

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. | Deliver effective oral presentations by establishing a clear focus with a sharp distinct controlling point: <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 | Body language cues Controlling point Conversations/ discussions Details Intonation Pace Topic Volume | Answer WH-questions based on illustrations in response to stories, chants or poems. | Describe a character from an illustrated story to a partner. | Retell 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. | Level 6- Reaching |

| | <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 | | | | | | | | |
| Concepts | Competencies | Vocabulary | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
| Focus, content, organization, style and conventions work together to impact writing quality. | <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>Cause and effect</p> <p>Compare</p> <p>Contrast</p> <p>Describe</p> <p>Exaggeration</p> <p>Fiction</p> <p>Main idea</p> <p>Nonfiction</p> <p>Opinion</p> <p>Sequence</p> <p>Summary</p> <p>Topic</p> | Label family members in a drawing or picture using a word wall. | Write short sentences about a family picture or drawing using a word wall. | Write a journal entry about a family event using a picture dictionary or word wall. | Write a paragraph describing a family trip using a guided model. | Write a letter to a friend describing a family vacation using a guided model. | Level 6- Reaching |

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| | | | Content Stems | | | | |
| | | | Classify | Sentence Conventions | Write multiple resources | Write a paragraph | 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 | Rubric 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 Retell stories or events | Discuss Summarize Edit Revise | Express and defend Apply information React to writing | | | |