

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	
<p>Purpose, context and audience influence the content and delivery in speaking situations.</p>	<p>Deliver effective oral presentations by:</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 • 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 <p>Interact effectively in discussions by staying on topic :</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 by providing each speaker attention and respect <p>Comprehension Summarize key information and the</p>	<p>Body language cues Controlling point Conversations/ discussions Details Intonation Pace Topic Volume</p>	<p>Answer WH-questions based on visually supported information about stories.</p>	<p>Retell story elements using facts and illustrations.</p>	<p>Describe major issues and conflicts in various literary works within a small group.</p>	<p>Discuss issues and concepts in a variety of literary works within a small group.</p>	<p>Express and defend points of view of literary characters from a visually supported grade level text.</p>	<p>Level 6- Reaching</p>

	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							
Focus, content, organization, style, and conventions work together to impact writing quality.	<p>Write with a clear focus, identifying topic, purpose and audience. (focus)</p> <p>Develop topic-specific content that is explained and supported with details and examples appropriate to the audience and model using precise vocabulary. (content)</p> <p>Write one or more paragraphs that relate to the topic.</p> <p>Organize and sustain writing in a logical order, including an introduction and conclusion with appropriate transitions within and between paragraphs.</p> <p>Use grade appropriate conventions of written language when writing and editing. (i.e., correct spelling, capitalization, punctuation, grammar, and sentence formation) (conventions)</p> <p>Apply the writing process to develop a piece of work (i.e., prewrite, draft, revise, edit, and publish).</p> <ul style="list-style-type: none"> improving word choice checking the logic for order of 	<p>Author's purpose</p> <p>Content</p> <p>Conventions</p> <p>Edit</p> <p>Focus</p> <p>Graphics</p> <p>Headings</p> <p>Informational text</p> <p>Organization</p> <p>Rubric</p> <p>Setting</p> <p>Style</p> <p>Summary</p>	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.	Level 6- Reaching						
										Content Stems				
										Comprehension Communicate a message	Story retelling Sequence	Literary elements (conflict) Paragraph writing	Literary elements across texts 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