

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.	<p>Monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard.</p> <p>Identify the speaker's main idea.</p> <p>Connect new information to prior knowledge.</p> <p>Form a relevant response to the speaker's message.</p> <p>Listen with civility to the ideas of others.</p> <p>Listen in order to identify and use new words and concepts.</p>	<p>Civility</p> <p>Concepts</p> <p>Connections</p> <p>Fact/opinion</p> <p>Message</p> <p>Monitor</p> <p>Personal</p> <p>Reflect</p> <p>Response</p> <p>Summarize</p>	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.	Bridging

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