

Protocol for Applying the PA ELL Overlays to Formative Instruction and Assessment

The following steps address the process of using the PA ELL Overlays to adapt instruction and assessment for ELLs. They provide a guide for educators to apply this process to their own instruction and assessment.

- *Reference the PA ELL Overlay Template*
- *All steps are explained in detail, and resources for implementation are included in the ELL Overlay Resource Guide*

Step 1: Identify the standards that the instructional unit, chapter, or lesson is addressing.

Step 2: Select the content area concepts and competencies that the instructional unit will develop.

Step 3: Identify the instructional objectives and language domains for the lesson.

Step 4: Identify the cognitive function that all students will be engaged in during this instructional lesson.

Step 5: Identify the key academic language components that students must acquire in order to access the content and demonstrate attainment of the standards. Use this information to identify a language target.

Step 6: Determine the content stem.

Step 7: Determine the language function for students at one of the proficiency levels.

Step 8: Choose instructional supports to amplify content input and scaffold content output for students at that proficiency level.

Step 9: Repeat steps 7 and 8 (Transform) to differentiate for learners at all proficiency levels.

Step 10: Develop the Model Performance Indicator strand that defines how ELLs at each proficiency level will demonstrate attainment of standards in this instructional unit.