem solving Write math language (e.g. sentence completion) Communicate the math expression	Problem solving Write math language (e.g. sentence completion) Communicate the math expression	Problem solving Write out math solutions Communicate the steps in the math solution	Problem solving Write out math solutions Create and communicate the steps in the math solution	Problem solving Write out math solutions Create and communicate the steps in the math solution
Instructional Support							
Visual aids, real objects	Visual aids, real objects Think/write pair-share Chalk-talk strategy	Visual aids, real objects Think/write pair-share Chalk-talk strategy	Visual aids, real objects Think/write pair-share Chalk-talk strategy	Visual supports Graphic organizers Margin notes for guiding model Small group work Demonstrate	Visual supports Graphic organizers Think/write pair-share Chalk-talk strategy	Visual supports Graphic organizers Margin notes for guiding model Small group work Demonstrate	
Language Use							
Write mathematical sentences based on visual representations using varying modalities	Write mathematical sentences and solutions based on visual representations using various modalities	Write the mathematical steps for the solutions based on visual representations using various modalities	Create and solve mathematical problems through written expression	Create, solve and explain mathematical problems through written expression	Create, solve and explain mathematical problems through written expression		

Level 6 - Reaching

Grade 4-5

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS.**

PA Academic Standard(s)

- Listen critically and respond to others in small and large group situations. 1.6.5.A.
- Respond with grade level appropriate questions. 2.3.5.A.
- Use concrete objects to demonstrate the meaning of measurement quantities (e.g., perimeter, area, weight, capacity). 2.3.5.A.
- Select and use appropriate instruments and units for measuring quantities to a specified level of accuracy. 2.3.5.B.
- Calculate perimeter and area, and sums and differences of measurements. 2.3.5.C.
- Estimate and verify measurements of length, perimeter, area, volume, capacity, temperature, time, weight, and angles. 2.3.5.F.
- Identify, describe, and define 1-, 2-, and 3-dimensional shapes and their related parts, and classify and compare 2- and 3- dimensional shapes on the basis of their properties. 2.9.5.A.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Surface Area and Volume: units, strategies and tools to find measurements; and the development of formulas	Extend informal understanding of volume of solids to the measurement of capacity and weight or mass. Understand volume as a measurable attribute and select appropriate units, strategies and tools to solve problems or make estimations.	Capacity Centimeters, millimeters, meters Coordinate system Equation Inches, feet, yards, miles, pounds Models Number Patterns Perimeter Ruler, scale, cylinder Volume	Select the appropriate tool to complete a visually supported measurement task as directed by the teacher.	Follow two-step oral directions to determine appropriate measurements working with a partner.	Follow multi-step oral directions to select the unit of measure needed to determine the degree of accuracy in small groups.	Compare and contrast the functions of various measurement tools based on oral descriptions using realia.	Select and apply appropriate tools and formulae to measure weight, mass, capacity, area, and perimeter based on oral descriptions working with a partner.

Reading

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
Division: understanding of strategies, fluency Develop fluency with and an understanding of efficient strategies for division (models, place value, properties of operations, and the relationship between multiplication and division) and use them to solve problems. Develop an understanding of and fluency with addition and subtraction of fractions and decimals (models, place value, properties of addition and subtraction of decimals) to solve problems in a variety of contexts, including measurement. Differentiate fact from opinion across multiple texts.		Capacity Centimeters, millimeters, meters Equation Inches, feet, yards, miles, pounds Models Number coordinate system (e.g. GPS System, compass, maps) Patterns Perimeter Ruler, scale, cylinder Volume	Match names and definitions of two- and three-dimensional figures with pictures or models.	Identify specific attributes about two- and three-dimensional shapes using a picture dictionary.	Identify two- or three-dimensional figures based on written descriptions using a graphic organizer.	Classify two- or three-dimensional figures based on written descriptions of their attributes working with a partner.	Draw conclusions about graphically represented geometric concepts using grade level texts.		
			Content Stems						
			Measurement Compare/ contrast	Measurement Compare/ contrast	Measurement Compare/ contrast	Measurement Compare/ contrast	Measurement Compare/ contrast	Measurement Compare/ contrast	Measurement Compare/ contrast
Instructional Support									
Labels, pictures, graphics Manipulatives Model Amplify vocabulary	Labels, pictures, graphics Model Amplify vocabulary	Graphic organizers Small group work	Think pair-share Modeling Think-aloud Demonstrate	Demonstrate					
Language Use									
Points to Match Selects Use short answer response	Repeats routine phrases and definition	Uses routine phrases and definitions	Produces phrases and definitions based on attributes	Fluently produces independent understanding					

Level 6 - Reaching

Grade 6-8

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

PA Academic Standard(s)

Apply appropriate strategies to interpret and analyze author's purpose using grade level text. 1.1.8.A.

Use context clues, knowledge of root words as well as a dictionary or glossary to decode and understand specialized vocabulary in the content areas during reading. 1.1.8.B.

Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic. 1.2.8.A.

Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspaper, periodicals, consumer and public documents, electronic media). 1.2.8.B.

Distinguish between essential and nonessential information across a texts to a variety of media; identify bias and propaganda where present. 1.2.8.C.

Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers. 1.2.8.D.

Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.8.B.

Write multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays, articles, interviews) 1.4.8.B.

- Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs)

- Use primary and secondary sources, as appropriate to task.

Write with a clear focus, identifying topic, task, and audience and establishing a single point of view. 1.5.8.A.

Develop content appropriate for the topic. 1.5.8.B.

- Gather, organize and determine validity and reliability of information.

- Employ the most effective format for purpose and audience.

- Write paragraphs that have details and information specific to the topic and relevant to the focus.

Write with controlled and/or subtle organization. 1.5.8.C.

- Use appropriate transitions within sentences and between paragraphs.

- Establish topic and purpose in the introduction.

- Reiterate the topic and purpose in the conclusion.

Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language. 1.5.8.D.

Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice. 1.5.8.E.

Use grade appropriate conventions of language when writing and editing. 1.5.8.F.

- Spell common, frequently used words correctly.

- Use capital letters correctly.

- Punctuate correctly.

- Use correct grammar and sentence formation.

Speaking							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Purpose, context and audience influence the content and delivery in speaking situations.	Deliver effective oral presentations by: <ul style="list-style-type: none"> • Establishing a clear and concise focus or thesis • selecting and using appropriate structures, content and language to present ideas that support the thesis • utilizing appropriate technology or media to reinforce the message • employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation • monitoring the response of the audience and adjusting delivery accordingly Interact effectively in discussions by: <ul style="list-style-type: none"> • maintaining the focus of the discussion by contributing relevant content • selecting and using appropriate language • asking relevant and clarifying questions • monitoring the response of participants and adjusting contributions accordingly • employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation 	Appropriate language Body language cues Controlling point Conversations/discussions Intonation Pace Structures Thesis Volume	Answer WH-questions based on comic book versions of age appropriate stories, plays or novels.	Restate facts from visually supported information in newspapers, magazines or brochures.	Predict future outcomes of a drama, song or magazine article to a small group.	Present summaries of student-selected trade books or short stories within a small group.	Give book summaries or reviews, including critiques, appropriate to grade-level within a small group.
Essential content, literary elements and	Comprehension Summarize, draw conclusions, and						Level 6 - Reaching

devices inform meaning.	make generalizations from a variety of mediums.	Use and cite evidence from texts to make assertions, inferences, generalizations and to draw conclusions.							
Writing									
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
Quality of Writing Focus, content, organization, style and conventions work together to impact writing quality.	Write with sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (Focus) Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (Content) Use specific vocabulary when developing writing. Use an effective format that is relevant to audience and task. Organize and sustain writing in a logical order, including an introduction, body, and conclusion with appropriate transitions within and between paragraphs. (Organization). Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices (style). Use grade appropriate conventions of written language when writing and editing (i.e.	Bias Content Conventions Focus Informational writing Literary device Literary element Narrative writing Organization Persuasive writing Revise Style	Write words and phrases using bilingual or picture dictionaries.	Write phrases or short sentences using a graphic organizer.	Create simple paragraphs using a graphic organizer.	Create paragraphs or longer compositions using thesauri, dictionaries or checklists.	Self-assess and revise process writing using rubrics working with a partner.		
Content Stems									
			Literary genre (Ex. drama, adventures, ballads, mythology)	Literary genre	Prediction	Summarization	Summarization		
Instructional Support									
			Quality and types of writing Visual support Picture dictionary Comic books	Historical documents Science fiction Biographies Newspapers Magazines	Guided model Graphic organizer Rubric Magazines Songs	Editorials Technical text With a partner Use reference e.g., thesaurus	In a group Grade level text		
Language Use									
			Naming Use high frequency words Answer yes/no	State big main ideas Describe using modeled sentence Describe	State main ideas with some supporting details Retell/	Paraphrase/ summarize Defend a point of view Explain Compare/	Defend a point of view with rationale Use and explain metaphors		
Types of Writing									

<p>correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)</p> <p>Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays).</p> <p>Write informational pieces, specific to a purpose and audience, which have a well developed main idea, includes cause and effect relationships or problem and solution, and contain precise language and specific detail, relevant graphics, and primary and secondary sources (e.g. letters, reports, instruction, essays, articles, interviews).</p> <p>Write persuasive pieces, specific to a purpose and audience, which have a clearly stated position or opinion, with convincing and properly cited evidence that anticipates and counters reader concerns and arguments.</p>		<p>Repeat</p> <p>Answer "WH" question</p> <p>Draw content related pictures</p> <p>Label pictures/ graphs</p> <p>Generate lists from pre-taught words, word bank</p>	<p>routines and events</p> <p>Express needs and wants</p> <p>Make requests</p> <p>Connect simple sentences</p> <p>Complete graphic organizers</p> <p>Respond to yes/no choices and "WH" questions</p>	<p>rephrase ideas</p> <p>Give brief oral content presentation</p> <p>State opinions</p> <p>Produce short paragraphs</p> <p>Create compound sentences</p> <p>Compare/contrast information and events</p>	<p>contrast concepts with supporting evidence</p> <p>Substantiate opinions with evidence.</p> <p>Create multi paragraphs</p> <p>Justify ideas</p> <p>Use details to support ideas</p> <p>Use transitional words</p> <p>Paraphrase</p> <p>Compose (intro, body, conclusion)</p>	<p>and similes</p> <p>Communicate with fluency</p> <p>Negotiate meaning in group discussion</p> <p>Create expository text</p> <p>Produce research reports</p> <p>Use analogies</p> <p>Critique literary essays and articles</p>
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Grade 6-8

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS.**

PA Academic Standard(s)

Apply appropriate strategies to interpret and analyze author's purpose using grade level text. 1.1.8.A.
 Use context clues, knowledge of root words as well as a glossary/thesaurus to decode and understand specialized vocabulary in the content areas during reading. 1.1.8.B.

Use meaning and knowledge of words (e.g., literal and figurative meanings, idioms, common foreign words) across content areas to expand reading vocabulary. 1.1.8.C.
 Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, describing context, and analyzing positions, arguments and evidence in text. 1.1.8.D.
 Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers. 1.2.8.D.

Read, understand, and respond to works from various genres of literature. 1.3.8.A.
 Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose. 1.3.8.B.

Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style. 1.3.8.C.
 Listen critically and respond to others in small and large group situations. 1.6.8.A.

- Respond with grade level appropriate questions, ideas, information, or opinions.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Active listening facilitates learning and communication.	Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message. Analyze information, ideas and opinions to form a relevant response to the speaker's message. Listen with civility to the ideas of others.	Civility Connections Paraphrase Response Summarize	Match characters to their character traits (such as: helpful, kind, etc.) after viewing a short skit or drama.	Organize characters and settings according to scenes from a short skit or drama.	Reenact a scene from a skit or drama attended within a small group.	React to basic humor in a skit or drama.	Draw conclusions from grade level drama.

Level 6- Reaching

Reading							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Essential content, literary elements and devices inform meaning. Textual feature and organization inform meaning.	Comprehension Identify and analyze the characteristics of various genre (e.g., poetry, drama, fiction) to determine the appropriateness of chosen form for author's purpose. Summarize and synthesize information from a variety of mediums. Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions. Language/ Word Study Recognize how parts of speech within a sentence inform meaning. Use connections between and among words based on meaning, content, and context to distinguish nuances or connotations. Apply word analysis skills (e.g. syllabication, root word, prefixes, suffixes, inflectional endings) to read and unlock meaning of words.	Alliteration Bias Biography Cause/effect Character Climax Dialogue Essential-information Fact Fiction Genre Humor Imagery Inference Main Idea Motives Narrator Non-fiction Opinion Persuasive Plot Propaganda Resolution Rhyme Rhythm Rising Action Sequence Setting Stereotype Style Summarize Symbolism Theme Tone	Identify words or phrases supported by illustrations associated with various genres.	Classify visually supported vocabulary in context associated with various genres read within a small group.	Match visually supported details that highlight the main ideas found in excerpts from various genres.	Identify genres based on language structures integrated into text (such as: "The moral of the story") within a small group.	Infer types of genres associated with written descriptions or summaries from grade-level text working within a triad.
Content Stems							
			Literary genre (ex. drama, myth-ology, adventure) Story elements: character	Historical documents Word origin Comprehension strategies Story elements: character setting	Dialogue Main Idea	Genre types Humor	Literary devices Literary genre Draw conclusions
Instructional Support							
			Visual support Picture dictionary	Visual support Bilingual dictionary	Visual support Graphic organizer	Small group Adapted notes	Grade level texts Adapted notes Groups-triads

Level 6- Reaching

Language Use

Identify common symbols and words, find single word response to "WH" questions
Match letters with sounds and objects

Sequence fictional and non fictional events
Locate main idea in series of simple sentences

Identify topic sentence and use context clues
Differentiate fact from fiction

Identify summaries of passage
Match cause to effect
Interpret adapted classics

Critique material and support arguments
Differentiate and apply multiple meanings of words/phrases
Infer meaning from modified grade level texts

Grade 9-12

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS.**

PA Academic Standard(s)

- Apply appropriate strategies to construct meaning through interpretation and evaluation of author's intended purpose using grade level text. 1.1.11.A.
- Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words. 1.1.11.B.
- Write with a sharp, distinct focus, identifying topic, task, and audience. 1.1.11.C.
- Establish and maintain a single point of view. 1.5.11.A.
- Develop content appropriate for the topic. 1.5.11.B.
 - Gather, organize and determine validity and reliability of information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- Write with controlled and/or subtle organization. 1.5.11.C.
 - Sustain a logical order throughout the piece.
 - Include an effective introduction and conclusion.
- Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language. 1.5.11.D.
- Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. 1.5.11.E.
- Use grade appropriate conventions of language when writing and editing. 1.5.11.F.
 - Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly
 - Use correct grammar and sentence formation.
- Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.11.B.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Purpose, context and audience influence the content and delivery in speaking situations.	Deliver effective oral presentations by: <ul style="list-style-type: none"> • establishing a clear and concise focus or thesis • selecting and using appropriate structures, content and language to 	Appropriate language Body language cues Conversations/discussions Controlling point Intonation Pace Structures	Answer WH-questions with one or more words based on visually supported	Ask and answer WH-questions about a book or play using guided prompts.	Retail a literary selection using visual supports to a partner.	Give persuasive speeches supported visually.	Engage in formal debates, verifying resources to distinguish fact from opinion using visual supports.

<ul style="list-style-type: none"> • present ideas that support the thesis • utilizing appropriate technology or media to reinforce the message • employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation • monitoring the response of the audience and adjusting delivery accordingly <p>Interact effectively in discussions by:</p> <ul style="list-style-type: none"> • maintaining the focus of the discussion by contributing relevant content • selecting and using appropriate language • asking relevant and clarifying questions • monitoring the response of participants and adjusting contributions accordingly • employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation <p>Comprehension Analyze the use of facts and opinions across texts.</p>	<p>Thesis Volume</p>	<p>graded readers.</p>			<p>Level 6- Reaching</p>
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Writing							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<p>Quality of Writing Focus, content, organization, style and conventions work together to impact writing quality.</p> <p>Writing improves through the recursive process of revising and editing.</p>	<p>Write with sharp, distinct focus, identifying topic, purpose and audience. (focus)</p> <p>Develop substantive content that is fully explained and well-supported with details, facts, research, examples and is appropriate for the topic. (content)</p> <p>Develop complex paragraphs that have details and information specific to the topic and relevant to a well-defined focus.</p> <p>Use socially and academically appropriate language and content.</p> <p>Use organizational patterns that support key ideas and are appropriate to format and purpose. (organization)</p> <p>Integrate appropriate transitions within and between paragraphs.</p> <p>Write to create an individual style, tone and voice through the use of a variety of sentence structures and descriptive word choices, and literary devices. (style)</p> <p>Use proper conventions to</p>	<p>Abstract Alliteration Analysis Annotation Argument Articulate Assertion Attribute Autobiography Biography Case study Characterization Clarify Climax Coherence Comma splice Compelling argument Concise Conflict Context Controversy Convey perspective Crisis Critical response Cross curricular Dialog Diatribes Differentiate Discourse Diversity Economy of language Expand Explicit Expository Express Extraneous Falling action Figurative language First person</p>	<p>List key words pertaining to relevant topics using bilingual or picture dictionaries.</p>	<p>List key phrases on relevant topics using a visually supported graphic organizer.</p>	<p>Take notes and generate sentence outlines on relevant topics working with a partner.</p>	<p>Create summary paragraphs from notes using checklists or model paragraphs.</p>	<p>Write essays based on notes from lectures.</p>
			Content Stems				
			<p>Speaking Auto- biographical & biographical narratives Human interest Author's perspective/ point of view</p>	<p>Speaking Auto- biographical & biographical narratives Human interest Author's perspective/ point of view</p>	<p>Speaking Auto- biographical & biographical narratives Human interest Tragedies Author's perspective/ point of view</p>	<p>Speaking Auto- biographical & biographical narratives Human interest Tragedies Comedies Author's perspective/ point of view</p>	<p>Speaking Auto- biographical & biographical narratives Human interest Tragedies Comedies Author's perspective/ point and view Critical commentary</p>
			<p>Writing Write key phrases to topic</p>	<p>Writing Write key phrases related to topic</p>	<p>Writing Note taking Outline Write sentences</p>	<p>Writing Summarize Edit</p>	<p>Writing Research</p>

<p>compose in the standard form of the English language.</p> <p>Use socially and academically language and content.</p> <p>Apply the writing process to develop a piece of work (i.e. pre-write, draft, revise, edit and publish).</p>	<p>Foreshadow</p> <p>Harangue</p> <p>Hyperbole</p> <p>Illustrate</p> <p>Illustrative</p> <p>Imagery</p> <p>Inconsistent</p> <p>Insight</p> <p>Memoir</p> <p>Metaphor</p> <p>Omniscient</p> <p>Onomatopoeia</p> <p>Original</p> <p>Parallel</p> <p>Passive</p> <p>Personification</p> <p>Plot</p> <p>Point of View</p> <p>Precise</p> <p>Principle</p> <p>Reiterate</p> <p>Relevant</p> <p>Rhetoric</p> <p>Rigor</p> <p>Rising action</p> <p>Run-on sentence</p> <p>Scholarly peer review</p> <p>Scholarly writing</p> <p>Sensory</p> <p>Setting</p> <p>Simile</p> <p>Supporting evidence</p> <p>Symbol</p> <p>Theme</p> <p>Third-person (limited)</p> <p>Third-person (objective)</p>	<p>Visual support</p> <p>Graphic organizers</p> <p>Realia</p> <p>Bilingual, picture or personal dictionary</p>	<p>Visual support</p> <p>Graphic organizers</p> <p>Partner</p> <p>Visual supports</p> <p>Graphic organizers</p> <p>Guided model</p>	<p>Guided model</p> <p>Adapted notes</p> <p>Rubric</p> <p>Guided model</p> <p>Adapted notes with partner</p>	<p>Rubric with visual presentation component</p> <p>Multimedia</p> <p>Adapted notes</p>	<p>Group work</p> <p>Guided model</p> <p>Adapted notes</p> <p>Grade level texts</p>
Language Use						
<p>Answer yes/no</p> <p>Repeat words, short phrases</p> <p>Memorized chunks of language</p> <p>Supply missing words in short sentences (cloze writing activity)</p> <p>Guided writing</p>	<p>Describe person, place, thing</p> <p>Ask WH</p> <p>clarification questions for</p> <p>Make content-related lists</p> <p>of words, phrases or expressions</p> <p>Formulate yes/no, WH- questions from models</p>	<p>Sequence processes and/or events</p> <p>Conduct interviews to gather information</p> <p>Make predictions</p> <p>Outline ideas and details</p> <p>Complete reports from template</p> <p>Compare and reflect on performance against criteria (rubric)</p>	<p>Take a stance and use evidence to defend it</p> <p>Explain content-related issue</p> <p>Give multimedia presentations</p> <p>Summarize content-related notes from lecture or text</p> <p>Justify or defend ideas and opinions</p> <p>Compose narrative text</p>	<p>Engage in debates on content issues</p> <p>Negotiate meaning in pairs</p> <p>Produce research reports for multiple sources</p> <p>Critique</p> <p>Peer-edit and make recommendations on others' writing from rubrics</p> <p>Explain with details</p>		

Grade 9-12

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS.**

PA Academic Standard(s)

Apply appropriate strategies to construct meaning through interpretation and evaluation of author's intended purpose using grade level text. 1.1.11.A.
 Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies. 1.1.11.D.
 Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning. 1.2.11.A.
 Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present. 1.2.11.C.
 Analyze inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject. 1.2.11.D.
 Read, understand and respond to essential content of text and documents in all academic areas. 1.2.11.E.
 Listen critically and respond to others in small and large group situations. 1.6.11.A.
 • Respond with grade level appropriate questions, ideas, information or opinions.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Active listening facilitates learning and communication.	<p>Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing, and/or reflecting on the speaker's message.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Analyze</p> <p>Civility</p> <p>Clarify</p> <p>Concepts</p> <p>Connections</p> <p>Critique</p> <p>Fact/opinion</p> <p>Main idea</p> <p>Message</p> <p>Monitor</p> <p>Paraphrase</p> <p>Prior</p> <p>Knowledge</p> <p>Probing - questions</p> <p>Reflect</p> <p>Response</p> <p>Summarize</p> <p>Synthesize</p>	<p>Match oral statements from speakers who use visual or graphic support to objects, figures or illustrations.</p>	<p>Match information from speakers or media to objects or illustrations working with a partner.</p>	<p>Form general ideas based on information from speakers or media within a small group.</p>	<p>Analyze and apply information from speakers or media working with a partner.</p>	<p>Draw conclusions based on information acquired from visually supported lectures on a topic found in grade-level text.</p>

Reading						Level 6 - Reaching	
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Essential content, literary elements and devices inform meaning. Textual structure, features, and organization inform meaning.	Comprehension Identify and evaluate essential content between and among various text types. Summarize, draw conclusions, and make generalizations from a variety of mediums. Evaluate the presentation of essential and non-essential information in texts, identifying the author's implicit or explicit bias and assumptions. Analyze the use of facts and opinions across texts. Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.	Biography Cause/effect Character Climax Compare Contrast Dialogue Essential information Event Fact Fiction Inference Main idea Motives Narrator Non-fiction Opinion Persuasive Plot Prediction Propaganda Resolution Rising action Sequence Setting Stereotype Style Summarize Symbolism Theme Tone	Identify key text features using visually supported charts.	Gain information from visually supported texts using graphic organizers.	Compare/Contrast information among multiple sources (such as: text, source documents or Internet) using graphic organizers.	Synthesize relevant information from varied genres or sources, including the internet, Working with a partner.	Evaluate the validity of essential ideas in grade-level texts within a cooperative group.
			Content Stems				
Instructional Support							
			Visual support Graphic organizers	Graphic organizer Working with partner Visually supported text	Small group Graphic organizer	Adapted notes Work with partner	Cooperative groups
Language Use							
			Match visuals to words/phrases Label Visual/graphic support	Organize information presented in graphs Classify oral descriptions to real-life experiences	Sequence information within paragraphs Distinguish main ideas from supporting points	Compare/contrast author's point of view Analyze information	Identify evidence of bias and credibility of source Evaluate intent of speech Draw conclusions Evaluate text ideas

Grade 6

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS.**

PA Academic Standard(s)

Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, describing context, analyzing positions and arguments, and citing evidence in text. 1.1.8.D.
 Listen critically and respond to others in small and large group situations. 1.6.8.A.
 • Respond with grade level appropriate questions, ideas, information, or opinions.
 Draw inductive and deductive conclusions within mathematical contexts. 2.4.8.A.
 Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, apply estimation skills as appropriate, check whether the plan makes sense, and explain how the problem was solved in grade appropriate contexts. 2.5.8.A.
 Use precise mathematical language, notation, and representations, including numerical tables and equations, simple algebraic equations, and formulas, charts, graphs and diagrams to explain and interpret results. 2.5.8.B.
 Name, describe and apply geometric relations for 1- dimensional shapes and 2- dimensional shapes and 3- dimensional solids. 2.9.8.A.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Area and Volume Variables, Expressions, Equations	Extend previous understandings of the characteristics of 2-d and 3-d shapes including the measures of area and volumes by exploring, solving and interpreting real world problems. Write mathematical expressions and equations that correspond to given situations, evaluate expressions and use expressions and formulas to solve problems.	Associative property Central tendency Commutative property Coordinate system Customary system (English measurements) Distributive property Equation Equivalent forms Expression Histogram Independent events Inequality Mean Median Metric system Mode	Match oral descriptions of geometric shapes to real world objects (such as: a globe = a sphere) using every day objects.	Group geometric shapes as described orally working with a partner.	Categorize geometric shapes based on oral descriptions using graphic organizers.	Compare and contrast the characteristics of geometric shapes and attributes based on oral descriptions using graphic organizers.	Construct scale models of three-dimensional figures based on oral descriptions from grade-level text working in teams and report out the affects of changing size on materials used.

Reading										
	Vocabulary				Level 1 Entering Select a symbol to make a correct mathematical sentence (such as: $9 > 7$).	Level 2 Beginning Select the correct formula from a given list for a word problem (such as: distance, area, etc.).	Level 3 Developing Follow written directions to create a mathematical equation based on examples.	Level 4 Expanding Identify essential information needed to solve a visually supported word problem.	Level 5 Bridging Construct scale models of three-dimensional figures based on oral descriptions from grade-level text working in teams and report out the affects of changing size on materials used.	
Content Stems										
Problem solving	Write math language	Communicate mathematically	Solve simple problems	Represent scenarios mathematically	Recognize real-world scenarios as content	Make predictions	Test theories	Engage in mathematical discourse	Find and correct errors in mathematical thinking	Find the best solution
Manipulatives	Peer explanation	Infuse graphics with text	Supplemental	Manipulatives	Explain their thinking	Model situations with pictures	Write-think-	Explain incorrect answers	Solve problem two ways	Solve problems multiple ways
Instructional Support										
Level 6 - Reaching										

				<p>text/peer-made text/teacher-made text Read aloud Teacher models talking to the text Thumbs up/thumbs down or traffic lighting Use calculator to find answer</p>	<p>Infuse graphics with text Explain answer using calculator</p>	<p>pair-share Explain peer's work Critique peer work Sequence events/steps /instructions Explain answer with calculator and written work</p>	<p>Support answer with calculator or technology</p>	<p>Debate solutions Use technology to enhance problem solving</p>	
Language Use									
				<p>Reading Peer groups read small problems/text Read overhead/projected text</p>	<p>Reading Independently read problems</p>	<p>Reading Independently read problems and simple instructional text</p>	<p>Reading Read multi-media text related to content</p>	<p>Reading Read on-level or technical text related to content</p>	
				<p>Listening Hear peer explanations Short segments of information Understand clearly pronounced phrases</p>	<p>Listening Students model/change situations based on verbal instructions</p>	<p>Listening Interview a peer expert to gather information</p>	<p>Listening Students score presentations against rubrics</p>	<p>Listening Formulate counter-points based on listening</p>	

Grade 6

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS.**

PA Academic Standard(s)

Develop content appropriate for the topic. 1.5.8.B.

- Gather, organize, and determine validity and reliability of information.
- Employ the most effective format for purpose and audience.
- Write paragraphs that have details and information specific to the topic and relevant to the focus.

Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.8.B.
Draw inductive and deductive conclusions within mathematical contexts. 2.4.8A.

Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, apply estimation skills as appropriate, check whether the plan makes sense, and explain how the problem was solved in grade appropriate contexts. 2.5.8.A.

Use precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs, and diagrams to explain and interpret results. 2.5.8.B.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Variables, Expressions, Equations	Write mathematical expressions and equations that correspond to given situations, evaluate expressions and use expressions and formulas to solve problems.	Associative property Central tendency Commutative property Coordinate system Customary system (English measurements) Distributive property Equation Equivalent Forms Expression Histogram Independent events Inequality Mean Median Metric system Mode	Recite an equation or expression from left to right after modeling.	Verbally identify the relevant information or keywords in a word problem to create an equation with a partner.	Orally direct a classmate through the steps of solving an equation, or orally present a solution to the class with justification.	Refute or dispute the steps of a peers answer.	Explain formally the application of formulating and solving equations in a business setting.

Level 6- Reaching

		Writing					Level 6 - Reaching	
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
		Models Probability Range (1) Range (2) Rate of change Reasonableness Reflection Rotation Sequence Transition Variable	Match simple equations with the value of the variable by substituting or testing.	Write one or two sentences explaining how to develop an equation. Graph a linear function from a rule or table.	Compare and contrast answer with another student's or a provided incorrect answer in a paragraph.	Answer a grade-level open-ended question pertaining to modeling situations with justification.	In a group, create spreadsheets for your mock business that models employee payment, item cost, and gross income.	
			Content Stems					
			Expression equation Tendency Problem solving Write math language Communicate mathematically Solve simple problems Use technology	Represent scenarios Mathematically recognizing real-world scenarios as content Ratios Distributive property	Make predictions Test theories	Engage in mathematical discourse Find and correct errors in mathematical thinking	Find the best solution Write mathematical documents Make recommendations Mathematical reasoning Multiple solutions Integrate media	
			Instructional Support					
			Manipulatives Peer explanation Infuse graphics	Manipulatives Explain their thinking Peer	Model situations with pictures	Explain incorrect answers Solve problem	Solve problems multiple ways Predict outcomes without	

		<p>with text Supplemental text/peer-made text/teacher-made text Read aloud Teacher models talking to the text Thumbs up/thumbs down or traffic lighting Use calculator to find answer</p>	<p>explanation Infuse graphics with text Explain answer using calculator</p>	<p>Write-think-pair-share Explain peer's work Critique peer work Sequence events/steps/instructions Explain answer with calculator and written work</p>	<p>two ways Support answer with calculator or technology</p>	<p>calculating Debate solutions Use technology to enhance problem solving</p>
Language Use						
<p>Writing Write mathematical sentences based on word problems</p>	<p>Writing Group words by meaning Group synonyms</p>	<p>Writing Outline details in word problems Complete several sentences explaining work</p>	<p>Writing Complete paragraph explaining work Create professional documents</p>	<p>Writing Complete paragraph critiquing peer work</p>	<p>Writing Complete paragraph explaining work Create professional documents</p>	<p>Writing Complete paragraph critiquing peer work Create professional documents</p>
<p>Speaking Answer yes/no Repeat words, short phrases Respond to visuals</p>	<p>Speaking Peer work to solve problems</p>	<p>Speaking Talk to text Compare work</p>	<p>Speaking Present projects to class</p>	<p>Speaking Present projects to class</p>	<p>Speaking Present projects to class</p>	<p>Speaking Predict outcomes and debate Peer perspectives</p>

<p style="text-align: center;">Algebra I</p> <p style="text-align: center;">Framework for FORMATIVE/CLASSROOM Instruction and Assessment</p> <p style="text-align: center;">English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.</p>					
<p>PA Academic Standard(s)</p> <p>Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, describing context, analyzing positions and arguments, and citing evidence in text. 1.1.8.D.</p> <p>Listen critically and respond to others in small and large group situations. 1.6.8.A.</p> <ul style="list-style-type: none"> Respond with grade level appropriate questions, ideas, information, or opinions. <p>Demonstrate the capability of justifying any step in an equation solving process by citing an algebraic property. 2.4.A1.A.</p> <p>Evaluate and simplify not understood algebraic expressions and solve and graph linear equations and inequalities. 2.8.A1.B.</p> <p>Identify and represent patterns algebraically and/or graphically. 2.8.A1.C.</p> <p>Demonstrate an understanding and apply properties of functions (domain, range) and characteristics of linear functions. 2.8.A1.D.</p> <p>Use combinations of symbols and numbers to create expressions, equations, and inequalities in two or more variables, systems of equations, and inequalities, and functional relationships that model problem situations. 2.8.A1.E.</p> <p>Interpret the results of solving equations, inequalities, systems of equations, and systems of inequalities in the context of the situation that motivated the model. 2.8.A1.F.</p>					
Listening					
Concepts	Competencies				
<p>Slope</p> <p>Algebraic properties and processes</p> <p>Functions and multiple representations</p> <p>Linear relationships: equation and inequalities in one and two variables</p> <p>Linear system of equations and inequalities</p> <p>Analysis of one and two variable (univariate and bivariate) data</p>	<p>Use algebraic properties and processes in mathematical situations and apply them to solve real world problems.</p> <p>Represent functions (linear and non-linear) in multiple ways, including tables, algebraic rules, graphs and contextual situations, and make connections among these representations. Choose the appropriate functional representation to model a real world situation and solve problems relating to that situation.</p>				
Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<p>Absolute value</p> <p>Central tendency</p> <p>Combination</p> <p>Domain</p> <p>Equation</p> <p>Equivalent forms</p> <p>Expression</p> <p>Inequality</p> <p>Irrational number</p> <p>Line of best fit</p> <p>Linear function</p> <p>Maximum</p> <p>Patterns</p> <p>Perpendicular lines</p>	<p>Write simple equations based on verbal descriptions of events and solve following verbal prompts.</p>	<p>Draw pictures of scenarios based on oral descriptions. (e.g. Luis has the number of Jordan's books plus 15).</p>	<p>Talk a peer through solving a linear equation by providing oral instructions.</p>	<p>Listen to find and correct errors <i>deliberately</i> included in peer-recited solution to graphing an inequality.</p>	<p>Predict which functions real-life scenarios will exemplify in group discussion with support and sound mathematical reasoning.</p>
Level 6- Reading					

	<p>Write, solve, graph, and interpret linear equations and inequalities to model relationships between quantities.</p> <p>Write, solve and interpret systems of two linear equations and inequalities using graphing and algebraic techniques.</p> <p>Display, analyze, and make predictions using univariate and bivariate data.</p>	<p>Prime range (1) Range (2) Rational numbers Reciprocal</p>						
Reading								
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
			<p>Read mathematical sentences from left to right using proper terminology. ($x^2 + \sqrt{4} > 9$)</p> <p>Read a graphing calculator to determine the answer to a multiple choice question.</p>	<p>Read a graph to locate the y- and x- intercepts on a graph.</p> <p>Read the slope from a graph with a non-traditional scale.</p> <p>Read a table of information and match to a graph and equation independently.</p>	<p>Read a graph of an inequality and re-create the original equation and create plausible circumstances from which it was generated.</p>	<p>Compile and label essential information to write a linear equation or inequality in an open-ended question or word problem.</p>	<p>Read a company's financial report and determine whether linear functions are accurate representations of profit margin.</p>	

Content Stems				
Graph linear equations and inequalities	Read charts and graphs	Problem solving	Model scenarios	Represent scenarios Mathematically, recognizing real-world applications
				Make recommendations mathematically Apply Real-world scenarios Work backwards
				Engage in mathematical discourse Find and correct errors in mathematical thinking Make recommendations
				Predict events Use professional documents Mathematical documents
Instructional Support				
Algebra tiles	Real-life objects	Personal dictionaries	Direct translation	Matching exercises
Real-life objects	Personal dictionaries	Direct translation	Matching exercises	Traffic lighting
				Infuse text with graphics
Algebra tiles	Real-life objects	Personal dictionaries	Peer translation	Matching exercises
Peer collaboration	Personal dictionaries	Graphic organizers	Whiteboards, ask three before me	
Algebra tiles	Peer modeling	Cooperative learning	Student-made posters	
				Professional samples
				Peer revisions
				Peer-made rubrics
				Self-assess progress
				Graphic organizers
Language Use				
Listening	Utilize manipulatives by listening	Follow sequences of instructions	Recognize words and short phrases	Listening
Listening	Create sketches or representations of information	Translate for peers	Respond to verbal questioning	Recognize sentences
Listening	Peer collaboration	Organize information from presentations into graphic organizers		
Listening	Critique peer explanations	Find and correct errors in mathematical thinking	Support claims with mathematical language	
Listening	Synthesize information through group discussion	and evaluate accuracy and valid arguments		

NEW

			<p>Reading Algebra tiles as quantities and represent mathematical representations Read with algebra tiles Use graphing calculator to answer a question</p>	<p>Reading Read simple word problems and represent scenarios with algebra tiles Read peer answers and provide feedback</p>	<p>Reading Read scenarios and determine how mathematical concepts can be applied to the real life scenarios in small groups.</p>	<p>Reading Read open-ended items and extract relevant information.</p>	<p>Reading Read grade-level text Read professional documents Read an article or story to formulate theories and test hypotheses</p>
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Algebra I

Framework for FORMATIVE/CLASSROOM Instruction and Assessment
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

PA Academic Standard(s)

- Develop content appropriate for the topic. 1.5.11.B.
- Gather, organize and determine validity and reliability of information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

Demonstrate the capability of justifying any step in an equation solving process by citing an algebraic property. 2.4.A1.A.
Evaluate and simplify not understood algebraic expressions and solve and graph linear equations and inequalities. 2.8.A1.B.
Identify and represent patterns algebraically and/or graphically. 2.8.A1.C.

Demonstrate an understanding and apply properties of functions (domain, range) and characteristics of linear functions. 2.8.A1.D.
Use combinations of symbols and numbers to create expressions, equations, and inequalities in two or more variables, systems of equations, and inequalities, and functional relationships that model problem situations. 2.8.A1.E.
Interpret the results of solving equations, inequalities, systems of equations, and systems of inequalities in the context of the situation that motivated the model. 2.8.A1.F.

Speaking

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Slope	Use algebraic properties and processes in mathematical situations and apply them to solve real world problems.	Absolute value Central tendency Combination Domain Equation Equivalent Expression Forms Inequality Irrational number Line of best fit Linear function Maximum Patterns Perpendicular lines	Identify the order of operations using visual support.	Sequence steps in the order of operations in problem solving relying on mental math or think-aloud within a small group.	Discuss the solution to a problem involving the order of operations within a small group.	Re-tell a partner's solution to an order of operations problem with technical language.	Parallel the order of operations to a scenario in order to justify why an order exists.
Algebraic properties and processes	Represent functions (linear and non-linear) in multiple ways, including tables, algebraic rules, graphs and contextual situations, and make connections among these representations.						
Functions and multiple representations	Choose the appropriate functional representation to model a real world situation and solve						
Linear relationships: equation and inequalities in one and two variables							
Linear system of equations and inequalities							

NEW

<p>Analysis of one and two variable (univariate and bivariate) data</p>	<p>problems relating to that situation. Write, solve, graph, and interpret linear equations and inequalities to model relationships between quantities. Write, solve and interpret systems of two linear equations and inequalities using graphing and algebraic techniques. Display, analyze, and make predictions using univariate and bivariate data.</p>	<p>Prime range (1) Range (2) Rational numbers Reciprocal</p>					
Writing							
			<p>Level 1 Entering Copy the process used to solve an algebraic equation, inequality or expression.</p>	<p>Level 2 Beginning Write and solve a simple algebraic equation, inequality or expression using a guided model.</p>	<p>Level 3 Developing Write an expression or equation that represents a real-world scenario.</p>	<p>Level 4 Expanding Write a justification to the solution of an algebraic equation, inequality or expression.</p>	<p>Level 5 Bridging Expand an original equation that used the order of operations backwards into a word problem.</p>
Content Stems							
		<p>Algebraic properties Order of operations Write math language Communicate mathematically</p>	<p>Write math language Communicate mathematically Problem solving</p>	<p>Represent scenarios mathematically Recognize real-world applications Engage in mathematical discourse Find and correct errors in</p>	<p>Find and correct errors in mathematical thinking PSSA preparation</p>	<p>Write mathematical scenarios Work backwards from representation to text</p>	<p>Level 6 - Reaching</p>

		mathematical thinking		
Instructional Support				
<p>Manipulatives Algebra tiles Mnemonic devices Rhythmic/kinesesthetic memory Guided text (teacher made) Word walls Personal dictionary Learning logs Concept sort Peer explanation</p>	<p>Manipulatives Algebra tiles Explain their thinking Peer critique Infuse graphics with text Model back solving Learning logs Sentence strips Rhythmic/kinesesthetic memory</p>	<p>Model situations with hand-drawn pictures Algebra tiles Write-think-pair-share Explain peer's work Model talking to text Rhythmic/kinesesthetic learning</p>	<p>Explain incorrect answers Support answer with technology</p>	<p>Solve problems multiple ways Find errors in mathematical thinking Use technology to research/make connections Debate solutions</p>
Language Use				
<p>Speaking Peer collaboration Making songs Using/sharing manipulatives</p>	<p>Speaking Read written directions to a partner/group to perform a task Answer questions posed orally</p>	<p>Speaking Explain peer's work Share findings to the class or a small group</p>	<p>Speaking Make oral comparisons Reason logically while engaging in mathematical discourse</p>	<p>Speaking Debate with peers Presentations Peer discussion Dispute claims</p>
<p>Writing Learning logs Personal dictionaries Write phrases or words that demonstrate partial understanding of mathematical concepts</p>	<p>Writing Write sentences that demonstrate basic understanding of mathematical concepts</p>	<p>Writing Quick write to brainstorm that demonstrate proficient understanding of mathematical concepts</p>	<p>Writing Informative writing that follows logically steps and utilizes vocabulary</p>	<p>Writing Grade-level open-ended items Write papers Compile data into keynote/PowerPoint presentations Create professional documents to</p>

Algebra II

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS

PA Academic Standard(s)

Read, understand and respond to essential content of text and documents in all academic areas. 1.2.11.E.
 Listen critically and respond to others in small and large group situations 1.6.11.A.
 • Respond with grade level appropriate questions, ideas, information, or opinions.
 Understand the concepts of exponential and logarithmic forms and use the inverse relationships between exponential and logarithmic expression to determine unknown quantities in equations. 2.1.A2.F.
 Make predictions based on lines of best fit or draw conclusions on the value of a variable in a population based on the results of a sample. 2.6.A2.E.
 Evaluate and simplify algebraic expressions; solve and graph, quadratic, exponential, and logarithmic equations; and, solve and graph systems of equations and inequalities. 2.8.A2.B.
 Recognize, describe and generalize patterns using sequences and series to predict long-term outcomes. 2.8.A2.C.
 Demonstrate an understanding and apply properties of functions (domain, range, inverses) and characteristics of families of functions (linear, polynomial, rational, exponential, logarithmic) 2.8.A2.D.
 Use combinations of symbols and numbers to create expressions, equations, and inequalities in two or more variables, systems of equations and inequalities, and functional relationships that model problem situations. 2.8.A2.E.

Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Algebraic properties, processes and representations Exponential functions and equations Quadratic functions and equations Polynomial functions and equations Compound probabilities: addition and multiplication rules	Extend algebraic properties and processes to quadratic, exponential, and polynomial expressions and equations and to matrices, and apply them to solve real world problems. Represent exponential functions in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the growth/decay rate of the associated exponential equation to each	Absolute value Central tendency Complex nos. Composite number Congruent Conjecture Converse Direct proof Domain Equation Equivalent forms Exponential function Exponential notation	Identify a math sentence provided orally as an equation or expression and as quadratic, linear, exponential or polynomial given criteria and verbal cues.	Anticipate a limitation on a domain or range based on the patterns given orally by teacher or peers. (e.g. Inputs: 4, 2, 1, 1/2, 1/4, 1/8...).	Decide whether scenarios explained verbally represent exponential, quadratic, or polynomial function.	Compare professional situations and determine which representation is best suited for the audience.	Follow verbal instructions in teams to simulate population growth in a grade-level experiment or project.

Level 6 - Reaching

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<p>representation.</p> <p>Represent a quadratic function in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the solution of the associated quadratic equation to each representation.</p> <p>Represent a polynomial function in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the polynomial equation to each representation.</p> <p>Distinguish between independent and dependent events in order to calculate compound probabilities within real world situations.</p>	<p>Expression Interquartile Inverse Irrational number Linear function Line of best fit Logarithmic function Powers Prime Probability Proof by contradiction Range Rational numbers Reciprocal Scientific notation Systems of equations Transformation Trigonometric functions Variable Valid Argument</p>						
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Reading							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
			Sort graphs as quadratic, linear, exponential, or polynomial based on their shape.	Observe the table of a function by scrolling and conclude the domain and range.	Match a graph, table, equation and contextual situation with a partner or group.	Draw conclusions from an irregular graph that combines function types and work backwards to identify a cause or reason for the changes.	Associate exponential functions with grade-level text and/or scientific experimentation. Analyze use of "exponentially" in literature and media.
Content Stems							
			Quadratic equations Exponential functions Expressions, conjectures Problem solving Communicating mathematically Linear function	Communicate mathematically Linear function Domain & range Make predictions	Test Theories Recognize real-world applications	Engage in mathematical discourse Find and correct errors in mathematical thinking Synthesize content Valid argument	Work collaboratively making recommendations
Instructional Support							
			Manipulatives Algebra tiles Picture dictionaries Visual aids when presenting new information	Manipulatives Algebra tiles Explain their thinking Infuse graphics with text Whiteboarding Pair-share	Model situations with sketches Write-think-pair-share Explain peer's work Sequence events/steps Explain answer with	Critique incorrect answers Solve problem two ways Support answer with calculator or	Becomes the expert Solve problems multiple ways Predict outcomes without calculating Debate solutions

				Graphic organizers Cooperative learning	calculator and written work Collaborative writing Whiteboarding	technology Talking to the text	Use technology to enhance problem solving
Language Use							
				Listening Hear peer explanations Absorb short segments of information Understand clearly pronounced words/phrases Listen for key words (e.g. "squared" the "quantity")	Listening Collaborative writing/composition of mathematical texts Evaluate responses	Listening Score presentations Refute arguments Make valid arguments	Listening Formulate counter-points based on listening Work with peers to achieve a common goal
				Reading Peer groups read small problems/text Read overhead/projected text	Reading Independently read problems and simple instructional text Use a graphic organizer to extract information Peer work	Reading Read multi-media text related to content Read and solve a scenario written by another student Read open-ended questions	Reading Read grade-level text related to content

NEW

Algebra II
Framework for FORMATIVE/CLASSROOM Instruction and Assessment
 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

PA Academic Standard(s)

Develop content appropriate for the topic. 1.5.11.B.

- Gather, organize and determine validity and reliability of information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

Use grade appropriate conventions of language when writing and editing. 1.5.11.F.

Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.1.1.B.

Understand the concepts of exponential and logarithmic forms and use the inverse relationships between exponential and logarithmic expression to determine unknown quantities in equations. 2.1.A2.F.

Use symbols, mathematical terminology, standard notation, mathematical rules, graphing and other types of mathematical representations to communicate observations, predictions, concepts, procedures, generalizations, ideas, and results. 2.5.A2.B.

Evaluate and simplify algebraic expressions; solve and graph, quadratic, exponential, and logarithmic equations; and, solve and graph systems of equations and inequalities. 2.8.A2.B.

Recognize, describe and generalize patterns using sequences and series to predict long-term outcomes. 2.8.A2.C.

Demonstrate an understanding and apply properties of functions (domain, range, inverses) and characteristics of families of functions (linear, polynomial, rational, exponential, logarithmic) 2.8.A2.D.

Use combinations of symbols and numbers to create expressions, equations, and inequalities in two or more variables, systems of equations and inequalities, and functional relationships that model problem situations. 2.8.A2.E.

		Speaking							
Concepts		Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Algebraic properties, processes and representations	Extend algebraic properties and processes to quadratic, exponential and polynomial expressions and equations and to matrices, and apply them to solve real world problems.	Absolute value Central tendency Complex numbers Composite function Composite number Congruent Conjecture Converse Direct proof	Identify orally whether an equation or expression is quadratic, linear, exponential or polynomial in a one-word response.	Evaluate a quadratic, exponential, or polynomial function in a group using visual support and vocabulary support.	Evaluate a quadratic, exponential, or polynomial function in a small group or individually with vocabulary support	Justify the application of a quadratic, exponential or polynomial function as applied to a real-life scenario. Evaluate the usefulness of the function in a small group.	Present findings of a grade-level experiment or project dealing with population growth or other topic related to functions. Reason backwards given a non-traditional or	Level 6- Reaching	
Exponential functions and equations	Represent exponential functions in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the growth/decay rate of the associated exponential equation to each								
Quadratic functions and equations									
Polynomial functions and equations									

<p>Compound probabilities: addition and multiplication rules</p>	<p>representation. Represent a quadratic function in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the solution of the associated quadratic equation to each representation. Represent a polynomial function in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the solution of the associated polynomial equation to each representation. Distinguish between independent and dependent events in order to calculate compound probabilities within real world situations.</p>	<p>Domain Equation Equivalent forms Exponential function Exponential notation Expression Interquartile Range Inverse Irrational number Line of best fit Linear function Logarithmic function Powers Prime Probability Proof by contradiction Rational numbers Reciprocal Scientific notation Systems of equations Transformation Trigonometric functions Variable Valid argument Variable</p>				<p>mixed graphic representation of a scenario to reconstruct the scenario (e.g. population growth, endangerment, extinction).</p>
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Writing							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
			<p>Copy the process used to solve an algebraic equation, inequality.</p> <p>Enter equations into the y= screen on a graphing calculator.</p>	<p>Create tables and graphs of quadratic, linear, exponential or polynomial equations.</p>	<p>Write a paragraph that aligns the various representations of a graph to the solution of a graph in context of a real-world problem.</p>	<p>Write a justification to an evaluation of a quadratic, exponential or polynomial function in a real-life scenario using graphic organizers.</p>	<p>Write a professional report outlining the use and evaluation of a function in a real-life scenario, including student-made graphics.</p>
Content Stems							
			<p>Quadratic linear exponential and polynomial equations</p> <p>Multiple representations</p> <p>Problem solving</p> <p>Writing math language</p> <p>Communicating mathematically</p>	<p>Quadratic linear exponential and polynomial equations</p> <p>Multiple representations</p> <p>Problem solving</p> <p>Write math language</p> <p>Communicate mathematically</p>	<p>Recognize real-world scenarios</p> <p>Engage in mathematical discourse</p>	<p>Read mathematical writing and technical text</p> <p>Find and correct errors in mathematical thinking</p>	<p>Write a professional report</p> <p>Outline the use and evaluation of a function in a real-life scenario, including student-made graphics</p>
Instructional Support							
	<p>Algebra tiles</p> <p>Class-created data</p> <p>Teacher</p>		<p>Teacher modeling</p> <p>Think-pair-share</p>	<p>Teacher modeling</p> <p>Think-pair-share</p>	<p>Teacher modeling</p> <p>Think-pair-share</p>	<p>Think-pair-share</p> <p>Cooperative learning</p>	<p>Think-pair-share</p> <p>Cooperative learning</p>

Level 6 - Reaching

<p>modeling Think-aloud Think-pair- share Cooperative learning Visual aids Personal dictionary Picture Real-life objects Direct translation dictionaries</p>	<p>Think-aloud Cooperative learning Visual aids Personal dictionary Picture Real-life objects Direct translation dictionaries</p>	<p>Think-aloud Cooperative learning Visual aids Personal dictionary Picture Real-life objects Direct translation dictionaries</p>	<p>Think-aloud Cooperative learning Visual aids Personal dictionary Picture Real-life objects Direct translation dictionaries</p>	<p>Visual aids Personal dictionary Real-life objects Direct translation dictionaries</p>	<p>Visual aids Personal dictionary Picture Real-life objects Direct translation dictionaries</p>	<p>Visual aids Personal dictionary Real-life objects Direct translation dictionaries</p>
<p>Language Use</p>						
<p>Speaking Respond orally to Y/N questions</p>	<p>Speaking Analyze charts and graphs modeling real- life data with a partner</p>	<p>Speaking Give an oral presentation with visual support</p>	<p>Speaking Debate/dispute in class discussion the validity of arguments and errors in mathematical thinking</p>	<p>Speaking Give formal presentations</p>	<p>Writing Write equations in a graphing calculator Write simple equations</p>	<p>Writing Evaluate more complex equations and construct a visual representation of the data in a chart or coordinate plane</p>
<p>Writing Write equations in a graphing calculator Write simple equations</p>	<p>Writing Evaluate more complex equations and construct a visual representation of the data in a chart or coordinate plane</p>	<p>Writing Write paragraphs Create PowerPoint presentations Support answers with justification</p>	<p>Writing Write persuasively Respond to open-ended items</p>	<p>Writing Write a business document or report Make recommen- dations based on the analysis of graphs, tables, or equations</p>		

<p style="text-align: center;">Geometry Framework for FORMATIVE/CLASSROOM Instruction and Assessment English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.</p>	
<p>PA Academic Standard(s) Read, understand and respond to essential content of text and documents in all academic areas. 1.2.11.E. Listen critically and respond to others in small and large group situations 1.6.11.A.</p> <ul style="list-style-type: none"> Respond with grade level appropriate questions, ideas, information or opinions. <p>Write formal proofs (direct proofs, indirect proofs/proofs by contradiction, use of counter-examples, truth tables, etc.) to validate conjectures or arguments. 2.4.G.A. Use statements, converses, inverses, and contrapositives to construct valid arguments or to validate arguments relating to geometric theorems. 2.4.G.B. Identify and use properties and relations of geometric figures; create justifications for arguments related to geometric relations. 2.9.G.A. Use arguments based on transformations to establish congruence or similarity of 2- dimensional shapes. 2.9.G.B. Use techniques from coordinate geometry to establish properties of lines, 2-dimensional shapes. 2.9.G.C.</p>	
Listening	
Concepts	Competencies
Geometric Representations Reasoning and Proof Geometric Relations: Congruence and Similarity Analytic Geometry Trigonometric Ratios	Define and describe the types of geometrical reasoning and proof, using them to verify valid conjectures as they surface in the study of geometry; develop a counterexample to refute an invalid conjecture. Define, describe and analyze 2- and 3-dimensional figures, their properties and relationships, including how a change in one measurement will affect other measurements of that figure. Use concepts of congruence and similarity to relate and compare 2- and 3-dimensional figures, including trigonometric ratios. Use coordinates and algebraic techniques to interpret, represent and verify geometric
Vocabulary	
Combination Congruent Conjecture Contrapositive Converse Equation Expression Inequality Inverse Irrational number Polygon Probability Proof by contradiction Similarity Systems of equations Transformation Trigonometric functions Valid argument Variable	Level 1 Entering Match a picture or scenario with a verbally stated conjecture.
	Level 2 Beginning Supply a valid conclusion to a conditional statement.
	Level 3 Developing Refute/Dispute the validity of an argument made by a peer citing a counterexample.
	Level 4 Expanding Evaluate a peer presentation using a rubric.
	Level 5 Bridging Extract geometric reasoning from professional or informational video as it applies to real-life in a related field such as architecture.
	Level 6- Reaching

		Reading						
	relationships.							
Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
			Answer Y/N and/or point to a counterexample of a statement by reading sketch or picture. Read a protractor.	Refute a statement in text with visual support using math language.	Draw parallels between scientific method and proof techniques when reading a scientific document.	Arrange the steps of a proof in order.	Read a geometric statement and determine which method of proof is superior and explain why.	
Content Stems								
			Conditional statements Geometric reasoning Counterexamples Problem solving Write math language Communicate mathematically Logic	Proof, recognize real-world scenarios Communicate mathematically	Conjecture valid arguments Engage in mathematical discourse Make predictions Test theories	Mathematical writing and technical text Find and correct errors in mathematical thinking	Proof by contradiction Find the best solution Make recommendations Mathematical reasoning	
Instructional Support								
			Geoboards Polyhedrons Geometer's sketchpad Protractors Real-world objects Infuse text with graphics Teacher-made supplemental text Read	Geometer's Sketchpad® Online Flash® activities Explain their thinking, peer tutoring/explanation Infuse graphics with text Explain answer	Model situations with pictures or sketches Think-write-pair-share Explain peer's work Sequence events/steps/instructions Explain answer with technology and written	Test conjectures with geometry software Students explain incorrect answers Solve problem more than one way Confirm	Practice concepts on productive tasks Reason logically aloud Use technology to enhance problem solving	

				aloud Teacher models talking to the text Thumbs up/down or traffic lighting Paper-folding	using technology	work Predict outcomes	answer with technology	
Language Use								
				Listening Listen for traits Identify heard words or short phrases	Listening Analyze statements Comprehend sentences	Listening Listen to peers/teacher Follow logical reasoning of multiple sentences	Listening Listen to speeches and evaluate for accuracy	Listening Listen to technical speeches or videos and draw parallels
				Reading Read and recognize words or short phrases Read a protractor Read a ruler	Reading Read and recognize sentences Read an interactive math interface online or in a computer program or calculator	Reading Read simple articles and paragraphs of text	Reading Read extended mathematical text and documents	Reading Read technical texts or media

<p style="text-align: center;">Geometry</p> <p style="text-align: center;">Framework for FORMATIVE/CLASSROOM Instruction and Assessment</p> <p style="text-align: center;">English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.</p>		Level 5 Bridging	Level 4 Expanding	Level 3 Developing	Level 2 Beginning	Level 1 Entering	Vocabulary	Competencies	Concepts
<p>PA Academic Standard(s)</p> <p>Develop content appropriate for the topic. 1.5.11.B.</p> <ul style="list-style-type: none"> Gather, organize and determine validity and reliability of information. Employ the most effective format for purpose and audience. Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. <p>Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations. 1.6.11.B.</p> <p>Use statements, converses, inverses, and contrapositives to construct valid arguments or to validate arguments relating to geometric theorems. 2.4.G.B.</p> <p>Identify and use properties and relations of geometric figures; create justifications for arguments related to geometric relations. 2.9.G.A.</p> <p>Use arguments based on transitive geometry to establish congruence or similarity of 2- dimensional shapes. 2.9.G.B.</p> <p>Use techniques from coordinate geometry to establish properties of lines, 2-dimensional shapes. 2.9.G.C.</p> <p>Write formal proofs (direct proofs, indirect proofs/proofs by contradiction, use of counter-examples, truth tables, etc.) to validate conjectures or arguments. 2.4.G.A.</p>									
Speaking									
Geometric Representations	Define and describe types of geometrical reasoning and proof, using them to verify valid conjectures as they surface in the study of geometry; develop a counterexample to refute an invalid conjecture.	Combination Congruent Conjecture Contrapositive Converse Equation Expression Inequality Inverse Irrational number Polygon Probability Proof by contradiction Similarity Systems of equations Transformation Trigonometric functions	Can string one-word note cards into grammatically correct mathematical conditional statements/mathematical sentences and speak them to answer questions.	Refute a statement with a counter example based soundly on text or geometric representations.	Verbally identify the consequences associated with playing a game, formulating conjectures, conditional statements and refuting statements orally.	Orally present a flow proof with a partner with no textual support/notes.	Present a series of valid arguments that lead logically to a desired conclusion in mathematics and other contexts.		
2- and 3-dimensional figures									
Reasoning and Proof									
Geometric Relations: Congruence and Similarity	Define, describe, and analyze 2- and 3-dimensional figures, their properties and relationships, including how a change in one measurement will affect other measurements of that figure.								
Analytic Geometry									
Trigonometric Ratios	Use concepts of congruence and similarity to relate and compare 2- and 3-dimensional figures, including trigonometric ratios.								
	Use coordinates and algebraic								

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	techniques to interpret, represent and verify geometric relationship.	Valid argument Variable	Writing							
Concepts	Competencies	Vocabulary		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching	
				Content Stems	Fill in the blanks of a conditional statement or mathematical vocabulary using a word bank.	Write a conditional statement, identify the parts of a geometric sketch using correct notation with vocabulary support.	Write small formal proofs with a partner.	Write persuasively to refute an argument based on counter-examples and valid arguments.	Disprove by way of contradiction.	
			Instructional Support		Conditional statements Geometric reasoning Counter examples Problem solving Write math language Communicate mathematically Logic	Proof recognizing real-world scenarios Write math language Communicate mathematically	Conjecture valid argument Engage in mathematical discourse Make predictions Test theories	Read mathematical writing and technical text Find and correct errors in mathematical thinking	Proof by contradiction Find the best solution Make recommendations Mathematical reasoning	Personal dictionaries Picture dictionaries Teacher-created visual aids Real-life
					Personal dictionaries Picture dictionaries Teacher-created visual aids Real-life	Personal dictionaries Picture dictionaries Teacher-created visual aids Real-life	Personal dictionaries Picture dictionaries Teacher-created visual aids Real-life	Personal dictionaries Picture dictionaries Teacher-created visual aids Real-life	Personal dictionaries Picture dictionaries Teacher-created visual aids Real-life objects Direct translation	

				<p>objects Direct translation dictionaries Think-pair- share Cooperative learning</p>	<p>objects Direct translation dictionaries Think-pair- share Cooperative learning</p>	<p>objects Direct translation dictionaries Think-pair- share Cooperative learning</p>	<p>objects Direct translation dictionaries Think-pair- share Cooperative learning</p>	<p>objects Direct translation dictionaries Think-pair- share Cooperative learning</p>
Language Use								
				<p>Speaking Answer Y/N Repeat words and short phrases Respond to visuals</p>	<p>Speaking Peer suggestions to solve problems Work in teams or groups Answer in phrases or sentences</p>	<p>Speaking Model talking to text for class Peer review work and provide feedback or corrections</p>	<p>Speaking Present projects to class Discuss and debate theory</p>	<p>Speaking Predict outcomes and construct arguments to relate content to other disciplines</p>
				<p>Writing Make personal dictionaries Fill in the blank Write short phrases</p>	<p>Writing Write several sentence explanations Group words by meaning Group synonyms</p>	<p>Writing Outline details in word problems Complete cohesive explanation of steps to answer</p>	<p>Writing Complete evaluation of student work against a rubric</p>	<p>Writing Write technical or business text to persuade audience/ clientel</p>

**Pre-Kindergarten-Kindergarten
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.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.
CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Reading Literature

CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).
CC.1.3.K.B Answer questions about key details in a text.

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: Identify story events and details.

Cognitive Function: Students at all levels of English proficiency will IDENTIFY story events and details.

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
Critical listening	<p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Respond to a question with an answer or details related to the topic being discussed.</p>	<p>Character</p> <p>Setting</p> <p>First</p> <p>Next</p> <p>Last</p> <p>In the beginning . . . (story)</p> <p>In the middle . . . (story)</p> <p>At the end . . . (story)</p> <p>Who</p> <p>What</p> <p>Where</p> <p>When</p> <p>How</p>	<p>Point to text illustrations of objects, characters, or events named orally, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Match text illustrations based on oral statements or questions with teacher support.</p>	<p>Recreate part of a story from oral descriptions using illustrations or props as part of a group.</p>	<p>Arrange story pictures or events in logical order according to oral directions within a small group.</p>	<p>Organize illustrated words and phrases relating to story events to recreate a story according to descriptive oral discourse.</p>

Heading Model Performance Indicator (MPI)

Classroom Context: Identify story events and details.

Cognitive Function: Students at all levels of English proficiency will IDENTIFY story events and details.

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
Text analysis	<p>Use specific details from the story to answer questions.</p> <p>Answer questions about key details in a text.</p>	<p>Character</p> <p>Setting</p> <p>First</p> <p>Next</p> <p>Last</p> <p>In the beginning . . . (story)</p> <p>In the middle . . . (story)</p> <p>At the end . . . (story)</p> <p>Who</p> <p>What</p> <p>Where</p> <p>When</p> <p>How</p>	Associate pictures with language about story events and characters, following explicit, repeated examples, as modeled and monitored by the teacher.	Find words or icons related to story events or characters in visually supported books with teacher support.	Match labeled pictures of story events and characters with a partner.	Sort illustrated text about story events and characters using graphic organizers with a partner.	Locate language about story events and characters in illustrated texts.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			<p>Match oral language</p> <p>Respond non-verbally</p> <p>Identify using signal cards</p>	<p>Sort pictures or objects according to oral directions</p> <p>Follow one-step oral directions</p> <p>Respond with gestures</p>	<p>Follow two-step oral directions</p> <p>Draw pictures in response to oral instructions</p> <p>Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</p>	<p>Find pictures that match oral descriptions</p> <p>Follow oral directions and compare with visual or non-visual models (e.g., "Draw a circle under the line.")</p> <p>Distinguish between what happens first and next in oral activities or readings</p>	<p>Order pictures of events</p> <p>Arrange objects or pictures according to descriptive oral discourse</p> <p>Create patterns from real objects or pictures based on detailed oral descriptions</p>

	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	Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials
	Visual support	Visual support	Visual support	Visual support	Visual support
	Realia	Realia	Realia	Realia	Realia
	Sentence frames	Sentence frame	Sentence frame	Sentence frame	Sentence frame
	Graphic organizers	Graphic organizers	Graphic organizers	Graphic organizers	Graphic organizers
	Partner	Word bank	Word bank	Word bank	Word bank
	Flexible grouping	Rubrics	Rubrics	Rubrics	Rubrics
	First language support	Checklists	Checklists	Checklists	Checklists
	Re-teaching and/or pre-teaching	Partner	Partner	Partner	Partner
	Modeling	Flexible grouping	Flexible grouping	Flexible grouping	Flexible grouping
		First language support	First language support	First language support	First language support
		Re-teaching and/or pre-teaching	Re-teaching and/or pre-teaching	Re-teaching and/or pre-teaching	Re-teaching and/or pre-teaching
		Modeling	Modeling	Modeling	Modeling
					Guided model

Grades 1-2
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.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Reading Literature

CC.1.3.1.B Ask and answer questions about key details in a text.
CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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 key ideas and details in oral text.

Cognitive Function: Students at all levels of English proficiency will ANALYZE key ideas and details in oral text.

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
Critical listening	Confirm understanding of a text read aloud or information presented orally or through other media by asking questions and key details and requesting clarification if something is not understood. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	Caption Cause/effect When . . . then . . . If . . . then . . . Since . . . Because . . . Title Setting Character Chart Compare/contrast In the same way . . . At the same time . . . Dialogue Essential information As . . . as . . . Event Fact Fiction Genre	Select illustrations depicting literary characters, themes, and plots based on oral statements recited numerous times, following explicit, repeated examples, as modeled and monitored by the teacher.	Match illustrations depicting literary characters, themes, and plots to oral descriptions with a partner.	Classify examples of literary characters, themes, and plots based on oral descriptions using a graphic organizer with a partner.	Find patterns related to literary characters, themes, and plots using graphic organizers.	Predict the evolution of literary characters, themes, and plots.

Reading Model Performance Indicator (MPI)

Classroom Context: Analyze key ideas and details in texts.

Cognitive Function: Students at all levels of English proficiency will ANALYZE key ideas and details in texts.

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
Text analysis	<p>Ask and answer questions about key details in a text.</p> <p>Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Caption</p> <p>Cause/effect</p> <p>When . . . then . . .</p> <p>If . . . then . . .</p> <p>Since . . .</p> <p>Because . . .</p> <p>Title</p> <p>Setting</p> <p>Character</p> <p>Chart</p> <p>Compare / contrast</p> <p>Like</p> <p>Same</p> <p>Dialogue</p> <p>Essential information</p> <p>As . . . as . . .</p> <p>Event</p> <p>Fact</p> <p>Fiction</p> <p>Genre</p>	<p>Identify key details from a simple story using drawings or single words following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Restate key details from a story using visual support and graphic organizers with a partner.</p>	<p>Match main ideas with their details from paragraphs using visual support and graphic organizers.</p>	<p>Interpret text to identify main ideas and details from multiple paragraphs using graphic organizer.</p>	<p>Form or infer main ideas from details using grade-level materials.</p>

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify	Recognize	Categorize	Follow sentence-level directions	Identify main ideas
			Connect print to visuals	Sort	Sequence	Locate details	Match figurative language to illustrations (e.g., "as big as a house)
			Match		Select titles to match a series of pictures	Compare/Contrast	
			Point to		Match phrases and sentences to pictures		Draw conclusions
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials
			Visual support	Visual support	Visual support	Visual support	Sentence

					Frames
	Realia Sentence frames Graphic organizers Partner Flexible grouping First language support Modeling Chunking the reading material or reading process Leveled, guided reading	Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling Chunking the reading material or reading process Leveled, guided reading	Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling Chunking the reading material or reading process Leveled, guided reading	Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling Chunking the reading material or reading process Leveled, guided reading	Graphic organizers Word bank Rubrics Checklists Partner Guided model Chunking the reading material or reading process Guided reading Build background knowledge and connections to topic Reciprocal teaching opportunities within groups and the class as a whole Practical Examples Real World Application

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

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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	<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>	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.
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.						

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify	Categorize	Follow multi-step oral directions	Infer	Hypothesize
			Point to	Follow two-step oral directions	Recognize	Cite evidence	Critique
			Match		Distinguish Classify	Draw conclusions	Prove
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			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
	<p>Graphic organizers</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>Chunking the reading material or reading process</p> <p>Leveled, guided reading</p>	<p>Graphic organizers</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>Chunking the reading material or reading process</p> <p>Leveled, guided reading</p>	<p>Rubrics</p> <p>Checklists</p> <p>Thesaurus</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>Chunking the reading material or reading process</p> <p>Leveled, guided reading</p> <p>Build background knowledge and connections to topic</p>	<p>Checklists</p> <p>Thesaurus</p> <p>Partner/group work</p> <p>Front load vocabulary</p> <p>Modeling</p> <p>Chunking the reading material or reading process</p> <p>Leveled, guided reading</p> <p>Build background knowledge and connections to topic</p> <p>Reciprocal teaching opportunities within groups and the class as a whole</p> <p>Practical Examples</p> <p>Real World Application</p>	<p>Thesaurus</p> <p>Partner/group work</p> <p>Front load vocabulary</p> <p>Modeling</p> <p>Chunking the reading material or reading process</p> <p>Guided reading</p> <p>Build background knowledge and connections to topic</p> <p>Reciprocal teaching opportunities within groups and the class as a whole</p> <p>Practical Examples</p> <p>Real World Application</p>

Grades 6-8

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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Reading Literature

CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
E06.A-C.3.1.1

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
E07.A-C.3.1.1

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
E08.A-C.3.1.1

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Listening Model Performance Indicator (MPI)

Classroom Context: Analyze universal themes of literature.

Cognitive Function: Students at all levels of English proficiency will ANALYZE universal themes of literature.

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
Collaborative discussion	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.	analyze categorize select classify recognize predict evaluate identify compare and contrast reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience literary character theme plot cite paraphrase notation feedback graphic organizer "As a result" "In my opinion" "In contrast"	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print following explicit, repeated examples, as modeled and monitored by the teacher.	Categorize illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print with teacher support and monitoring.	Classify descriptions of literary characters, themes, and plots using a graphic organizer with a partner.	Recognize patterns in oral text related to literary characters, themes, and plots using graphic organizers with a partner.	Predict the evolution of literary characters, themes, and plots, citing textual evidence using a graphic organizer.

Reading Model Performance Indicator (MPI)

Classroom Context: Analyze universal themes of literature.

Cognitive Function: Students at all levels of English proficiency will ANALYZE universal themes of literature.

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
Text analysis	Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	analyze categorize select classify recognize predict evaluate identify compare and contrast reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience literary character theme plot cite paraphrase notation feedback graphic organizer "Consequently" "Additionally" "In comparison"	Identify words or phrases supported by illustrations associated with various genres following explicit, repeated examples, as modeled and monitored by the teacher.	Recognize general vocabulary or expressions in context with illustrations associated with various genres during a shared reading.	Associate types of genres with language structures or specific vocabulary in illustrated text with a partner.	Compare language patterns of excerpts from various genres from a graphic organizer.	Infer types of genres from written descriptions or summaries in grade level text.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify	Recognize	Associate	Compare	Infer
			Illustrate	Classify	Distinguish	Develop	Analyze
			Recall	Categorize	Summarize	Explain	Revise
			Define	Sequence	Observe	Draw conclusions	Critique
			Match	Describe	Relate	Differentiate	Prove
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			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	organizers	Rubrics	Checklists
	Graphic organizers	Graphic organizers	Rubrics	Checklists	Partner/group work
	Tiered assignments	Tiered assignments	Checklists	Partner/group work	Front load vocabulary
	Partner	Partner	Tiered assignments	Front load vocabulary	Modeling
	Flexible grouping	Flexible grouping	Partner	Flexible grouping	Reading conferences with teacher
	First language support	First language support	Flexible grouping	First language support	Chunking the reading material or reading process
	Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	First language support	Re-teaching/Pre-teaching	Guided reading
	Modeling	Modeling	Re-teaching/Pre-teaching	Modeling	Leveled, guided reading
	Reading conferences with the teacher	Reading conferences with the teacher	Modeling	Reading conferences with the teacher	Build background knowledge and connections to topic
	Chunking the reading material or reading process	Chunking the reading material or reading process	Reading conferences with the teacher	Chunking the reading material or reading process	Reciprocal teaching opportunities within groups and the class as a whole
	Leveled, guided reading	Leveled, guided reading	Chunking the reading material or reading process	Leveled, guided reading	Practical Examples
			Build background knowledge and connections to topic	Build background knowledge and connections to topic	Real World Application

Grades 9-12
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.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Reading Informational Text

CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
L.N.2.3.6

CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
L.N.1.1.4

CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

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Listening Model Performance Indicator (MPI)

Classroom Context: Analyze spoken and written information and ideas.

Cognitive Function: Students at all levels of English proficiency will ANALYZE spoken and written information and ideas.

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
Critical listening	Evaluate and respond to the speaker's message by analyzing and synthesizing information ideas, and opinions.	<p>Analogy</p> <p>Alliteration</p> <p>Hyperbole</p> <p>Metaphor</p> <p>Simile</p> <hr/> <p>Like</p> <p>as . . . as</p> <p>At the same time,</p> <p>In the same way,</p> <p>Likewise,</p> <p>Similarly,</p> <p>Conversely,</p> <p>However,</p> <p>Nevertheless,</p> <p>On the contrary,</p> <p>On the other hand,</p> <p>While this may be true,</p>	Recognize words associated with rhetorical devices within short speech excerpts, following explicit, repeated examples, as modeled and monitored by the teacher.	Identify specific examples of rhetorical devices used in selected excerpts of spoken language from modeled speech with teacher support.	Match examples of rhetorical devices with speaker's viewpoint or purpose using a graphic organizer and dictionary working with a partner.	Compare examples of rhetorical devices from selected excerpts of speech, using a comparison chart and dictionary working with a partner.	Infer meaning of rhetorical devices in speech within a small group.

Reading Model performance Indicator (MPI)

Classroom Context: Analyze spoken and written information.

Cognitive Function: Students at all levels of English proficiency will ANALYZE spoken and written 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
Point of view Vocabulary	Determine an author's point of view and analyze how rhetoric advances the point of view. Analyze how words and phrases shape meaning and tone in texts.	Argument Bias Claim Evidence Relevant Stereotype <u>Valid reasoning</u> At the same time, In the same way, Likewise, Similarly, Conversely, However, Nevertheless, On the contrary, On the other hand, While this may be true,	Locate language associated with bias from visually supported text using L1 or L2 and word banks, following explicit, repeated examples, as modeled and monitored by the teacher.	Classify language associated with bias and opinion from visually supported text using word banks with teacher support.	Compare language of opinion and bias from excerpts of texts following a model with a partner.	Sort language of bias from texts (e.g., by validity of reasoning/evidence) following a model in small groups.	Infer author's bias from text.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify	Organize	Interpret	Formulate	Prove
			Recognize	Match	Determine	Draw conclusions	Critique
			Match	Observe	Develop	Evaluate	Analyze
			Illustrate				
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			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

**Pre-Kindergarten-Kindergarten
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.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.
CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Writing

CC.1.4.PK.M Dictate narratives to describe real or imagined experiences or events.
CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

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Speaking Model Performance Indicator (MPI)

Classroom Context: Describe elements from visually supported stories.

Cognitive Function: Students at all levels of English proficiency will DESCRIBE elements from visually supported stories.

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
Critical listening	<p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Respond to a question with an answer or details related to the topic being discussed.</p>	<p>Character</p> <p>Setting</p> <p>In the beginning . . . (story)</p> <p>In the middle . . . (story)</p> <p>At the end . . . (story)</p> <p>I think . . . because . . .</p> <p>I believe . . . because . . .</p> <hr/>	<p>Repeat words or simple phrases about key details in text supported by illustrations, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Complete visually supported phrases from stories in pairs with teacher support.</p>	<p>Describe visually supported characters or events from stories to a partner using a word bank or word wall.</p>	<p>Orally sequence visually supported story events using modeled sequential language in a small group.</p>	<p>Discuss visually supported story events in a small group.</p>

Writing Model Performance Indicator (MPI)

Classroom Context: Describe elements from visually supported stories.

Cognitive Function: Students at all levels of English proficiency will DESCRIBE elements from visually supported stories.

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
Content for writing	<p>Narrative: Describe experiences and events.</p> <p>Use illustration/dictation to convey meaning about an experience or event.</p> <p>Write symbols, letters, or letter-like shapes.</p> <p>Attempt to reproduce own name and/or simple words, with most letters correct.</p> <p>Ask teacher to "write down the words" of his/her story or to his/her drawing.</p> <p>Generate ideas for writing.</p> <p>Understand that words are connected to print.</p>	<p>Character</p> <p>Setting</p> <p>In the beginning . . . (story)</p> <p>In the middle . . . (story)</p> <p>At the end . . . (story)</p> <p>I think . . . because . . .</p> <p>I believe . . . because . . .</p>	<p>Depict an experience or event with a drawing, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Depict experiences using recognizable drawings and symbols or letter like shapes with teacher support.</p>	<p>Write stories and/or experiences through pictures, letters and some words using word wall and visual support.</p>	<p>Write stories and/or experiences through a combination of pictures, words and some phrases working in pairs with visual support.</p>	<p>Write stories and/or experiences through a combination of pictures, words, phrases and short sentences with visual support.</p>

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify words or simple phrases	Restate some facts from illustrated stories	Retell short narrative stories	Compare	Tell original stories with emerging detail
			Repeat words or simple phrases	Describe	Sing repetitive song and chants	Make predictions (e.g. "What will happen next?")	Explain situations
			Name	Answer questions with one or two words		Summarize	Express
<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>							
<p>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")</p>							
			Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials
			Visual support	Visual support	Visual support	Visual support	Sentence Frames
			Realia	Realia	Realia	Realia	Graphic organizers
			Sentence	Sentence	Sentence	Sentence	

	frames Graphic organizers Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling Guided model	Word bank Rubrics Checklists Partner Guided model
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Grades 1-2

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.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Writing

CC.1.4.1.M Write narrative to develop real or imagined experiences or events.

CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order.

CC.1.4.2.M Write narrative to develop real or imagined experiences or events.

CC.1.4.2.P Organize a short sequence of events using temporal words to signal event order.

CC.1.4.3.M Write narrative to develop real or imagined experiences or events.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.

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: Apply elements of stories to original storytelling or experiential recounting.

Cognitive Function: Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.

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	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Fairy tale Fractured fairy tale Play script narrator First Second Next Finally Last Before . . . after I believe . . . I think . . . Because . . . Since . . . When . . . then . . . If . . . then . . .	Repeat simple words, phrases, and memorized chunks of language related to important details from story pictures, following explicit, repeated examples, as modeled and monitored by the teacher.	Describe people, places and events depicted in story pictures in pairs using a word bank with teacher support.	Retell simple stories including main events, characters, and settings using photos or illustrations and work bank to a partner.	Retell stories with details, using photos or illustrations to a partner.	Tell detailed stories with creative word choice and expression using photos or illustrations in a small group.

Writing Model Performance Indicator (MPI)

Classroom Context: Apply organizational structures in writing.

Cognitive Function: Students at all levels of proficiency will APPLY organizational structures in 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
Purpose, audience, and task	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Fairy tale Fractured fairy tale Play script narrator First Second Next Finally Last Before . . . after	Supply words about story events presented in sequence using a sentence frame, following explicit, repeated examples, as modeled and monitored by the teacher.	Produce phrases and simple sentences about story sequence using a word bank with teacher support.	Compose sentences containing sequential language about story events with visual support in pairs.	Describe sequence of events related to stories using a graphic organizer.	Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.

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 language 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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Respond to visually supported wh-questions with one word or short phrase Participate in whole group chants or songs Draw Label List	Use first language to fill in gaps in second language Repeat facts or statements Restate facts Describe As wh-questions	Classify Explain Distinguish features Sequence Describe Compare/contrast	Pose questions Summarize Discuss Compose	Draw conclusions Discuss cause/effect Make predictions or hypotheses

<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
<p>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")</p>				

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

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

Grades 6-8

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.1.5.6.D** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- CC.1.5.8.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Writing

CC.1.4.6.E, CC.1.4.7.E, CC1.4.8.E

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

E06.C.1.2.4, E06.C.1.2.5, E07.C.1.2.4, E07.C.1.2.5, E08.C.1.2.4, E08.C.1.2.5, E08.C.1.3.4

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Speaking Model Performance Indicator (MPI)

Classroom Context: Identify and analyze main idea/central idea.

Cognitive Function: Students at all levels of English proficiency will IDENTIFY and ANALYZE main/central ideas of a text.

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 claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	analyze evaluate connotation compare and contrast summarize identify critique reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience citing plagiarism paraphrase "In other words" "For example" "Consequently" "I believe this is better because . . ." "I believe . . . based on the fact that . . ."	Answer "wh" questions with one word answers or short phrases identifying main/central ideas of a nonfiction text, using visuals, following explicit, repeated examples, as modeled and monitored by the teacher.	Restate facts related to main/central ideas of a nonfiction text from visually supported information using sentence stems within a small group.	Cite evidence related to main/central ideas of a section of a student-selected nonfiction book within a small group using a graphic organizer.	Critique the main/central ideas of a nonfiction book, article, or story citing textual evidence within a small group using visual aids.	Compare/contrast the main/central ideas of two nonfiction books, articles, or stories, including grade-level appropriate expert criticism and text-based citations within a small group.

Writing Model Performance Indicator (MPI)

Classroom Context: Identify and analyze main idea/central idea.

Cognitive Function: Students at all levels of English proficiency will EVALUATE and EDIT 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
Writing style	Write with an awareness of the stylistic aspects of composition.	analyze brainstorm evaluate identify edit peer-edit self-edit self-assess connotation compare and contrast reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience citing plagiarism paraphrase notation feedback checklist rubric thesaurus "In contrast" "On the other hand" "With a focus on" "Consequently" "I believe this	Brainstorm single words or phrases, identifying main/central ideas of a text following explicit, repeated examples, as modeled and monitored by the teacher.	Compare the aspect of editing a written paragraph to identify main/central ideas, using a proficient model and confirm with teacher support and feedback.	Peer-edit a written paragraph, identifying main/central ideas during process writing, using multiple resources, such as a checklist and thesaurus, and make notations with a partner.	Self-edit during process writing of a written essay, identifying main/central ideas using multiple resources, including thesaurus, rubric, and graphic organizer.	Self-assess and revise a written essay, identifying main/central ideas, using rubrics and self-evaluation checklists.

	is better because . . ."				
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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
			Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Answer "wh" questions Copy or adapt single words, set phrases, or chunks of simple language Use highest frequency vocabulary State Name	Restate facts List Write phrases and short sentences Use general language to describe	Summarize Retell Explain Use simple and expanded sentences to identify Use general and some specific language	Compare Self-edit Give speech Discuss Compose Use a variety of sentence lengths Use specific and some technical language	Analyze Revise Critique Defend Propose Use a variety of sentence lengths in a single organized paragraph or in extended text Use technical language

	<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>								

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.

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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.	Appropriate language Body language cues Conversations/discussions Controlling point Intonation Pace Structure Thesis Volume Transitions <u>In my opinion,</u> Moreover, In addition, Furthermore, A case in point, Clearly, In other words,	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,						

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

**Pre-Kindergarten-Kindergarten
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.PK.C** Respond to what a speaker says in order to follow directions, seek help, or gather information.
- CC.1.5.PK.A** Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.K.A** Participate in collaborative conversations with peers and adults in small and larger groups.

Mathematics

- CC.2.4.PreK.A.1** Describe and compare measurable attributes of length and weight of everyday objects.
- CC.2.4.K.A.1** Describe and compare attributes of length, area, weight, and capacity of everyday objects.

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Listening Model Performance Indicator (MPI)

Classroom Context: Analyze attributes of objects.

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

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
Measurable attributes	Describe measurable attributes of objects, such as length and weight. Sort and order by one attribute. Compare two objects with a measurable attribute in common and describe the difference. Describe several measurable attributes of a single object. Use ordinal number words to describe the position of objects (first, second, last).	Bigger (than) Heavier Length Longer Measure Shorter Side Smaller Taller Both . . . Just like . . . One has . . . , but the other doesn't. Not as . . . as . . . These . . . those . . . First, second, last . . .	Associate the size of real-life objects with non-standard measurement tools following explicit, repeated examples, as modeled and monitored by the teacher.	Sort real-life objects by size using non-standard measurement tools based on oral directions and visual or graphic support with a partner.	Determine size of real-life objects using non-standard measurement tools with a partner as modeled orally.	Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally.	Rank size of objects described according to nonstandard measurements tools with a partner as directed orally.

Reading Model Performance Indicator (MPI)

Classroom Context: Analyze attributes of objects.

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

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
Measurable attributes	Describe measurable attributes of objects, such as length and weight. Sort and order by one attribute. Compare two objects with a measurable attribute in common and describe the difference. Describe several measurable attributes of a single object. Use ordinal number words to describe the position of objects (first, second, last).	Bigger (than) Heavier Length Longer Measure Shorter Side Smaller Taller Both . . . Just like . . . One has . . . , but the other doesn't. Not as . . . as . . . These . . . those . . . First, second, last . . .	Match icons of objects to single measurable attributes described orally following explicit, repeated examples, as modeled and monitored by the teacher.	Sort real objects by a single attribute according to descriptive words or phrases with a partner.	Sort pictures of objects according to two measurable attributes in a small group.	Find pairs of illustrated words about objects and their measurable attributes in a small group.	Identify words related to measurable attributes in phrases or short sentences.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Match	Distinguish between	Use pictures to identify	Compare	Draw conclusions
			Identify	Match examples	Sort labeled pictures	Distinguish	Summarize
			Find labeled real-life objects	Match labeled pictures	Classify visuals	Categorize	Make observations
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials
			Visual support	Visual support	Visual support	Visual support	Sentence Frames
			Realia	Realia	Realia	Realia	Graphic organizers
			Sentence frames	Sentence frame	Sentence frame	Sentence frame	Word bank

**Grades 1-2
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.1.5.1.A** Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.2.A** Participate in collaborative conversations with peers and adults in small and larger groups.

Mathematics

- CC.2.2.1.A.1** Represent and solve problems involving addition and subtraction within 20.
- CC.2.2.2.A.1** Represent and solve problems involving addition and subtraction within 100.

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 oral text to solve problems.

Cognitive Function: Students at all levels of English proficiency will ANALYZE oral text to solve 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
Addition and Subtraction	Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Addend Addition Counting on Equal to Greater than Less than Making ten Ones Place value Subtraction Sum Tens In all Total First, Second, Next, Last . . .	Match spoken words or phrases related to basic operations from pictures of everyday objects following explicit, repeated examples, as modeled and monitored by the teacher.	Identify operations from oral statements, supported by pictures of everyday objects with a partner.	Identify the operation necessary to solve a problem based on oral text within a small group.	Follow oral directions to decide how to solve addition and subtraction problems with a partner.	Construct and solve a model of an addition or subtraction problem by listening to oral criteria in a small group.

Reading Model Performance Indicator (MPI)

Classroom Context: Analyze oral text to solve problems.

Cognitive Function: Students at all levels of English proficiency will ANALYZE oral text to solve 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
Addition and Subtraction	Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Apply properties of operations as strategies to add and subtract.	Addend Addition Counting on Equal to Greater than Less than Making ten Ones Place value Subtraction Sum Tens In all Total First, Second, Next, Last . . .	Match words and phrases involving addition and subtraction using illustrated word cards and realia with a partner following explicit, repeated examples, as modeled and monitored by the teacher.	Find words and phrases involving addition and subtraction from illustrated text with a partner.	Sequence sentences to decide how to solve addition and subtraction problems with a partner.	Locate clues for solving problems involving addition and subtraction from selected excerpts of text.	Categorize word problems involving addition and subtraction using realia.

					Graphic organizers	Word bank	Graphic organizers	Word bank	Word bank	Checklists
					Partner	Word bank	Word bank	Word bank	Sentence frame	Partner
					Flexible grouping	Rubrics	Rubrics	Rubrics	Rubrics	Re-teaching and/or pre-teaching
					First language support	Checklists	Checklists	Checklists	Checklists	
					Re-teaching and/or pre-teaching	Partner	Partner	Partner	Partner	
						Flexible grouping	Flexible grouping	Flexible grouping	Flexible grouping	
						First language support	First language support	First language support	Re-teaching and/or pre-teaching	
						Re-teaching and/or pre-teaching	Re-teaching and/or pre-teaching	Re-teaching and/or pre-teaching		

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

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

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 <u>Consequently</u> 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

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	Word bank Marking text Rubrics Checklists Partner/group work Modeling Frontload vocabulary Activate/build prior knowledge	Checklists Partner/roup work Modeling Frontload vocabulary Activate/build prior knowledge		

Grades 6-8 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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics

CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. M06.D-S.1.1.1, M06.D-S.1.1.2, M06.D-S.1.1.3, M06.D-S.1.1.4

CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts. M07.D-S.1.1.1, M07.D-S.1.1.2

CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations. M08.D-S.1.1.1, M08.D-S.1.1.2, M08.D-S.1.1.3, A1.2.2.2.1

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Listening Model Performance Indicator (MPI)

Classroom Context: Identify and analyze information related to data, distribution, and random sampling.

Cognitive Function: Students at all levels of English proficiency will ANALYZE information related to data, distribution and random sampling.

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
Data, distributions, and random sampling	Determine quantitative measures of center and variability. Choose the appropriate measure of center and variability for a set of data. Draw inferences about two populations based on random sampling concepts.	Absolute value Coefficient Dependent Variable Distributive property Exponent Greatest common factor Independent variable Least common multiple Mean Mean absolute deviation "For example" "Going forward" "Clearly"	Connect oral language associated with analyzing data, distributions, or random sampling with visual or graphic displays following explicit, repeated examples, as modeled and monitored by the teacher.	Illustrate or identify examples data, distributions, or random sampling based on oral directions and visual or graphic displays.	Select representations of data, distributions, or random sampling based on visual or graphic displays and oral descriptions of real-life situations.	Make predictions or estimates of data, distributions, or random sampling from oral scenarios and visual or graphic displays.	Make inferences about data, distributions, or random sampling from oral scenarios of grade level materials.

Reading Model Performance Indicator (MPI)

Classroom Context: Identify and analyze information related to data, distribution, and random sampling.

Cognitive Function: Students at all levels of English proficiency will ANALYZE information related to data, distribution and random sampling.

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
Data, distributions, and random sampling	Determine quantitative measures of center and variability. Choose the appropriate measure of center and variability for a set of data. Draw inferences about two populations based on random sampling concepts.	Absolute value Coefficient Dependent Variable Distributive property Exponent Greatest common factor Independent variable Least common multiple Mean Mean absolute deviation "As a result" "Consequently" "In sum"	Recognize vocabulary associated with analyzing data, distributions, or random sampling to graphics, symbols, or figures following explicit, repeated examples, as modeled and monitored by the teacher.	Identify visually supported examples of data, distributions, or random sampling based on visual or graphic displays with a partner.	Classify representations of data based on visual or graphic displays and written descriptions of authentic situations.	Make predictions or estimates of data, distributions, or random sampling from written information and visual or graphic displays.	Make inferences about data, distributions, or random sampling from written scenarios of grade level materials.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify	Label	Construct	Interpret	Draw conclusions
			Match	Graph	Compare	Summarize	Hypothesize
			Illustrate	Organize	Distinguish	Make observations	Critique
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Visual support	Visual support	Visual support	Visual support	Visual support
			Sensory support	Sensory support	Sensory support	Realia	Video
			Realia	Realia	Realia	Video	Graphic organizers
			Graphic organizers	Graphic organizers	Graphic organizers	Graphic organizers	Partner/group work
			Tiered assignments	Tiered assignments	Tiered assignments	Tiered assignments	Front load vocabulary
						Partner	Modeling

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

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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
			Identify Illustrate Recognize	Organize Categorize Classify	Make observations Compare Relate	Summarize Show Assess	Analyze Draw conclusions Explain in terms of concepts
<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>							
<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>							
<p>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")</p>							
			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

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

High School Algebra 2

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.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1

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Listening Model Performance Indicator (MPI)

Classroom Context: Evaluate expressions and models.

Cognitive Function: Students at all levels of English proficiency will EVALUATE expressions and models.

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
Functions	<p>Create and/or analyze functions using multiple representations (graph, table, and equation).</p> <p>Create a function and/or sequence that model a relationship between two quantities.</p> <p>Construct and compare linear, quadratic, exponential, and logarithmic models to solve problems.</p>	<p>Absolute value</p> <p>Domain</p> <p>Equation</p> <p>Exponential function</p> <p>Exponential notation</p> <p>Expression</p> <p>Linear function</p> <p>Logarithmic function</p> <p>Powers</p> <p>Range</p> <p>Systems of equations</p> <p>Variable</p>	<p>Match a math sentence provided orally to the definition of equation or expression as quadratic, linear, exponential or polynomial, given criteria and verbal cues, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Recognize patterns given orally by teacher or peers to anticipate a limitation on a domain or range (e.g., Inputs: 4, 2, 1, 1/2, 1/4, 1/8...) with teacher support.</p>	<p>Identify scenarios explained verbally as exponential, quadratic, or polynomial functions with a partner.</p>	<p>Compare professional situations to determine which representation is best suited for the audience with a partner.</p>	<p>Follow verbal instructions in teams to simulate population growth in a grade-level experiment or project.</p>

Reading Model Performance Indicator (MPI)

Classroom Context: Evaluate expressions and models.

Cognitive Function: Students at all levels of English proficiency will EVALUATE expressions and models.

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
Exponential functions and equations Quadratic functions and equations Polynomial functions and equations	Create and/or analyze functions using multiple representations (graph, table, and equation). Create a function and/or sequence that model a relationship between two quantities. Construct and compare linear, quadratic, exponential, and logarithmic models to solve problems.	Absolute value Domain Equation Exponential function Exponential notation Expression Linear function Logarithmic function Powers Range Systems of equations Variable	Classify graphs as quadratic, linear, exponential, or polynomial based on their shape with visual support, following explicit, repeated examples, as modeled and monitored by the teacher.	Identify the domain and range through observing a table on a graphing calculator with teacher support.	Match a graph, table, equation and contextual situation with a partner or group.	Draw conclusions from an irregular graph that combines function types and work backwards to identify a cause or reason for the changes using models in a small group.	Associate exponential functions with grade-level text and/or scientific experimentation with a team.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p> <ul style="list-style-type: none"> Identify Illustrate Recognize Match 	<ul style="list-style-type: none"> Organize Categorize Classify 	<ul style="list-style-type: none"> Make observations Compare Relate Select Order 	<ul style="list-style-type: none"> Summarize Show Assess Identify cause and effect Interpret 	<ul style="list-style-type: none"> Analyze Draw conclusions Explain in terms of concepts Describe connections

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	Visual support
Sensory support	Sensory support	Sensory support	Sensory support	Visual support
Realia	Realia	Realia	Realia	Video
Video	Video	Video	Video	Graphic organizers
Graphic organizers	Graphic organizers	Graphic organizers	Graphic organizers	Partner/group work
Tiered assignments	Tiered assignments	Tiered assignments	Tiered assignments	Front load vocabulary
Partner	Partner	Partner	Partner	Modeling
Flexible grouping	Flexible grouping	Flexible grouping	Flexible grouping	Conferences with teacher
First language support	First language support	First language support	First language support	Build background knowledge and connections to topic
Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	Re-teaching/Pre-teaching	Rubrics
Modeling	Modeling	Modeling	Modeling	Checklists
Conferences with teacher	Conferences with teacher	Conferences with teacher	Conferences with teacher	Reciprocal teaching opportunities within groups and the class as a whole
	Build background knowledge and connections to topic	Build background knowledge and connections to topic	Build background knowledge and connections to topic	
	Reciprocal	Checklists	Checklists	

									teaching opportunities	as a whole	
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**Pre-Kindergarten-Kindergarten
Mathematics**

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of Speaking and Writing**

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.PK.C** Respond to what a speaker says in order to follow directions, seek help, or gather information.
- CC.1.5.PK.A** Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.K.A** Participate in collaborative conversations with peers and adults in small and larger groups.

Mathematics

- CC.2.4.PreK.A.1** Describe and compare measurable attributes of length and weight of everyday objects.
- CC.2.4.K.A.1** Describe and compare attributes of length, area, weight, and capacity of everyday objects.

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Speaking Model Performance Indicator (MPI)

Classroom Context: Analyze measurable attributes of objects.

Cognitive Function: Students at all levels of English proficiency will ANALYZE measurable attributes of objects.

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
Measureable attributes	Describe measurable attributes of objects, such as length and weight. Sort and order by one attribute. Compare two objects with a measureable attribute in common and describe the difference. Describe several measurable attributes of a single object. Use ordinal number words to describe the position of objects (first, second, last). Practice using measurement vocabulary.	Bigger (than) Heavier Length Longer Measure Shorter Side Smaller Taller Both . . . Just like . . . One has . . . , but the other doesn't. Not as . . . as . . . These . . . those . . . First, second, last . . .	Indicate attributes of objects using gestures and words following explicit, repeated examples, as modeled and monitored by the teacher with ample student practice.	Describe attributes of objects using gestures and words with a partner.	Describe in detail attributes of objects with a partner.	Compare attributes of objects using visuals in small groups.	Specify similarities and differences of attributes of objects in small groups.

Writing Model Performance Indicator (MPI)

Classroom Context: Analyze measurable attributes of objects.

Cognitive Function: Students at all levels of English proficiency will ANALYZE measurable attributes of objects.

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
Measureable attributes	Describe measurable attributes of objects, such as length and weight. Sort and order by one attribute. Compare two objects with a measureable attribute in common and describe the difference. Describe several measurable attributes of a single object. Use ordinal number words to describe the position of objects (first, second, last). Practice using measurement vocabulary.	Bigger (than) Heavier Length Longer Measure Shorter Side Smaller Taller Both . . . Just like . . . One has . . . , but the other doesn't. Not as . . . as . . . These . . . those . . . First, second, last . . .	Circle or underline single measurable attributes of objects following explicit repeated examples, as modeled by the teacher.	Identify objects according to measurable attributes by placing pictures on a graphic organizer as modeled by the teacher.	Describe real objects according to measurable attributes by copying words using graphic organizers with a partner.	Compare visually supported measurable attributes of objects using invented spelling and a graphic organizer.	Illustrate measurable attributes of objects using details and descriptive words from a word bank.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify	Answer either/or questions	Sequence steps	Develop	Revise
			Answer yes/no questions	Restate	Compare	Predict	Draw conclusions
			Repeat	Describe	Draw	Summarize	Create
			Name		Retell		
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials
			Visual support	Visual support	Visual support	Visual support	Sentence Frames
			Realia	Realia	Realia	Realia	Graphic organizers
			Sentence frames	Sentence frame	Sentence frame	Sentence frame	Word bank

				Graphic organizers Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or pre-teaching Modeling	Rubrics Checklists Partner Guided model
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Grades 1-2
Mathematics
Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of **Speaking and Writing**

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.1.5.1.A** Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.2.A** Participate in collaborative conversations with peers and adults in small and larger groups.

Mathematics

- CC.2.2.1.A.1** Represent and solve problems involving addition and subtraction within 20.
- CC.2.2.2.A.1** Represent and solve problems involving addition and subtraction within 100.

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: Explain problem-solving procedures.

Cognitive Function: Students at all levels of English proficiency will EXPLAIN problem-solving procedures.

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
Addition and subtraction	Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Addend Addition Counting on Equal to Greater than Less than Making ten Ones Place value Subtraction Sum Tens Plus Minus In all Total First, Second, Next, Last . . .	Recite words about the operation to be used to solve a math story problem using a chart with a partner following explicit, repeated examples, as modeled and monitored by the teacher.	Restate the steps of an operation to solve a math story problem using graphic support within a small group.	Describe the steps used in an operation to solve a math story problem using graphic support to a partner.	Compare possible operations necessary to solve a math story problem using graphic support within a small group.	Explain the operation used to solve a math story problem using a graphic organizer.

Writing Model Performance Indicator (MPI)

Classroom Context: Explain problem-solving procedures.

Cognitive Function: Students at all levels of English proficiency will EXPLAIN problem-solving procedures.

Example Concepts	Example Competencies	Example Vocabulary	Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging
Addition and subtraction	Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Apply properties of operations as strategies to add and subtract.	Addend Addition Counting on Equal to Greater than Less than Making ten Ones Place value Subtraction Sum Tens Plus Minus In all Total First, Second, Next, Last . . .	Supply words for addition and subtraction problems using manipulative materials and a sentence frame with a partner following explicit, repeated examples, as modeled and monitored by the teacher.	Compose phrases or simple sentences about a visually supported addition/subtraction problem using a word bank or a sentence frame.	Write the steps to solve an addition or subtraction problem using a word bank or sentence frames within a small group.	Create and solve an addition or subtraction problem from a guided model with a partner.	Create and solve an addition or subtraction problem from a guided model.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Identify	Answer either/or questions	Sequence steps	Develop	Revise
			Copy or adapt single words, set phrases	Identify	Compare	Predict	Draw conclusions
			Label	Collect and display	Interpret	Summarize	Create
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Manipulative materials	Manipulative materials	Manipulative materials	Guided model	Guided model
			Visual support	Visual support	Visual support	Manipulative materials	Modeling
			Realia	Realia	Realia	Modeling	Graphic organizers
			Modeling	Modeling	Modeling	Graphic organizers	Word bank

Sentence frames	Sentence frame	Sentence frame	Sentence frame	Visual support	Sentence frame	
Graphic organizers	Graphic organizers	Graphic organizers	Graphic organizers	Word bank	Rubrics	
Partner	Word bank	Word bank	Word bank	Sentence frame	Checklists	
Flexible grouping	Rubrics	Rubrics	Rubrics	Rubrics	Partner	
First language support	Checklists	Checklists	Checklists	Checklists	Re-teaching and/or pre-teaching	
Re-teaching and/or pre-teaching	Partner	Partner	Partner	Partner		
	Flexible grouping	Flexible grouping	Flexible grouping	Flexible grouping		
	First language support	First language support	First language support	Re-teaching and/or pre-teaching		
	Re-teaching and/or pre-teaching	Re-teaching and/or pre-teaching	Re-teaching and/or pre-teaching			

**Grades 3-5
Mathematics**

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of Speaking and Writing**

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

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Speaking Model Performance Indicator (MPI)

Classroom Context: Understand and explain fractions and fraction problems.

Cognitive Function: Students at all levels of English proficiency will UNDERSTAND and EXPLAIN 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	<p>Develop an understanding of fractions as numbers.</p> <p>Demonstrate an understanding of fraction equivalence.</p> <p>Explain operations as they pertain to fractions.</p>	<p>Denominator</p> <p>Equivalent fractions</p> <p>Estimate</p> <p>Fraction</p> <p>Numerator</p> <p><u>Pattern</u></p> <p>In contrast</p> <p>In comparison</p> <p>As a result</p> <p>In conclusion</p> <p>On the other hand</p>	<p>Exchange key words involving fractions and solving fraction problems from models and visual support in first language with a partner following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Recite or rephrase sentences about fractions or solving fraction problems using visual support or models with a partner.</p>	<p>Sequence sentences to show how to solve fraction problems using visual support and confirm with a partner.</p>	<p>Describe different approaches to solve problems using visual support with a partner.</p>	<p>Explain to peers, in detail, strategies for solving problems involving operations and fractions.</p>

Writing Model Performance Indicator (MPI)

Classroom Context: Understand and explain fractions and fraction problems.

Cognitive Function: Students at all levels of English proficiency will UNDERSTAND and EXPLAIN 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 <u>In contrast</u> In comparison As a result In conclusion On the other hand	Label fractional parts of diagrams or pictures from word banks to facilitate solving math problems following explicit, repeated examples, as modeled and monitored by the teacher.	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences to facilitate solving math problems.	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentence frames.	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form.	Create original problems involving fractions embedded in scenarios or situations with a partner.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			<p>Produce icons, symbols, words, phrases to convey messages</p> <p>Draw in response to a prompt</p> <p>Label</p>	<p>Make lists</p> <p>Produce phrases, short sentences, notes</p> <p>Give information requested from oral or written directions</p>	<p>Compare/contrast information</p> <p>Describe</p> <p>Sequence steps</p>	<p>Develop</p> <p>Predict</p> <p>Evaluate</p>	<p>Draw conclusions</p> <p>Summarize</p> <p>Infer</p>
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			<p>Manipulative materials</p> <p>Visual support</p>	<p>Manipulative materials</p> <p>Visual support</p>	<p>Manipulative materials</p> <p>Visual support</p>	<p>Guided model</p> <p>Visual support</p> <p>Realia</p>	<p>Guided model</p> <p>Partner</p> <p>Graphic</p>

			<p>Realia</p> <p>Sentence frames</p> <p>Graphic organizers</p> <p>Partner</p> <p>Flexible grouping</p> <p>First language support</p> <p>Modeling</p> <p>Re-teaching and/or pre-teaching</p>	<p>Realia</p> <p>Sentence frames</p> <p>Graphic organizers</p> <p>Word bank</p> <p>Rubrics</p> <p>Checklists</p> <p>Partner</p> <p>Flexible grouping</p> <p>First language support</p> <p>Modeling</p> <p>Re-teaching and/or pre-teaching</p>	<p>Realia</p> <p>Sentence frames</p> <p>Graphic organizers</p> <p>Word bank</p> <p>Marking text</p> <p>Rubrics</p> <p>Checklists</p> <p>Partner</p> <p>Flexible grouping</p> <p>First language support</p> <p>Modeling</p> <p>Re-teaching and/or pre-teaching</p> <p>Activate/build prior knowledge</p>	<p>Sentence frames</p> <p>Graphic organizers</p> <p>Marking text</p> <p>Word bank</p> <p>Rubrics</p> <p>Checklists</p> <p>Partner/group work</p> <p>Modeling</p> <p>Frontload vocabulary</p> <p>Activate/build prior knowledge</p>	<p>organizers</p> <p>Word bank</p> <p>Marking text</p> <p>Rubrics</p> <p>Checklists</p> <p>Partner/roup work</p> <p>Modeling</p> <p>Frontload vocabulary</p> <p>Activate/build prior knowledge</p>
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Grades 6-8 Mathematics

Framework for FORMATIVE/CLASSROOM Instruction and Assessment Productive Domains of Speaking and Writing

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.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics

CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. M06.D-S.1.1.1, M06.D-S.1.1.2, M06.D-S.1.1.3, M06.D-S.1.1.4,

CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts. M07.D-S.1.1.1, M07.D-S.1.1.2

CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations. M08.D-S.1.1.1, M08.D-S.1.1.2, M08.D-S.1.1.3, A1.2.2.2.1

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Speaking Model Performance Indicator (MPI)

Classroom Context: Identify and analyze information related to data, distribution, and random sampling.

Cognitive Function: Students at all levels of English proficiency will ANALYZE information related to data, distribution and random sampling.

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
Data, distributions, and random sampling	Determine quantitative measures of center and variability. Choose the appropriate measure of center and variability for a set of data. Draw inferences about two populations based on random sampling concepts. Construct, analyze, and interpret bivariate data displayed in scatter plots.	Absolute value Coefficient Dependent variable Distributive property Exponent Greatest Common factor Independent variable Least Common multiple Mean Mean absolute deviation "In conclusion" "Specifically" "Clearly" "To clarify" "From the data observed here, I can explain . . ."	Produce key words associated with analyzing data, distributions or random sampling based on visual or graphic displays following explicit, repeated examples, as modeled and monitored by the teacher with ample student practice.	Produce statements about data, distributions or random sampling based on oral directions and visual or graphic displays with a partner.	Explain themes related to representations of data, based on visual or graphic displays and oral descriptions of real-life situations to a partner.	Discuss themes related to representations of data, distributions or random sampling from oral scenarios and visual or graphic displays in a small group.	Discuss data, distributions or random sampling from oral or written scenarios of grade level materials.

Writing Model Performance Indicator (MPI)

Classroom Context: Identify and analyze information related to data, distribution, and random sampling.

Cognitive Function: Students at all levels of English proficiency will ANALYZE information related to data, distribution and random sampling.

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
Data, distributions, and random sampling	Determine quantitative measures of center and variability. Choose the appropriate measure of center and variability for a set of data. Draw inferences about two populations based on random sampling concepts. Construct, analyze, and interpret bivariate data displayed in scatter plots.	Absolute value Coefficient Dependent variable Distributive property Exponent Greatest common factor Independent variable Least common multiple Mean Mean absolute deviation "For example" "With a focus on" "In other words" "I can retell this word problem in the following manner."	Record and label language associated with analyzing data, distributions, or random sampling with visual or graphic displays following explicit, repeated examples, as modeled and monitored by the teacher with ample student practice.	Draw and describe examples of data, distributions, or random sampling based on oral directions and visual or graphic displays with a partner.	Reproduce word problems about representations of data, based on visual or graphic displays and descriptions of authentic situations in a small group.	Compose word problems about estimates of data, distributions, or random sampling from oral scenarios and visual or graphic displays.	Compose detailed word problems about data, distributions, or random sampling from oral scenarios of grade level materials.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Label	Restate	Describe	Explain	Evaluate
			Draw	List	Retell	Summarize	
			Recite	Draw	Categorize	Create	Defend
			Name	Describe	Compare/Contrast	Interpret	Apply
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Visual support	Visual support	Visual support	Visual support	Visual support
			Sensory support	Sensory support	Sensory support	Sensory support	Video
			Realia	Realia	Realia	Realia	Graphic organizers
			Video	Video	Video	Graphic organizers	Partner/group work
			Graphic	Graphic	Graphic organizers	Tiered	

		<p>organizers</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>organizers</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 within groups and the class as a whole</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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High School Algebra 1

Framework for FORMATIVE/CLASSROOM Instruction and Assessment Productive Domains of **Speaking and Writing**

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

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Speaking Model Performance Indicator (MPI)

Classroom Context: Analyze and solve equations and inequalities.

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

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 inequities	Write and/or identify linear equations in various forms (slope-intercept, point-slope, standard, etc.).	Equation Equivalent Expression Forms Inequality Linear Reciprocal Constraints	Supply words about a system of linear equations using a sentence frame, following explicit, repeated examples, as modeled and monitored by the teacher.	Sequence the oral steps to graph a system using a graphing calculator with teacher support.	Organize a verbal problem scenario into a system of linear equations with a partner.	Dispute or validate claims delivered verbally based on the solution of equations in a problem scenario with a partner.	Identify implications for a business model based on the system of equations and make recommendations to the business.

Writing Model Performance Indicator (MPI)

Classroom Context: Analyze and solve equations and inequalities.

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

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 in various forms (slope-intercept, point-slope, standard, etc.).	Equation Equivalent Expression Forms Inequality Reciprocal	Copy the process used to solve a system of linear equations, following explicit, repeated examples, as modeled and monitored by the teacher.	Solve a simple system of linear equations using a guided model with teacher support.	Solve a system of linear equations that represents a real-world scenario using a graphic organizer with a partner.	Respond to a justification of the solution of an algebraic system of linear equations using a technical language word bank with a partner.	Solve a word problem based on a system of linear equations and explain the context of the answer.

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			<p>Label the process used to . . .</p> <p>Produce short answer responses</p> <p>Supply missing information in sentence frames</p>	<p>Take notes</p> <p>Label</p> <p>Illustrate</p> <p>Enumerate</p>	<p>Interpret</p> <p>Compare</p> <p>Distinguish</p> <p>Sequence</p> <p>Explain</p>	<p>Assess</p> <p>Revise</p> <p>Construct</p>	<p>Analyze</p> <p>Design</p> <p>Prove</p>
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Visual support	Visual support	Visual support	Visual support	Visual support
			Sensory support	Sensory support	Sensory support	Realia	Video

Realia Video Graphic organizers Tiered assignments Partner Flexible grouping First language support Re-teaching/Pre-teaching Modeling Conferences with teacher	Realia Video Graphic organizers Tiered assignments Partner Flexible grouping First language support Re-teaching/Pre-teaching Modeling Conferences with teacher Build background knowledge and connections to topic	Realia Video Graphic organizers Tiered assignments Partner Flexible grouping First language support Re-teaching/Pre-teaching Modeling Conferences with teacher Build background knowledge and connections to topic Rubrics Checklists Reciprocal teaching opportunities within groups and the class as a whole	Realia Video Graphic organizers Tiered assignments Partner Flexible grouping Front load vocabulary Modeling Conferences with teacher Build background knowledge and connections to topic Rubrics Checklists Reciprocal teaching opportunities within groups and the class as a whole	Video Graphic organizers Tiered assignments Partner Flexible grouping Front load vocabulary Modeling Conferences with teacher Build background knowledge and connections to topic Rubrics Checklists Reciprocal teaching opportunities within groups and the class as a whole	Graphic organizers Partner/group work Front load vocabulary Modeling Conferences with teacher Build background knowledge and connections to topic Rubrics Checklists Reciprocal teaching opportunities within groups and the class as a whole
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High School Algebra 2

Framework for FORMATIVE/CLASSROOM Instruction and Assessment Productive Domains of **Speaking and Writing**

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.C.5 Construct and compare linear, quadratic and exponential models to solve problems.
A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1

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.

Speaking Model Performance Indicator (MPI)

Classroom Context: Analyze and solve equations and inequalities.

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

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
Exponential functions and equations Quadratic functions and equations Polynomial functions and equations	Represent exponential/quadratic/polynomial functions in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the growth/decay rate of the associated exponential equation to each representation.	Absolute value Domain Equation Exponential function Exponential notation Expression Linear function Logarithmic function Powers Range Systems of equations Variable	Identify math sentences as quadratic, linear, exponential or polynomial, following explicit, repeated examples, as modeled and monitored by the teacher.	Supply words or phrases to evaluate sentences as quadratic, exponential, or polynomial function using visual and vocabulary support with a partner.	Evaluate a quadratic, exponential, or polynomial function in a small group with vocabulary support.	Evaluate the application of a quadratic, exponential or polynomial function as applied to a real-life scenario in a small group.	Respond to presented findings of a grade-level experiment or project dealing with population growth or other topic related to functions.

Writing Model Performance Indicator (MPI)

Classroom Context: Analyze and solve equations and inequalities.

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

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
<p>Functions and equations</p> <p>Quadratic functions and equations</p> <p>Polynomial functions and equations</p>	<p>Represent exponential/quadratic/polynomial functions in multiple ways, including tables, graphs, equations, and contextual situations, and make connections among representations; relate the growth/decay rate of the associated exponential equation to each representation.</p>	<p>Absolute value</p> <p>Domain</p> <p>Equation</p> <p>Exponential function</p> <p>Exponential notation</p> <p>Expression</p> <p>Linear function</p> <p>Logarithmic function</p> <p>Powers</p> <p>Range</p> <p>Systems of equations</p> <p>Variable</p>	<p>Produce elements of equations or formulas from word/phrase banks and visual models, following explicit, repeated examples, as modeled and monitored by the teacher.</p>	<p>Describe equations or formulas using figures and notation from word banks and models with a partner.</p>	<p>Sequence steps for solving problems involving equations or formulas using figures, notation, and sequential language with a partner.</p>	<p>Explain uses of equations or formulas using figures, notation, and complex sentences in a small group..</p>	<p>Summarize procedures for solving problems involving formulas and equations.</p>

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
			<p>Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)</p>				
			Label the process used to . . .	Take notes Label Illustrate Enumerate	Interpret Compare/Contrast Distinguish Sequence Explain	Assess Revise Construct	Analyze Design Prove
			<p>Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)</p>				
			<p>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")</p>				
			Visual support Sensory support	Visual support Sensory support	Visual support Sensory support Realia	Visual support Realia Video	Visual support Video Graphic

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

Pre-Kindergarten-Kindergarten Science

Framework for FORMATIVE/CLASSROOM Instruction and Assessment Receptive Domains of **Listening and Reading**

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for a select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (receptive/productive).

Each **Receptive** Overlay contains:

Page 1: Introduction

Page 2: Example Listening Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Reading Differentiation with Model Performance Indicators (MPIs)

Page 4: Receptive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Listening Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.3.K.A1 Distinguish between three types of earth materials – rock, soil, and sand

Concepts: Different materials are suited to different purposes.

Competencies:

- Analyze data from testing objects made from different materials to determine if a proposed object functions as intended.
- K-ESS3-1 Use a model to explain the relationship between the needs of different plants or animals and the places they live.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **RECOUNTS**.

Academic Language Components

Discourse	Sentence	Word
Science Journaling (observations; list characteristics) Create a rock, sand, and soil museum	This is an example of . . . How is this like . . . Compare/Contrast How are these alike? How are these different? Can you identify the . . . Can you draw . . .	Earth materials Rock Soil Sand Size Composition Texture Sediment
ELP Level 1 Entering MPI Identify the three types of earth materials (rock, soil, and sand) by pointing to pictures, graphics or samples with teacher prompts.	ELP Level 2 Emerging MPI Collect types of earth materials as directed by one-step teacher prompts.	ELP Level 3 Developing MPI Respond to WH-questions about the three types of earth materials in a small group.
	ELP Level 4 Expanding MPI Identify the three types of earth materials following two-step oral directions in a small group.	ELP Level 5 Bridging MPI Respond to questions about the three types of earth materials with a partner.

Reading Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 4.1.K.E Identify how the changes of seasons affect their local environment.

Concepts:

- ESS2.D Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.
- PS3.B Sunlight warms the Earth's surface.
- ESS3.B) Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.

Competencies:

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-PS3-1 Make observations to determine the effect of sunlight on the Earth's surface.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
<p>Research the weather using different resources</p> <p>Develop a drawing of a tree for each season</p> <p>Select clothes for each season</p> <p>Use a thermometer to tell temperature</p> <p>Measure rainfall/snowfall amounts</p>	<p>Give me an example of something you would wear during the ___ season? Explain</p> <p>Describe the weather.</p> <p>How is the weather same and different in different environments?</p> <p>What is the weather like today in . . .</p> <p>How could we find that information?</p>	<p>Winter</p> <p>Spring</p> <p>Summer</p> <p>Fall</p> <p>Weather</p> <p>Rain, sleet, snow, wind, sun</p> <p>Thermometer</p> <p>Hot, cold, warm, cool</p>
<p>ELP Level 1 Entering MPI</p> <p>Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.</p>	<p>ELP Level 3 Developing MPI</p> <p>Identify the changes in seasons with a partner following the read-aloud of a big book.</p>	<p>ELP Level 5 Bridging MPI</p> <p>Identify change-of-season effects on local environment with a partner (e.g., In the fall, leaves fall from trees) following the read-aloud of a big book.</p>
<p>ELP Level 2 Emerging MPI</p> <p>Sort labeled pictures illustrating change-of-season effects on local environment (e.g., fall leaves, spring flowers, snow) following the read-aloud of a big book.</p>	<p>ELP Level 4 Expanding MPI</p> <p>Identify clothing and activities associated with the changes of seasons using simple sentences in a pocket chart following the read-aloud of a big book.</p>	

Building Receptive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) Language Function how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS		The language of EXPLANATIONS		The language of ARGUMENTS		The language of DISCUSSIONS	
Arrange	Name	Apply	Identify	Compare	Express	Answer	Initiate
Brainstorm	Order	Chart	Illustrate	Compose	Extract	Ask	Participate in
Categorize	Paraphrase	Classify	Interpret	Confirm	Interpret	Associate	Present
Compose	Reenact	Compare	Narrate	Connect	Justify	Compare	Recommend
Construct	Repeat	Compose	Note	Construct	Negotiate	Confirm	Reflect on
Copy	Replicate	Contrast	Organize	Critique	Respond to	Converse	Request
Cross check	Restate	Define	Present	Defend	Restate	Discuss	Respond to
Draw	Retell	Describe	Role play	Define	Suggest	Edit	Revise
Find	Rewrite	Develop	Show	Elaborate		Give	Use
Follow directions	Select	Express	Summarize			Indicate	
Label	Sequence	Follow directions	Tell				
List	Share	Generalize	Trace				
Locate	State						
Make	Take notes						

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.

ELA Sensory Supports	ELA Graphic Supports	ELA Interactive Supports
Acting/Reader's Theater	Cloze Paragraphs/Sentences	Bilingual/Picture Dictionaries
Audio Books	Gallery Walk	Internet/Software Programs
Felt/Magnetic Figures	Graphic Organizer	Jigsaw Activities
Illustrations/Photographs	Illustrated Word/Phrase Banks or Walls	Pairs/Triads/Small Groups
Manipulatives	Information Chunking	Teacher Modeling/Monitoring
Pantomime	Rubrics	Use of LI
Read Alouds	Study Guides/Guided Notes	
Realia	Written Objectives	
Role Play		
Songs/Chants		
Total Physical Response (TPR)		
Videos		

Differentiation Template

ELD Standard:

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce _____.

Academic Language Components

	Academic Language Components				
Discourse	Sentence			Word	
ELP Level-specific Pis Include:	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging
<p>1) Language Function</p> <p>2) Content Stem (consist across all levels)</p> <p>3) Instructional Support(s)</p> <p><i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i></p>					

**Grade 1
SCIENCE**

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Receptive Domains of Listening and Reading**

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for a select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per EL level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (receptive/productive).

Each **Receptive** Overlay contains:

Page 1: Introduction

Page 2: Example Listening Differentiation with Model Performance Indicators (MPIs)

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Page 4: Receptive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Listening Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.2.1.B1 Demonstrate various types of motion. Observe and describe how pushes and pulls change the motion of objects.

Concepts:

- Observable changes and patterns in the sky are caused by motions in the Earth-moon-sun system.
- ESS1.A The motion of the sun, moon and earth relates to time. (days, months, years)
- Observable changes and patterns in the sky are caused by motions in the Earth-moon-sun system.
- Patterns of the motion of the sun, moon and stars in the sky can be observed, described and predicted.

Competencies:

- 1-LS1-2 Make observations and describe the different parts of organisms that help them survive, grow, and meet their needs.
- 1-ESS1-1 Use observations of stars, moon, and sun in the day and night sky to describe patterns that can be predicted. Use observations to compare the motion of the sun, earth and moon as it relates to time.
- 1-LS1-1 Design a model that replicates the function of an organism's structure.
- 1-ESS1-2 Observe and describe patterns of objects in the sky that are cyclic and can be predicted. Observe, describe, and predict patterns of daily change in the appearance and visibility of the moon and sun.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will **DISCUSS**.

Academic Language Components			
Discourse	Sentence	Word	
Forces/Motions Flip book Build a roller coaster	I predict that the object will... when I...	Rotation Tides Phases of the moon Machines	EL Level 5 Bridging MPI Construct models to test force and motion based on extended oral discourse using realia with a partner.
EL Level 1 Entering MPI Construct models to test force and motion based on one-step oral commands in small groups using L1 or L2.	EL Level 2 Emerging MPI Construct models to test force and motion based on segmented instruction (e.g. "Get the blocks. [pause] Get the ramp. [pause]...") in small groups using L1 or L2.	EL Level 3 Developing MPI Construct models to test force and motion based on a series of oral statements using realia in a small group.	EL Level 4 Expanding MPI Construct models to test force and motion based on oral discourse using realia in a small group.

Reading Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.1.A1 Categorize living and nonliving things by external characteristics

Concepts:

- LS1.A Organisms have external structures that serve various functions in growth, survival, behavior, and reproduction.
- Organisms have external structures that help them survive, grow and meet their needs.
- Organisms have external structures that help them survive, grow and meet their needs.

Competencies:

- 1-LS1-1 Observe and categorize living and nonliving things by external characteristics.
- Classify plants and animals according to physical characteristics they share.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will process **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Classify organisms by characteristics Sort picture of organisms by characteristics Compare/Contrast internal and external characteristics Explain the different between living and nonliving things. Mary Had a Little Lamp by Jack Lechner (2008)	These are in the same group because. . . This belongs in this group because . . . I was that . . . At first I thought that . . . but now . . .	Organisms Internal characteristics External characteristics
EL Level 1 Entering MPI Match labels of living and nonliving things with a partner.	EL Level 2 Emerging MPI Identify characteristics of living and nonliving things based on illustrated descriptions with a partner.	EL Level 3 Developing MPI Sort characteristics of living and nonliving things based on illustrated texts using a graphic organizer in a small group.
EL Level 4 Expanding MPI Sort characteristics of living and nonliving things based on illustrated texts using a graphic organizer.	EL Level 5 Bridging MPI Match descriptive phrases to realia or photographs of living and nonliving things.	

Building Receptive Performance Indicators (PIs) to differentiate and scaffold instruction per EL level by adjusting the language function and instructional support.

1) Language Function how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS	The language of EXPLANATIONS	The language of ARGUMENTS	The language of DISCUSSIONS
Arrange Brainstorm Categorize Compose Construct Copy Cross check Draw Find Follow directions Label List Locate Make	Apply Chart Classify Compare Compose Contrast Define Describe Develop Express Follow directions Generalize	Compare Compose Confirm Connect Construct Critique Defend Define Elaborate	Answer Ask Associate Compare Confirm Converse Discuss Edit Give Indicate
Name Order Paraphrase Reenact Repeat Replicate Restate Retell Rewrite Select Sequence Share State Take notes	Identify Illustrate Interpret Narrate Note Organize Present Role play Show Summarize Tell Trace	Express Extract Interpret Justify Negotiate Respond to Restate Suggest	Initiate Participate in Present Recommend Reflect on Request Respond to Revise Use

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all EL levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from EL level 1 to level 5.

ELA Sensory Supports	ELA Graphic Supports	ELA Interactive Supports
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime Read Alouds Realia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1

Differentiation Template

ELD Standard:

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce _____.

Academic Language Components

Discourse

Sentence

Word

EL Level-specific PIs

Include:

1) Language Function

2) Content Stem

(consist across all levels)

3) Instructional

Support(s)

Language functions and instructional supports can be selected from Page 4, or supplied by the educator.

EL Level 1 Entering

EL Level 2 Emerging

EL Level 3 Developing

EL Level 4 Expanding

EL Level 5 Bridging

**Grades 4-5
SCIENCE**

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Receptive Domains of Listening and Reading**

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Page 1: Introduction

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Page 4: Receptive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Listening Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 4.2.4.C.2. Identify various means of conserving natural resources.

Concepts:

- ESS3.A Energy that humans use is derived from multiple natural sources and their use affects the environment in many ways.
- ESS3.C Human activities in agriculture, industry, and everyday life have had major effects on land, vegetation, streams, ocean, and air.

Competencies:

- 4-ESS3-1 Research multiple sources to describe ways that energy and fuels are derived from natural resources and their impact.
- 5-ESS3-1 Research and communicate how communities are using science to protect resources and environments.

Key Use of Academic Language (KUJALA): Students at all levels of English proficiency will process **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
<p>I think this is _____ because...</p> <p>I agree with _____ because...</p> <p>I disagree with _____ because...</p> <p>A question/problem is...and a solution could be...</p> <p>What I hear you saying is...</p> <p>Based on that, I infer...</p> <p>I guess/predict/imagine...</p>	<p>Ways that _____ are the same are...</p> <p>Ways that _____ are different are...</p> <p>This is an example of...</p> <p>I can picture...</p> <p>I wonder...</p>	<p>natural resources</p> <p>renewable resource</p> <p>nonrenewable resource</p> <p>land</p> <p>vegetation</p> <p>streams</p> <p>ocean</p> <p>air</p> <p>energy</p> <p>fuel</p> <p>environment</p> <p>human impact</p> <p>cause/effect</p> <p>classify</p> <p>identify</p> <p>describe</p> <p>evidence</p> <p>illustrate/show</p>
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI
Identify conservation measures using pictures and realia following oral descriptions.	Select and label the orally described conservation measures using realia with a partner.	Categorize conservation choices (e.g., past and present technology use) using real life examples.
ELP Level 4 Expanding MPI	ELP Level 5 Bridging MPI	
Explain features of geological forms using a graphic organizer.	Evaluate and explain characteristics of geological forms from grade-level material.	

Reading Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.5.4.C.2. Identify weather patterns from data charts (including temperature, wind direction and speed, precipitation) and graphs of the data.

Concepts:

- ESS2.A Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation as well as downhill flows on land.

Competencies:

- 5-ESS2-1 Utilizing observations and data, explain the patterns of weather in a given location.
- Investigate movement of water in the Earth's systems and research and develop models for the cycling of water.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will process **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
<p>I noticed _____ happened because...</p> <p>The cause of _____ is...</p> <p>An effect of _____ is...</p> <p>I find _____ to be interesting because...</p> <p>I heard evidence of _____ from...</p> <p>I need more information on _____ because...</p>	<p>This is an example of...</p> <p>I can picture...</p> <p>I wonder...</p> <p>I know this is _____ because...</p> <p>This (picture/model/visual/etc.) helps me explain...</p> <p>This is similar to...</p> <p>This is different from...</p>	<p>wind</p> <p>air mass</p> <p>cause/effect</p> <p>front</p> <p>measure</p> <p>atmosphere</p> <p>thermometer</p> <p>data</p> <p>landforms</p> <p>barometer</p> <p>runoff</p> <p>observe</p> <p>illustrate/show</p> <p>high and low pressure</p> <p>cloud types (e.g., cirrus, cumulus; stratus)</p> <p>precipitation types (e.g., snow; sleet; hail)</p> <p>tasks (e.g., explain; describe; model)</p>
	ELP Level 3 Developing MPI	ELP Level 4 Expanding MPI
	Sequence descriptive sentences and pictures to illustrate weather patterns.	Interpret texts to find solutions to weather pattern prediction problems with a small group.
	ELP Level 2 Emerging MPI	ELP Level 5 Bridging MPI
Match labels and symbols of weather patterns with teacher modeling.	Identify weather patterns from visually supported captions or short statements.	Research the effects of weather patterns on the community using grade-level reading material.

Building Receptive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) Language Function how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS	The language of EXPLANATIONS	The language of ARGUMENTS	The language of DISCUSSIONS
Arrange Brainstorm Categorize Compose Construct Copy Cross check Draw Find Follow directions	Apply Chart Classify Compare Compose Contrast Define Describe Develop Express Follow directions Generalize	Compare Compose Confirm Connect Construct Critique Defend Define Elaborate	Answer Ask Associate Compare Confirm Converse Discuss Edit Give Indicate Initiate Participate in Present Recommend Reflect on Request Respond to Revise Use

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.

ELA Sensory Supports		ELA Graphic Supports		ELA Interactive Supports	
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime	Read Alouds Realia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1		

Differentiation Template

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will _____.

Academic Language Components

	Discourse	Sentence	Word
<p>ELP Level-specific PIs Include: 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i></p>	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing
	ELP Level 4 Expanding	ELP Level 5 Bridging	

**Grades 6-8
SCIENCE**

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Receptive Domains of Listening and Reading**

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per EL level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (receptive/productive).

Each **Receptive** Overlay contains:

Page 1: Introduction

Page 2: Example Listening Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Reading Differentiation with Model Performance Indicators (MPIs)

Page 4: Receptive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Listening Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.7.A1. Describe the similarities and differences of physical characteristics in diverse organisms

Concepts: All living things have adaptations that help them survive and reproduce in their environment

Competencies: Use argument based evidence to support the notion that living things are able to survive and reproduce based on structural or behavioral adaptations.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will process **ARGUMENTS**.

Academic Language Components

Discourse	Sentence	Word
Comparing/Contrasting essay (thesis; evidence; conclusion)	<p>One similarity/difference between [subject 1] and [subject 2] is</p> <p>[Subject 1] and [subject 2] are similar because they both....</p> <p>[Subject 1] and [subject 2] are rather different because while</p> <p>[subject 1] has _____, [subject 2] has _____</p>	Adaptions Structural Behavior
ELP Level 1 Entering MPI Critique a peer's oral presentation of the description of an organism's reproductive adaptations with use of L1 support and in small groups	ELP Level 2 Emerging MPI Critique a peer's oral presentation of the description of an organism's reproductive adaptations with visually-supported rubric and in small groups	ELP Level 3 Developing MPI Critique a peer's oral presentation of the description of an organism's reproductive adaptations with a small group
ELP Level 4 Expanding MPI Critique a peer's oral presentation of the description of an organism's reproductive adaptations with a partner	ELP Level 5 Bridging MPI Evaluate a peer's oral presentation of the description of an organism's reproductive adaptations using a rubric.	

Reading Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): Standard 3.1.7.C1. Describe how natural selection is a underlying factor in a population's ability to adapt to changes

Concepts: The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, change, and extinction, of many life forms throughout the history of life on Earth.

Competencies: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will process **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Natural selection model (scenarios; graphical representation; data)	<p>_____ was a result of _____.</p> <p>This leads to _____.</p> <p>The change results in _____.</p> <p>As a result _____.</p>	<p>existence</p> <p>mutation</p> <p>fitness</p> <p>extinction</p> <p>fossil</p> <p>limiting factors</p>
ELP Level 1 Entering MPI Match picture to vocabulary of stages of evolution	ELP Level 2 Emerging MPI Sequence illustrated text of the stages of evolution	ELP Level 3 Developing MPI Identify evidence from the text that documents the change of a life form throughout the history of life on Earth using a graphic organizer with a partner
	ELP Level 4 Expanding MPI Cite evidence from the text that documents the change of a life form throughout the history of life on Earth with graphic organizer	ELP Level 5 Bridging MPI Cite evidence from the text that documents the change of a life form throughout the history of life on Earth

Building Receptive Performance Indicators (PIs) to differentiate and scaffold instruction per EL level by adjusting the language function and instructional support.

1) Language Function how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS	The language of EXPLANATIONS	The language of ARGUMENTS	The language of DISCUSSIONS
Arrange Brainstorm Categorize Compose Construct Copy Cross check Draw Find Follow directions Label List Locate Make	Apply Chart Classify Compare Compose Contrast Define Describe Develop Express Follow directions Generalize	Compare Compose Confirm Connect Construct Critique Defend Define Elaborate	Answer Ask Associate Compare Confirm Converse Discuss Edit Give Indicate Initiate Participate in Present Recommend Reflect on Request Respond to Revise Use

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all EL levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from EL level 1 to level 5.

ELA Sensory Supports	ELA Graphic Supports	ELA Interactive Supports
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime Read Alouds Realia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1

Differentiation Template

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will _____.

Academic Language Components

	Sentence			Word		
	Discourse	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging
<p>ELP Level-specific PIs</p> <p>Include:</p> <ol style="list-style-type: none"> 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i> 						

Grades 9-12
SCIENCE

Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Receptive Domains of Listening and Reading

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per EL level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (receptive/productive).

Each **Receptive** Overlay contains:

Page 1: Introduction

Page 2: Example Listening Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Reading Differentiation with Model Performance Indicators (MPIs)

Page 4: Receptive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Listening Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.10.A5 Relate life processes to sub-cellular and cellular structures to their functions

Concepts: Mitosis is the process in which individual cells multiply, which allows multicellular organisms to grow. Both daughter cells receive identical genetic information from the original parent cell.

Competencies: Use a model to explain how mitotic cell division results in daughter cells with identical patterns of genetic materials essential for growth and repair of multicellular organisms.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will process **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Scientific Model (graphical representation of steps; labels)	First, ___ and second, ___ finally ___ After ... the next step is/was to ___ In the first stage/phase, ___ The transition between stages ___ and ___ can be described as ___	Mitosis Nuclear division Diploid
EL Level 1 Entering MPI Listen to a description of the process of mitotic cell division with visual support and label a model with word bank	EL Level 2 Emerging MPI Listen to a description of the process of mitotic cell division with visual support and label a model	EL Level 3 Developing MPI Explain how the mitotic cell division process results in daughter cells using a sequence chart
	EL Level 4 Expanding MPI Explain how the mitotic cell division process results in daughter cells using a cell model using a partially completed graphic organizer	EL Level 5 Bridging MPI Explain how the mitotic cell division process results in daughter cells using a cell model using a graphic organizer

Reading Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.10.B3 Describe the role of DNA in protein synthesis as it relates to gene expression.

Concepts:

- In sexual reproduction, specialized cell division, meiosis, occurs resulting in the production of sex cells (sperm and egg cells).
- Offspring inherit 23 chromosomes from each parent resulting in 46 total chromosomes.

Competencies: Use a model to explain the role of cellular division and the mechanisms in meiosis for transmitting genetic information from parents to offspring.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will process **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Scientific Model (graphical representation of steps; labels)	<p>We can interpret _____ as _____</p> <p>Given the evidence, we can deduce that _____ based on _____</p> <p>_____ can be differentiated from _____ based on _____</p> <p>After a thorough analysis of the evidence, we conclude that _____</p> <p>_____ is related to _____ insofar as _____</p> <p>_____ and _____ are connected by _____. This is important because _____</p>	<p>DNA</p> <p>Double helix</p> <p>Enzyme</p> <p>Cytosine</p> <p>Guanine</p> <p>Nucleotide</p> <p>Replication</p>
EL Level 1 Entering MPI Select traits related to patterns of inheritance (e.g., blond vs. black hair, short tails vs. long tails) with visual support	EL Level 2 Emerging MPI Identify the different parts of a DNA molecule on a diagram with a partner	EL Level 3 Developing MPI Describe the role of protein synthesis in cell reproduction using poster support
	EL Level 4 Expanding MPI Draw conclusions about the impact of breeding using guided notes (e.g., dog, fruit, flower breeding)	EL Level 5 Bridging MPI Analyze genetic mutations and the how the DNA sequence may or may not affect phenotype using illustrations/photographs

Building Receptive Performance Indicators (PIs) to differentiate and scaffold instruction per EL level by adjusting the language function and instructional support.

1) Language Function how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS		The language of EXPLANATIONS		The language of ARGUMENTS		The language of DISCUSSIONS	
Arrange	Name	Apply	Identify	Compare	Express	Answer	Initiate
Brainstorm	Order	Chart	Illustrate	Compose	Extract	Ask	Participate in
Categorize	Paraphrase	Classify	Interpret	Confirm	Interpret	Associate	Present
Compose	Reenact	Compare	Narrate	Connect	Justify	Compare	Recommend
Construct	Repeat	Compose	Note	Construct	Negotiate	Confirm	Reflect on
Copy	Replicate	Contrast	Organize	Critique	Respond to	Converse	Request
Cross check	Restate	Define	Present	Defend	Restate	Discuss	Respond to
Draw	Retell	Describe	Role play	Define	Suggest	Edit	Revise
Find	Rewrite	Develop	Show	Elaborate		Give	Use
Follow	Select	Express	Summarize			Indicate	
directions	Sequence	Follow	Tell				
Label	Share	directions	Trace				
List	State	Generalize					
Locate	Take notes						
Make							

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all EL levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from EL level 1 to level 5.

ELA Sensory Supports	ELA Graphic Supports	ELA Interactive Supports
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime Read Alouds Realia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1

Differentiation Template

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will _____.

Academic Language Components

Discourse

Sentence

Word

EL Level 1 Entering

EL Level 2 Emerging

EL Level 3 Developing

EL Level 4 Expanding

EL Level 5 Bridging

Include:

1) Language Function

2) Content Stem
(consist across all levels)

3) Instructional Support(s)

Language functions and instructional supports can be selected from Page 4, or supplied by the educator.

Pre-Kindergarten-Kindergarten

Science

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

Productive Domains of Speaking and Writing

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for a select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPis) which differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (receptive/productive).

Each **Productive** Overlay contains:

Page 1: Introduction

Page 2: Example Speaking Differentiation with Model Performance Indicators (MPis)

Page 3: Example Writing Differentiation with Model Performance Indicators (MPis)

Page 4: Productive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Speaking Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.3.K.A5 Record daily weather conditions using simple charts and graphs. Identify seasonal changes in the environment. Distinguish between types of precipitation.

Concepts: ESS2.D Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.

Competencies:

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-PS3-1 Make observations to determine the effect of sunlight on the Earth's surface.
- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to weather.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **RECOUNTS**.

Academic Language Components

Discourse	Sentence	Word
Students present Daily weather calendar Develop a drawing of a tree for each season Explain clothes for each season/part of the world	Give me an example of something you would wear during the ___ season? Explain Describe the weather. How is the weather same and different in different environments? What is the weather like today in . . . How could we find that information? What are the 4 seasons of an apple tree?	Winter Spring Summer Fall Weather Rain, sleet, snow, wind, sun Thermometer Hot, cold, warm, cool
ELP Level 1 Entering MPI Identify precipitation types using visual-supporting materials (e.g., picture cards, illustrated word wall) in a small group.	ELP Level 2 Emerging MPI Describe using single words or short phrases precipitation types using visual-supported materials (e.g., picture cards, illustrated word wall).	ELP Level 3 Developing MPI Identify and describe precipitation types using phrases chorally.
ELP Level 4 Expanding MPI Report precipitation type of the day using visual cues and simple sentences.	ELP Level 5 Bridging MPI Describe precipitation types with a partner using a sentence frame script.	

Writing Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 4.1.K.A Identify the similarities and differences of living and non-living things within the immediate and surrounding environment.

Concepts: ESS3.A Living things need water, air, and resources from the land, and they live in places that have the things they need.

Competencies: K-ESS3-1 Use a model to explain the relationship between the needs of different plants or animals and the places they live.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Sort pictures of living and non-living things and explain your thinking Scavenger hunt Living/nonliving anchor chart Label non-living and living things	How do you know . . . What are the characteristics of How can you tell What are some things that all _____ things have in common?	Living Non-living Trait/characteristics Organism
ELP Level 1 Entering MPI Distinguish living things from non-living by circling appropriate pictures with teacher modeling.	ELP Level 2 Emerging MPI Draw pictures of living and non-living things with a partner.	ELP Level 3 Developing MPI Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.
	ELP Level 4 Expanding MPI Draw and label pictures of living and non-living things with words or invented spellings with a picture dictionary.	ELP Level 5 Bridging MPI Draw and label living things and non-living things with words or short sentences with a partner or triads.

Building Productive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) Language Function how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS	The language of EXPLANATIONS	The language of ARGUMENTS	The language of DISCUSSIONS
Arrange Brainstorm Categorize Compose Construct Copy Cross check Draw Find Follow directions Label List Locate Make	Apply Chart Classify Compare Compose Contrast Define Describe Develop Express Follow directions Generalize	Compare Compose Confirm Connect Construct Critique Defend Define Elaborate	Answer Ask Associate Compare Confirm Converse Discuss Edit Give Indicate Initiate Participate in Present Recommend Reflect on Request Respond to Revise Use

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.

ELA Sensory Supports	ELA Graphic Supports	ELA Interactive Supports
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime Read Alouds Realia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1

Differentiation Template

ELD Standard:

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce _____.

Academic Language Components

	Sentence			Word	
	Discourse				
ELP Level-Specific Pls	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging
Include: 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i>					

**Grade 1
Science**

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of Speaking and Writing**

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The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for a select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (receptive/productive).

Each **Productive** Overlay contains:

Page 1: Introduction

Page 2: Example Speaking Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Writing Differentiation with Model Performance Indicators (MPIs)

Page 4: Productive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Speaking Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 4.1.1.C Describe a simple food chain within a terrestrial habitat.

Concepts: Organisms have external structures that help them survive, grow and meet their needs.

Competencies:

- 1-LS1-2 Make observations and describe the different parts of organisms that help them survive, grow, and meet their needs.
- 1-LS1-1 Design a model that replicates the function of an organism's structure.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will **DISCUSS**.

Academic Language Components

Discourse	Sentence	Word
Create/label a food web of a terrestrial habitat. Discuss relationships between organisms in the food chain Defend a position	Which food comes from different habitat? I think that ____ is a consumer/producer because... I think a ____ lives in this habitat because Is this a predator/prey organism?	Terrestrial Habitat Caves/mines Farms/cities/towns Water/trees Food chain Producer Consumer Energy Photosynthesis Nutrition Predator/prey
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI
Point to and name parts of an illustrated food chain with teacher modeling.	Describe (using words and phrases) the parts of a food chain presented in a model or illustration with a partner.	Describe (using simple sentences) the parts of a food chain from illustrated models.
		ELP Level 4 Expanding MPI
		Discuss the relationship between the parts of a food chain from illustrated models using sentence frames with a partner.
		ELP Level 5 Bridging MPI
		Discuss the relationship between the parts of a food chain from illustrated models in a small group.

Writing Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.K.A3 Observe, compare, and describe stages of life cycles for plants and/or animals.

Concepts: Plants and animals have a life cycle.

Competencies: Observe and compare the stages of life cycles of organisms (plants & animals).

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse		Sentence	Word
Label a diagram of the life cycle of a ____ Write a poem about the life cycle of a ____. Arrange pictures and explain the life cycle of a ____ Draw and explain the stages of		Which stage comes after . . . Which stage comes before . . .	Living Dead Cycle Metamorphosis
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI	ELP Level 4 Expanding MPI
Draw and label pictures of stages of life cycles using illustrated word banks (e.g., seed, sprout).	Describe the stages of life cycles using drawings and phrases an illustrated word bank.	Describe the stages of life cycles using phrases and sentences with an illustrated word bank.	Describe in detail the stages of life cycles with an illustrated word bank and a graphic organizer.
			ELP Level 5 Bridging MPI
			Produce stories about the stages of life cycles with visual support.

Building Productive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) Language Function how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS		The language of EXPLANATIONS		The language of ARGUMENTS		The language of DISCUSSIONS	
Arrange	Name	Apply	Identify	Compare	Express	Answer	Initiate
Brainstorm	Order	Chart	Illustrate	Compose	Extract	Ask	Participate in
Categorize	Paraphrase	Classify	Interpret	Confirm	Interpret	Associate	Present
Compose	Reenact	Compare	Narrate	Connect	Justify	Compare	Recommend
Construct	Repeat	Compose	Note	Construct	Negotiate	Confirm	Reflect on
Copy	Replicate	Contrast	Organize	Critique	Respond to	Converse	Request
Cross check	Restate	Define	Present	Defend	Restate	Discuss	Respond to
Draw	Retail	Describe	Role play	Define	Suggest	Edit	Revise
Find	Rewrite	Develop	Show	Elaborate		Give	Use
Follow directions	Select	Express	Summarize			Indicate	
Label	Sequence	Follow directions	Tell				
List	Share	Generalize	Trace				
Locate	State						
Make	Take notes						

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.

ELA Sensory Supports		ELA Graphic Supports		ELA Interactive Supports	
Acting/Reader's Theater	Read Alouds	Cloze Paragraphs/Sentences	Bilingual/Picture Dictionaries		
Audio Books	Realia	Gallery Walk	Internet/Software Programs		
Felt/Magnetic Figures	Role Play	Graphic Organizer	Jigsaw Activities		
Illustrations/Photographs	Songs/Chants	Illustrated Word/Phrase Banks or Walls	Pairs/Triads/Small Groups		
Manipulatives	Total Physical Response (TPR)	Information Chunking	Teacher Modeling/Monitoring		
Pantomime	Videos	Rubrics	Use of L1		
		Study Guides/Guided Notes			
		Written Objectives			

Differentiation Template

ELD Standard:

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce _____.

Academic Language Components

	Discourse	Sentence	Word
<p>ELP Level-specific PIs Include:</p> <ol style="list-style-type: none"> 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <p><i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i></p>	<p>ELP Level 1 Entering</p>	<p>ELP Level 2 Emerging</p>	<p>ELP Level 3 Developing</p>
	<p>ELP Level 4 Expanding</p>	<p>ELP Level 5 Bridging</p>	

**Grades 4-5
SCIENCE**

**Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of Speaking and Writing**

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

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The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (Productive/productive).

Each **Productive** Overlay contains:

Page 1: Introduction

Page 2: Example Speaking Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Writing Differentiation with Model Performance Indicators (MPIs)

Page 5: Productive Performance Indicator (PI) Builder

Page 6: Differentiation Template

Speaking Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.5.4.A.2. Identify various earth structures (e.g., mountains, faults, drainage basins) through the use of models.

Concepts:

- ESS2.B The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns.
- ESS2.A Water occurs underground, above ground, and in the atmosphere.
- ESS1.C Many types of rocks and minerals are formed from the remains of organisms or are altered by their activities.

Competencies:

- ESS2-3 Analyze and interpret data from maps to describe Earth's features (e.g., mountains, valleys, caves, sinkholes, lakes, rivers, peninsulas, lentic/lotic water systems, etc.).
- 4-ESS2-2 Identify various types of water environments in Pennsylvania.
- 4-ESS1-1 Use fossils as evidence to infer that some rocks were formed from the remains of once living organisms.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
<p>I noticed _____ happened because...</p> <p>The cause of _____ is...</p> <p>An effect of _____ is...</p> <p>I find _____ to be interesting because...</p> <p>I heard evidence of _____ from...</p> <p>I need more information on _____ because...</p> <p>This model represents...</p> <p>The difference between sources is...</p> <p>This map is showing/representing...</p>	<p>This is an example of...</p> <p>I can picture...</p> <p>I wonder...</p> <p>I know this is _____ because...</p> <p>This (picture/model/visual/etc.) helps me explain...</p> <p>This is similar to...</p> <p>This is different from...</p> <p>This is a result of...</p> <p>This is evidence of...</p>	<p>tsunami</p> <p>geology</p> <p>plate</p> <p>tectonics</p> <p>underground</p> <p>atmosphere</p> <p>fossils</p> <p>landforms</p> <p>organism</p> <p>water</p> <p>environment</p> <p>map</p> <p>location</p> <p>source</p> <p>represent</p> <p>compare</p> <p>contrast</p> <p>evidence</p> <p>model</p> <p>infer</p> <p>conclude</p> <p>observe</p>
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI
Name parts of geological forms with a small group.	Ask WH-questions about geological forms using pictures and realia with a partner.	Describe how geological forms are organized with a partner.
ELP Level 4 Expanding MPI	ELP Level 5 Bridging MPI	
Explain features of geological forms using a graphic organizer.	Evaluate and explain characteristics of geological forms from grade-level material.	

Writing Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.7.B.2. Apply models to predict specific results and observations (e.g., population growth, effects of infectious organisms)

Concepts:

- ESS2.A All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. The energy is derived from the sun and the earth's interior. These flows and cycles produce chemical and physical changes in Earth's materials and living organisms.
- ESS2.A Earth's major systems are the geosphere, hydrosphere, and biosphere, which interact in multiple ways to affect the Earth's surface materials and processes.

Competencies:

- 5-LS2-1 Use models to trace the cycling of particles of matter between the air and soil and among plants, animals, and microbes.
- 5-ESS2-1 Develop a model to describe the ways the geosphere, hydrosphere, and biosphere interact.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
<p>I noticed _____ happened because...</p> <p>The cause of _____ is...</p> <p>An effect of _____ is...</p> <p>I am showing evidence of _____ from...</p> <p>I need more information on _____ because...</p> <p>The difference between sources is...</p> <p>The model is showing that _____ happened because...</p>	<p>This shows...</p> <p>This is like...</p> <p>This is an example of...</p> <p>This represents...</p> <p>The main idea here is...</p> <p>This helps me explain...</p> <p>This is the same/unlike as/because...</p> <p>This is important because...</p>	<p>source</p> <p>represent</p> <p>compare/contrast</p> <p>evidence</p> <p>model</p> <p>infer</p> <p>conclude</p> <p>explain</p> <p>build</p> <p>summarize</p> <p>present</p> <p>observe</p> <p>measure</p> <p>illustrate</p> <p>cause/effect</p> <p>map/model key or legend</p>
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI
Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	Describe and record observations of scientific phenomena on a tri-fold science board.
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI
Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	Describe and record observations of scientific phenomena on a tri-fold science board.
ELP Level 4 Expanding MPI	ELP Level 5 Bridging MPI	
Produce journals based on scientific observations from classroom experiments.	Summarize explanations and observations in a scientific journal using grade-level materials.	

Building Productive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) Language Function how students will process language during a Productive activity to demonstrate attainment of the ELD and content standard.			
The language of RECOUNTS	The language of EXPLANATIONS	The language of ARGUMENTS	The language of DISCUSSIONS
Arrange Brainstorm Categorize Compare Construct Copy Cross check Draw Find Follow directions Label List Locate Make	Apply Chart Classify Compare Compose Contrast Define Describe Develop Express Follow directions Generalize	Compare Compose Confirm Connect Construct Critique Defend Define Elaborate	Answer Ask Associate Compare Confirm Converse Discuss Edit Give Indicate Initiate Participate in Present Recommend Reflect on Request Respond to Revise Use
2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels:			
3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.			
ELA Sensory Supports		ELA Interactive Supports	
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime Read Alouds Realia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1	

Differentiation Template

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will _____.

Academic Language Components

	Academic Language Components				
	Discourse	Sentence			Word
ELP Level-specific PIs	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging
Include: 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i>					

Grades 6-8
SCIENCE

Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of Speaking and Writing

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (Productive/productive).

Each **Productive** Overlay contains:

Page 1: Introduction

Page 2: Example Speaking Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Writing Differentiation with Model Performance Indicators (MPIs)

Page 4: Productive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Speaking Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.7.A7. Compare life processes (e.g. growth, digestion) at the organism level with life processes at the cellular level.

Concepts:

- All living things are made up of cells, which is the smallest unit that can be said to be alive.
- An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).

Competencies: Conduct investigations to provide evidence that living things are made of cells and cells can be differentiated.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Scientific explanation (introduction; steps of processes; conclusion)	<p>One similarity/difference between [subject 1] and [subject 2] is ...</p> <p>[Subject 1] and [subject 2] are similar because they both....</p> <p>[Subject 1] and [subject 2] are rather different because while</p> <p>[subject 1] has _____, [subject 2] has _____.</p>	unicellular multicellular digestion
ELP Level 1 Entering MPI Sequence the steps of the investigation that provide evidence that livings things may be unicellular or multicellular the using picture-supported graphic organizer with a partner	ELP Level 2 Emerging MPI Sequence the steps of the investigation that provide evidence that livings things may be unicellular or multicellular the using picture-supported graphic organizer	ELP Level 3 Developing MPI Present the results of an investigation that provide evidence that livings things may be unicellular or multicellular using a visually supported graphic organizer
	ELP Level 4 Expanding MPI Present the results of an investigation that provide evidence that livings things may be unicellular or multicellular using a graphic organizer	ELP Level 5 Bridging MPI Present the results of an investigation that provide evidence that livings things may be unicellular or multicellular using student notes

Writing Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): S8.B.3.1 Explain relationships among organisms (e.g. producers/consumers, predator/prey) in an ecosystem.

Concepts: In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.

Competencies: Analyze data to provide evidence for the impact of resource availability on organisms and populations in an ecosystem.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Scientific Poster illustrating relationships and data graphs	<p>_____ is related to _____ because...</p> <p>As _____ increases/decreases , we see _____</p>	<p>producers/consumers</p> <p>predator/prey</p> <p>keystone species</p> <p>camouflage</p> <p>ecosystem</p>
ELP Level 1 Entering MPI Label a visually-supported map comparing the availability of resources using a word bank	ELP Level 2 Emerging MPI Make a graph comparing the availability of resources with the organism population in a given area	ELP Level 3 Developing MPI Report the impact of scarcity of food on organisms in a region using a variety of sources using a graphic organizer with a partner
	ELP Level 4 Expanding MPI Report the impact of scarcity of food on organisms in a region using a variety of sources using a graphic organizer	ELP Level 5 Bridging MPI Report the impact of scarcity of food on organisms in a region using a variety of sources

Building Productive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) Language Function how students will process language during a Productive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS	The language of EXPLANATIONS	The language of ARGUMENTS	The language of DISCUSSIONS
Arrange Brainstorm Categorize Compose Construct Copy Cross check Draw Find Follow directions Label List Locate Make	Apply Chart Classify Compare Compose Contrast Define Describe Develop Express Follow directions Generalize	Compare Compose Confirm Connect Construct Critique Defend Define Elaborate	Answer Ask Associate Compare Confirm Converse Discuss Edit Give Indicate
Name Order Paraphrase React Repeat Replicate Restate Retell Rewrite Select Sequence Share State Take notes	Identify Illustrate Interpret Narrate Note Organize Present Role play Show Summarize Tell Trace	Express Extract Interpret Justify Negotiate Respond to Restate Suggest	Initiate Participate in Present Recommend Reflect on Request Respond to Revise Use

2) **Content Stem** - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels: _____

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.

ELA Sensory Supports	ELA Graphic Supports	ELA Interactive Supports
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime Read Aloud Regalia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1

Differentiation Template

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will _____.

Academic Language Components

	Discourse	Sentence	Word
<p>ELP Level-specific PIs</p> <p>Include:</p> <ol style="list-style-type: none"> 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <p><i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i></p>	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing
	ELP Level 4 Expanding	ELP Level 5 Bridging	

Grades 9-12
SCIENCE

Framework for FORMATIVE/CLASSROOM Instruction and Assessment
Productive Domains of Speaking and Writing

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (productive/productive).

Each **Productive** Overlay contains:

Page 1: Introduction

Page 2: Example Speaking Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Writing Differentiation with Model Performance Indicators (MPIs)

Page 4: Productive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Speaking Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.1.10.C1 Explain the mechanisms of biological evolution.

Concepts: Differential survival and reproduction of organisms in a population that have advantageous heritable traits leads to an increase in future generations having the desired trait(s)

Competencies: Investigate and communicate data describing how changes in environmental conditions can affect the distribution of traits in a population and cause increases in the numbers of some species, the emergence of new species, and the extinction of other species.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse	Sentence	Word
Experiment Write-up (problem; hypothesis; materials; procedure; observations/data; conclusion)	I hypothesize that ___ made them ___ That wasn't caused by ___ because ___ Several factors contributed to the outcome. Namely, ___ ___ was a result of ___ The ___ led to ___	Extinction Heritage Species Allele
ELP Level 1 Entering MPI Discuss how natural selection can impact a population in a small group with visual or multimedia supports	ELP Level 2 Emerging MPI Discuss how natural selection can impact a population in a small group with a teacher-created outline	ELP Level 3 Developing MPI Discuss how natural selection can impact a population in a small group with class notes
ELP Level 4 Expanding MPI Discuss how natural selection can impact a population with a partner and class notes	ELP Level 5 Bridging MPI Discuss how natural selection can impact a population with class notes	

Writing Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 4.7.10.C.1. Explain factors that could lead to a species' increase or decrease.

Concepts: Natural selection is the result of four factors:

- the potential for a species to increase in number
- the genetic variation of individuals in a species due to mutation and sexual reproduction
- competition for an environment's limited supply of the resources
- the increase in number of those organisms that are better able to survive and reproduce in that environment.

Competencies: Use models to explain how the process of natural selection is the result of four factors.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **RECOUNTS**.

Academic Language Components

Discourse

Scientific Model (graphical representation of steps; labels)

Sentence

___ was a result of ___
 The ___ led to ___, which resulted in ___
 The change resulted in ___
 It combines with ___ to produce ___

Word

Generic
 Mutation
 Reproduce
 Survive

ELP Level 1 Entering MPI

Label a simple diagram of how the flow of energy within an ecosystem changes when one element is removed with small group

ELP Level 2 Emerging MPI

Take notes on a graphic organizer summarizing how the flow of energy within an ecosystem changes when one element is removed using phrase wall support and a partner

ELP Level 3 Developing MPI

Write a short essay summarizing how the flow of energy within an ecosystem changes when one element is removed with template support (e.g., descriptors of the roles of each organism)

ELP Level 4 Expanding MPI

Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with partner support (i.e., as it relates to the food web)

ELP Level 5 Bridging MPI

Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with peer edit (i.e., as it relates to the food web)

Building Productive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) Language Function how students will process language during a Productive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS		The language of EXPLANATIONS		The language of ARGUMENTS		The language of DISCUSSIONS	
Arrange	Name	Apply	Identify	Compare	Express	Answer	Initiate
Brainstorm	Order	Chart	Illustrate	Compose	Extract	Ask	Participate in
Categorize	Paraphrase	Classify	Interpret	Confirm	Interpret	Associate	Present
Compose	Reenact	Compare	Narrate	Connect	Justify	Compare	Recommend
Construct	Repeat	Compose	Note	Construct	Negotiate	Confirm	Reflect on
Copy	Replicate	Contrast	Organize	Critique	Respond to	Converse	Request
Cross check	Restate	Define	Present	Defend	Restate	Discuss	Respond to
Draw	Retail	Describe	Role play	Define	Suggest	Edit	Revise
Find	Rewrite	Develop	Show	Elaborate		Give	Use
Follow	Select	Express	Summarize			Indicate	
directions	Sequence	Follow	Tell				
Label	Share	directions	Trace				
List	State	Generalize					
Locate	Take notes						
Make							

2) Content Stem - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels:

3) Instructional Support - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.

ELA Sensory Supports		ELA Graphic Supports		ELA Interactive Supports	
Acting/Reader's Theater		Cloze Paragraphs/Sentences		Bilingual/Picture Dictionaries	
Audio Books		Gallery Walk		Internet/Software Programs	
Felt/Magnetic Figures		Graphic Organizer		Jigsaw Activities	
Illustrations/Photographs		Illustrated Word/Phrase Banks or Walls		Pairs/Triads/Small Groups	
Manipulatives		Information Chunking		Teacher Modeling/Monitoring	
Pantomime		Rubrics		Use of L1	
Read Alouds		Study Guides/Guided Notes			
Realia		Written Objectives			
Role Play					
Songs/Chants					
Total Physical Response (TPR)					
Videos					

Differentiation Template

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce _____.

Academic Language Components

		Academic Language Components			
Discourse		Sentence			
Word					
ELP Level-specific PIs	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging
Include: 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i>					