

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.
 Apply meaning and knowledge of words and their relationships to other words across content areas. 1.1.11.C.
 Write with a sharp, distinct focus, identifying topic, task, and audience.
 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.	Retell 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.

	<p>present ideas that support the thesis</p> <ul style="list-style-type: none"> 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 style="text-align: center;">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>	List key words pertaining to relevant topics using bilingual or picture dictionaries.	List key phrases on relevant topics using a visually supported graphic organizer.	Take notes and generate sentence outlines on relevant topics working with a partner.	Create summary paragraphs from notes using checklists or model paragraphs.	Write essays based on notes from lectures.	Level 6- Reaching			
			Content Stems								
			Speaking	Speaking	Speaking	Speaking	Speaking		Auto-biographical & biographical narratives Human interest Tragedies Author's perspective/ point of view	Auto-biographical & biographical narratives Human interest Tragedies Comedies Author's perspective/ point of view	Auto-biographical & biographical narratives Human interest Comedies Tragedies Author's perspective/ point and view Critical commentary
Writing	Writing	Writing	Writing	Writing	Write key phrases to topic	Write key phrases related to topic	Note taking Outline Write sentences	Summarize Edit	Writing Research		

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