

Pre-Kindergarten-Kindergarten

Science

Framework for FORMATIVE/CLASSROOM Instruction and Assessment

Productive Domains of **Speaking and Writing**

The Pennsylvania English Learner (EL) Overlays assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English learners, and are aligned with Pennsylvania's *EL Differentiation Protocol*.

The EL Overlays illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students. These are models that exemplify adaptations for a select instructional contexts and provide resources to extend this process to other instructional units. Key features of the Overlays are Model Performance Indicators (MPIs) which differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

The EL Overlays are organized by: 1) content area, 2) grade cluster, and 3) language domain (receptive/productive).

Each **Productive** Overlay contains:

Page 1: Introduction

Page 2: Example Speaking Differentiation with Model Performance Indicators (MPIs)

Page 3: Example Writing Differentiation with Model Performance Indicators (MPIs)

Page 4: Productive Performance Indicator (PI) Builder

Page 5: Differentiation Template

Speaking Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 3.3.K.A5 Record daily weather conditions using simple charts and graphs. Identify seasonal changes in the environment. Distinguish between types of precipitation.

Concepts: ESS2.D Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.

Competencies:

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-PS3-1 Make observations to determine the effect of sunlight on the Earth’s surface.
- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to weather.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **RECOUNTS**.

Academic Language Components

Discourse		Sentence		Word
Students present Daily weather calendar Develop a drawing of a tree for each season Explain clothes for each season/part of the world		Give me an example of something you would wear during the ____ season? Explain Describe the weather. How is the weather same and different in different environments? What is the weather like today in . . . How could we find that information? What are the 4 seasons of an apple tree?		Winter Spring Summer Fall Weather Rain, sleet, snow, wind, sun Thermometer Hot, cold, warm, cool
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI	ELP Level 4 Expanding MPI	ELP Level 5 Bridging MPI
Identify precipitation types using visual-supporting materials (e.g., picture cards, illustrated word wall) in a small group.	Describe using single words or short phrases precipitation types using visual-supported materials (e.g., picture cards, illustrated word wall).	Identify and describe precipitation types using phrases chorally.	Report precipitation type of the day using visual cues and simple sentences.	Describe precipitation types with a partner using a sentence frame script.

Writing Differentiation with Model Performance Indicators (MPIs)

ELD Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in Science.

Content Standard(s): 4.1.K.A Identify the similarities and differences of living and non-living things within the immediate and surrounding environment.

Concepts: ESS3.A Living things need water, air, and resources from the land, and they live in places that have the things they need.

Competencies: K-ESS3-1 Use a model to explain the relationship between the needs of different plants or animals and the places they live.

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce **EXPLANATIONS**.

Academic Language Components

Discourse		Sentence		Word
Sort pictures of living and non-living things and explain your thinking Scavenger hunt Living/nonliving anchor chart Label non-living and living things		How do you know . . . What are the characteristics of How can you tell What are some things that all _____ things have in common?		Living Non-living Trait/characteristics Organism
ELP Level 1 Entering MPI	ELP Level 2 Emerging MPI	ELP Level 3 Developing MPI	ELP Level 4 Expanding MPI	ELP Level 5 Bridging MPI
Distinguish living things from non-living by circling appropriate pictures with teacher modeling.	Draw pictures of living and non-living things with a partner.	Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.	Draw and label pictures of living and non-living things with words or invented spellings with a picture dictionary.	Draw and label living things and non-living things with words or short sentences with a partner or triads.

Building Productive Performance Indicators (PIs) to differentiate and scaffold instruction per ELP level by adjusting the language function and instructional support.

1) **Language Function** how students will process language during a receptive activity to demonstrate attainment of the ELD and content standard.

The language of RECOUNTS		The language of EXPLANATIONS		The language of ARGUMENTS		The language of DISCUSSIONS	
Arrange	Name	Apply	Identify	Compare	Express	Answer	Initiate
Brainstorm	Order	Chart	Illustrate	Compose	Extract	Ask	Participate in
Categorize	Paraphrase	Classify	Interpret	Confirm	Interpret	Associate	Present
Compose	Reenact	Compare	Narrate	Connect	Justify	Compare	Recommend
Construct	Repeat	Compose	Note	Construct	Negotiate	Confirm	Reflect on
Copy	Replicate	Contrast	Organize	Critique	Respond to	Converse	Request
Cross check	Restate	Define	Present	Defend	Restate	Discuss	Respond to
Draw	Retell	Describe	Role play	Define	Suggest	Edit	Revise
Find	Rewrite	Develop	Show	Elaborate		Give	Use
Follow directions	Select	Express	Summarize			Indicate	
Label	Sequence	Follow directions	Tell				
List	Share	Generalize	Trace				
Locate	State						
Make	Take notes						

2) **Content Stem** - Selected focus of grade-level curricular lesson/activity for all students which remains consistent across all ELP levels:

3) **Instructional Support** - Scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from ELP level 1 to level 5.

ELA Sensory Supports	ELA Graphic Supports	ELA Interactive Supports
Acting/Reader's Theater Audio Books Felt/Magnetic Figures Illustrations/Photographs Manipulatives Pantomime Read Alouds Realia Role Play Songs/Chants Total Physical Response (TPR) Videos	Cloze Paragraphs/Sentences Gallery Walk Graphic Organizer Illustrated Word/Phrase Banks or Walls Information Chunking Rubrics Study Guides/Guided Notes Written Objectives	Bilingual/Picture Dictionaries Internet/Software Programs Jigsaw Activities Pairs/Triads/Small Groups Teacher Modeling/Monitoring Use of L1

Differentiation Template

ELD Standard:

Content Standard(s):

Concepts:

Competencies:

Key Use of Academic Language (KUALA): Students at all levels of English proficiency will produce_____.

Academic Language Components

Discourse		Sentence		Word	
ELP Level-Specific PIs	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging
Include: 1) Language Function 2) Content Stem (consist across all levels) 3) Instructional Support(s) <i>Language functions and instructional supports can be selected from Page 4, or supplied by the educator.</i>					