

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>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>Kindergarten: 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>	Word	Content Stems					Level 6- Reaching
		Comprehension	Comprehension	Story retelling	Summarization	Express an opinion	
		Instructional Support					
		Teacher modeled language Visual aids	Shared writing Visual aids	Group work Visual aids Rebus stories Word wall	Partner work Visual aids Rebus stories	Cloze items Sentence starters	
		Language Use					
Name Answer "wh" question Produce drawings	Describe Produce icons or symbols	Retell stories Produce letter strings	Discuss Produce words with invented spelling Label	Explain Write common words			