

Flexibility in the SEI Classroom

Elementary Refinements



Goals:

- Explore instructional strategies that integrate multiple English Language Proficiency Standards.
- Review the integration of the English Language Proficiency Standards as it applies to the SEI Model Refinements.



Elementary & Self-Contained Middle School Model

First year ELLs and all ELLs at or below the overall **Intermediate** proficiency level on AZELLA

- ELD instruction using the English Language Proficiency (ELP) standards during two “blocks”, totaling 4 hours:
 - Block 1: 120 minutes of integrated Reading and Oral English Conversation & Vocabulary
 - Block 2: 120 minutes of integrated Writing and Grammar
- Up to 30 minutes of literacy intervention services with non-ELLs may count towards the 4-hour requirement if those services meet the instructional needs of the ELL.
(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)

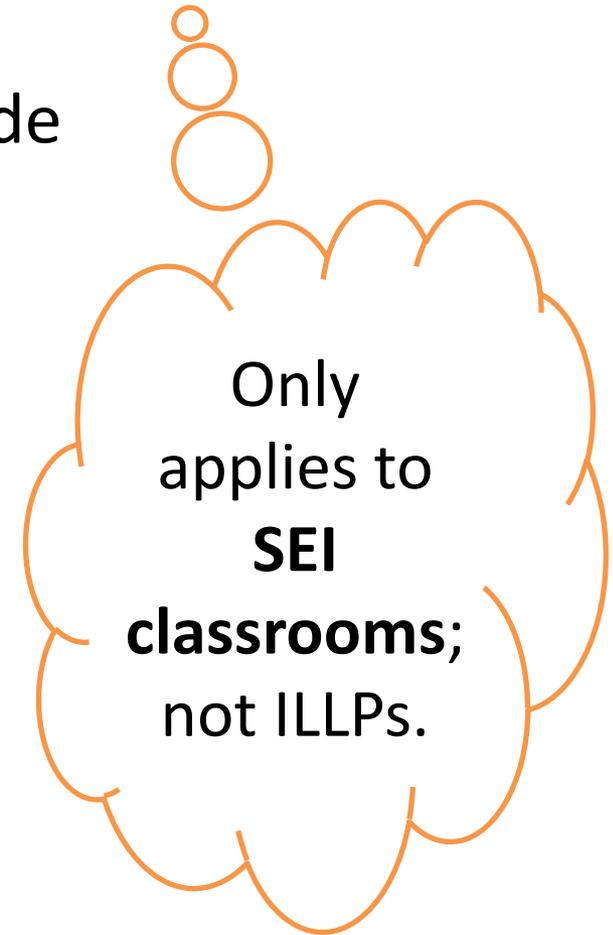
Elementary & Self-Contained Middle School Model

Second and subsequent years as ELLs with overall **Intermediate** proficiency level on AZELLA

- ELD instruction using the English Language Proficiency (ELP) standards may be delivered during two “blocks”, totaling 3 hours:
 - Block 1: 90 minutes of integrated Reading and Oral English Conversation & Vocabulary
 - Block 2: 90 minutes of integrated Writing and Grammar

Elementary & Self-Contained Middle School Model

- District/Charter leadership will decide whether or not they choose to implement any of the refinements.
- It does not have to be implemented district-wide, school-wide, or grade-wide.
- No need to notify ADE if the LEA chooses to implement any of the refinements, simply disclose any implemented refinements during an on-site monitoring.





Block 1: 120 minutes

Reading

and

Oral English Conversation & Vocabulary

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation & Vocabulary 60 minutes	Reading 60 minutes	Writing 60 minutes	Grammar 60 minutes
Standards to Use	Listening & Speaking (LS) Domain AND Language (L) Strand Standard 2: Vocabulary	Reading (R) Domain	Writing (W) Domain	Language (L) Strand Standard 1: Standard English Conventions

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation & Vocabulary 60 minutes	Reading 60 minutes
Standards to Use	Listening & Speaking (LS) Domain AND Language (L) Strand Standard 2: Vocabulary	Reading (R) Domain

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	<p>Oral English/Conversation & Vocabulary & Reading</p> <p>120 minutes</p>
Standards to Use	<p>Listening & Speaking (LS) Domain</p> <p>AND</p> <p>Language (L) Strand Standard 2: Vocabulary</p> <p>AND</p> <p>Reading (R) Domain</p>

Block 1: 120 minutes of integrated Reading and Oral English Conversation & Vocabulary

English Language Proficiency (ELP) Standards Stage I (Kindergarten)

Listening & Speaking (LS) Domain	<ol style="list-style-type: none">1. Comprehension of Oral Communications2. Delivery of Oral Communications
Reading (R) Domain	<ol style="list-style-type: none">1. Print Concepts2. Phonemic Awareness/Decoding3. Comprehending Text
Writing (W) Domain	
Language (L) Strand	<ol style="list-style-type: none">2. Vocabulary

English Language Proficiency (ELP) Standards

Stages II-V

Listening & Speaking (LS) Domain	<ol style="list-style-type: none">1. Comprehension of Oral Communications2. Delivery of Oral Communications
Reading (R) Domain	<ol style="list-style-type: none">1. Print Concepts2. Phonemic Awareness/Decoding3. Fluency4. Comprehending Text
Writing (W) Domain	
Language (L) Strand	<ol style="list-style-type: none">2. Vocabulary

**Reading
and
Oral English Conversation & Vocabulary**

Time frame
From **XX:XX-XX:XX**
(120 minutes)

**ELP Standards with Performance
Indicators:**

Listening & Speaking Domain
AND
Language Strand
Standard 2: Vocabulary
AND
Reading Domain

Lesson:

**ELPS Performance Indicators drive the
instruction.**

**Lesson Plan or Posted in the
Classroom**

- Performance Indicators that will be used to drive instruction for the ELL
 - **Listening & Speaking Domain**
 - **Language Strand, Standard 2:Vocabulary**
 - **Reading**



What could instruction look like?

Reading and Oral Conversation & Vocabulary

The ebb & flow of what the integrated allocation could look like.

III-R-4:HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.

III-L-2:HI-12: using **context clues** in a variety of content texts to confirm the intended meaning of **grade-level content words**.

III-R-4:HI-18: comparing and contrasting two characters within a fictional text.

III-LS-1:HI-5 demonstrating **relationships among facts**, ideas or events **using academic vocabulary** in classroom **discussions**.

III-LS-2:HI-5: asking and responding to academic questions in complete sentences

Performance Indicator Documentation

Reading and Oral English Conversation & Vocabulary

Reading	<p>III-R-4:HI-18: comparing and contrasting two characters within a fictional text.</p> <p>III-R-4:HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.</p>
Listening & Speaking	<p>III-LS-1:HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions.</p> <p>III-LS-2:HI-5: asking and responding to academic questions in complete sentences</p>
Vocabulary	<p>III-L-2:HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.</p>

Performance Indicator Documentation

Reading and Oral English Conversation & Vocabulary

Reading	III- rs
Listening & Speaking	<p>Students have been reading <u>Charlotte's Web</u>. They have processed through comprehension skills by:</p> <ul style="list-style-type: none">• Comparing and contrasting characters (R)• Determining character traits among characters (R)• Utilizing context clues to read into the various traits (V)
Vocabulary	con

Socratic Seminar

- A teaching strategy to encourage students to engage in critical thinking, listening, and communication.
- Students participate in classroom discussion and teachers serve as facilitators.



III-LS-1:HI-5 demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions

Socratic Seminar

BEFORE:

- Choose an interesting and engaging text, picture, or prompt
- Prepare an open-ended question to start off
- Be prepared with follow-up questions if the discussion stalls
- Allow students a little time to get “warmed up” before seminar

Connections:

Reading

Vocabulary instruction and practice

Socratic Seminar

DURING:

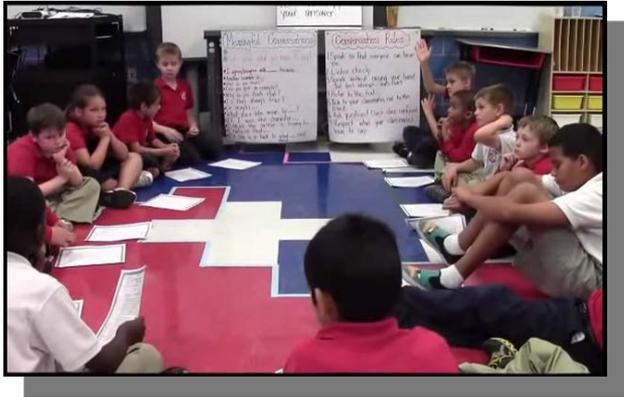
- The group sits in a circle, allowing all participants to make eye contact
- Silence is not a negative
- Allow discussion to flow on its own
- Mutual respect is a key to successful seminars
- One student speaks at a time; use a talking stick or talking chips

Connections:

Structured discussion using precise vocabulary

SCAFFOLDING: Provide sentence/response stems for students

Socratic Seminar

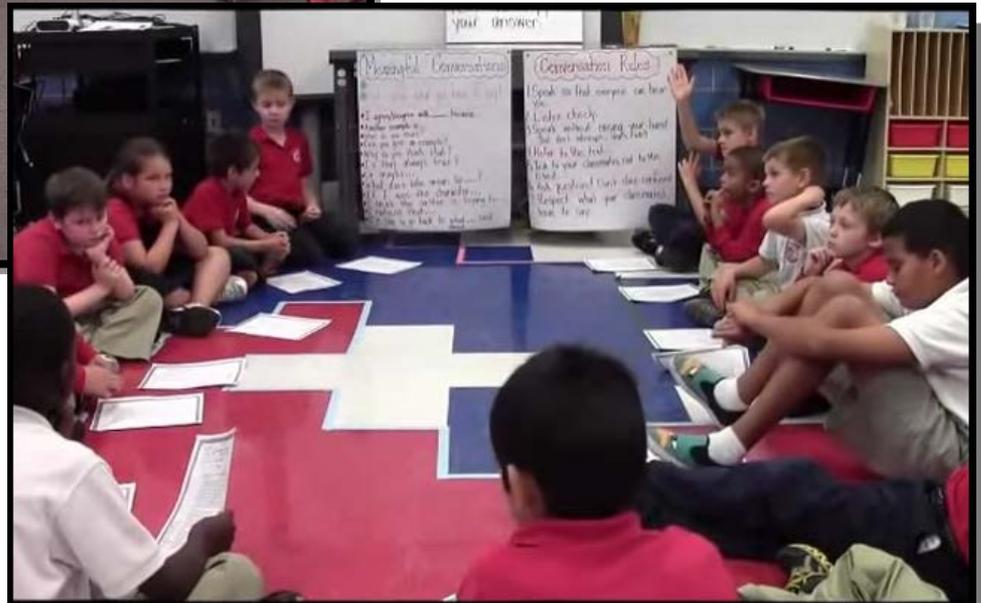


Sample response stems:

- I think...
- I noticed...
- I agree with ____ because...
- I disagree with ____ because...
- What do you mean by ____...
- What I heard you say was ____...
- Could you explain that more?
- Could you give me an example?

Socratic Seminar

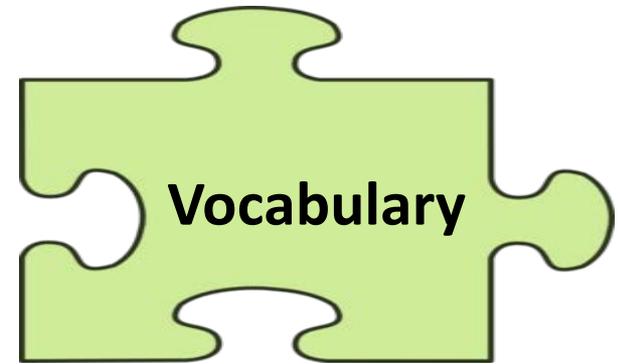
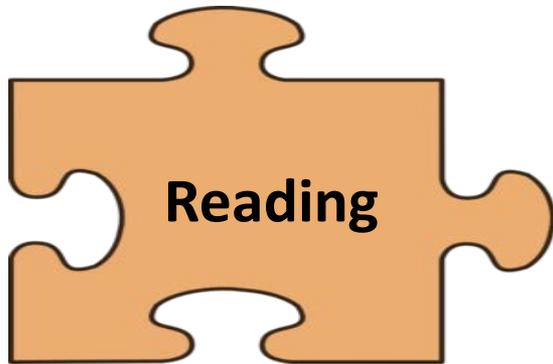
STRATEGY



3rd grade Socratic Seminar- Inclusion Class

<https://www.youtube.com/watch?v=wykpQc6YNSg>

What specific connections to
the three allocations
did you notice?



Performance Indicator Documentation for Another Day

Reading and Oral English Conversation & Vocabulary

Reading	<p>III-R-2:HI-4: blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs.</p> <p>III-R-2:HI-7: applying knowledge of spelling pattern exceptions.</p> <p>III-R-2:HI-10: applying knowledge of affixes to words in context.</p> <p>III-R-4:HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.</p> <p>III-R-4:HI-8: locating sequential/ chronological order signal words in text.</p> <p>III-R-3:HI-1: reading aloud passages from unfamiliar content area text with fluency.</p>
Listening & Speaking	<p>III-LS-1:HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.</p> <p>III-LS-2:HI-5: asking and responding to academic questions in complete sentences.</p>
Vocabulary	<p>III-L-2:HI-10: using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words.</p>

Performance Indicator Documentation for Another Day

Reading and Oral English Conversation & Vocabulary

Reading	<p>III-R-2:HI-5: generating a series of rhyming words.</p> <p>III-R-2:HI-6: producing a new word when a specific grapheme is changed, added, or removed.</p> <p>III-R-4:HI-19: comparing and contrasting two settings within a fictional text.</p> <p>III-R-4:HI-18: comparing and contrasting two characters within a fictional text.</p>
Listening & Speaking	<p>III-LS-1:HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.</p> <p>III-LS-2:HI-7: sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.</p>
Vocabulary	<p>III-L-2:HI-5: determining the meaning of compound words using knowledge of individual words.</p>

Let's look at this TOGETHER...

- What connections lie between these performance indicators?
- What strategies/structures could be used for instruction?

Reading	<p>III-R-1:HI-4: alphabetizing a series of words.</p> <p>III-R-2:HI-3: segmenting syllables in multi-syllabic words.</p> <p>III-R-2:HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context.</p>
Listening & Speaking	<p>III-LS-1:HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.</p> <p>III-LS-2:HI-8: presenting a variety of oral reports containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.</p>
Vocabulary	<p>III-L-2:HI-7: using knowledge of base/root words and affixes to determine the meaning of unknown grade-level content words.</p> <p>III-L-2:HI-3: identifying the meaning/usage of high frequency words and utilizing them in context.</p>

Your Turn:

- What connections lie between these performance indicators?
- What strategies/structures could be used for instruction?

Reading

III-R-4:HI-21: following multi-step written directions to complete task/procedure.

III-R-2:HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context.

III-R-2:HI-11: reading high frequency words.

Listening & Speaking

III-LS-2:HI-6: stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.

Vocabulary

III-L-2:HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.

III-L-2:HI-8: associating common/academic language abbreviations and acronyms with words.



Block 2: 120 minutes

Writing and Grammar

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	Writing	Grammar
Standards to Use	Writing (W) Domain	Language (L) Strand Standard 1: Standard English Conventions
	60 minutes	60 minutes

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	<p>Writing & Grammar</p> <p>120 minutes</p>
Standards to Use	<p>Writing (W) Domain</p> <p>AND</p> <p>Language (L) Strand</p> <p>Standard 1: Standard English Conventions</p>

English Language Proficiency (ELP) Standards Stage I (Kindergarten)

Listening & Speaking (LS) Domain	
Reading (R) Domain	
Writing (W) Domain	<ol style="list-style-type: none">1. Standard English Conventions2. Writing Applications3. Writing Process/Writing Elements
Language (L) Strand	<ol style="list-style-type: none">1. Standard English Conventions

English Language Proficiency (ELP) Standards

Stages II-V

Listening & Speaking (LS) Domain	
Reading (R) Domain	
Writing (W) Domain	<ol style="list-style-type: none">1. Standard English Conventions2. Writing Applications3. Writing Process4. Writing Elements5. Research
Language (L) Strand	<ol style="list-style-type: none">1. Standard English Conventions

Lesson Plan or Posted in the Classroom

- Performance Indicators that will be used to drive instruction for the ELL
 - **Writing Domain**
 - **Language Strand**
Standard 1: Standard English Conventions



Writing & Grammar
Time frame From XX:XX-XX:XX (120 minutes)
ELP Standards with Performance Indicators:
<i>Writing Domain</i> AND <i>Language Strand</i> Standard 1: Standard English Conventions
Lesson:
ELPS Performance Indicators drive the instruction.

What could instruction look like?

Writing & Grammar

The ebb & flow of what the integrated allocation could look like.

II-W-2:HI-8: using **various subjects** in sentences in a **variety of writing** applications.

II-W-1:HI-8: writing a **short response** to a literary selection that connects text to self, text to world, or text to other text.

II-L-1(PREP):HI-1: using **prepositions of location**.

II-W-2:HI-11: using noun, adverbial and/or **prepositional phrases** in sentences.

II-L-1(PH/CL):HI-6: using a **prepositional phrase** in a complete sentence.

II-W-1:B-1: **writing a short text** about events or characters from familiar stories with instructional support.

Performance Indicator Documentation

Writing & Grammar

Writing	<p>II-W-2:HI-8: using various subjects in sentences in a variety of writing applications.</p> <p>II-W-1:HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.</p> <p>II-W-2:HI-11: using noun, adverbial and/or prepositional phrases in sentences.</p> <p>II-W-1:B-1: writing a short text about events or characters from familiar stories with instructional support.</p>
Grammar	<p>II-L-1(PREP):HI-1: using prepositions of location.</p> <p>II-L-1(PH/CL):HI-6: using a prepositional phrase in a complete sentence.</p>

Written Summary

Students will generate a written response about the text discussed in the Socratic Seminar.



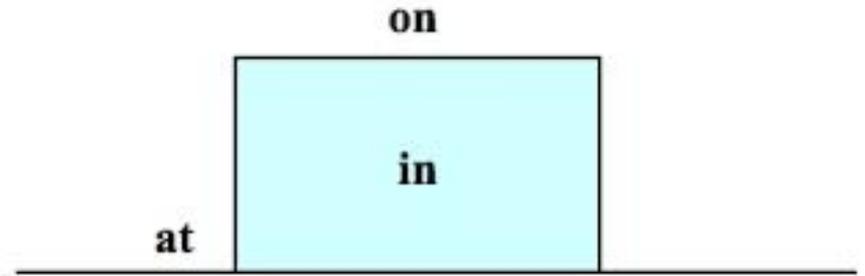
II-W-1:HI-8: writing a **short response** to a literary selection that connects text to self, text to world, or text to other text.

Prepositions of Location

STRATEGY

at, on, and in

- We use ***at*** to designate a specific point.
- We use ***on*** to indicate the position of an object with respect to a surface on which it rests.
- We use ***in*** to indicate an object lies within an enclosed space.



II-L-1(PREP):HI-1: using prepositions of location.

II-L-1(PREP):HI-1: using prepositions of location.

STRATEGY

Language Objective: We will use prepositional phrases in sentences.	Parts of Speech: Preposition preposition + noun = prepositional phrase
Why? We use prepositions to show the relationship between nouns.	
Formula & Examples	
	
<i>Subject + verb + prepositional phrase</i>	
The boy put the wrapper <u>in</u> the trash. (location)	
The cow jumped <u>on</u> the moon. (location)	

Grammar Wall Connection

STRATEGY

<p>Adjective An adjective is a word that describes a noun or pronoun, telling which one, how many, or what kind.</p> <p>How Many?</p> <p>a an the</p> <p>four twelve fifty-six</p> <p>some many few</p> <p>this that these those</p> <p>beautiful intelligent shiny purple artistic miserable generous</p> <p>creative central helpless harmful</p>	<p>Noun A noun is a word that names a person, place, thing or idea. It can be used as the subject or be acted upon.</p> <p>Person</p> <p>expert geologists senator</p> <p>Place</p> <p>cave island nation</p> <p>Object</p> <p>buckets collar utensils</p> <p>Abstract</p> <p>happiness opposition liberty</p> <p>Countable</p> <p>crow pack jury</p> <p>Non-countable</p> <p>air flour sand</p>	<p>Pronoun A pronoun is a word that is used in place of a noun.</p> <p>Subject</p> <p>she I you he she we</p> <p>Object</p> <p>about me you him her us</p> <p>Possessive</p> <p>Adjective my your his her our</p> <p>mine yours his hers ours</p> <p>Indefinite</p> <p>someone nothing none all anything</p>	<p>Verb A verb is a word that shows physical or mental action, being or state of being.</p> <p>Linking</p> <p>to be to seem to appear</p> <p>Helping</p> <p>can must should could have to</p> <p>Physical Action</p> <p>to launch to scrape to hustle to blink to murmur to grasp</p> <p>to glide to flee to fall to yelp</p> <p>Mental Action</p> <p>to remember to forget to concentrate to recognize to ponder to anticipate</p>
---	---	---	--

<p>Adverb An adverb is a word that is used to describe a verb, adjective, or noun, telling how, when, where, or why.</p> <p>Manner</p> <p>carefully cautiously dangerously happily</p> <p>Direction</p> <p>forward here outside</p> <p>Frequency</p> <p>now then later soon eventually</p> <p>always sometimes daily rarely never</p>	<p>Preposition A preposition is a word used to show the relationship of a noun or a pronoun to another word.</p> <p>Purpose</p> <p>for because of</p> <p>Time</p> <p>at during after before on</p> <p>Place</p> <p>across through toward next to beyond above alongside</p>	<p>Conjunction A conjunction is a word used to join words or groups of words.</p> <p>Coordinating</p> <p>and or yet so but nor</p> <p>Subordinating</p> <p>Time</p> <p>while when once as</p> <p>because since so that</p> <p>Conditional</p> <p>if unless as soon as</p> <p>although even though whereas</p>	<p>Interjection An interjection is a word that is used alone to express strong emotion.</p> <p>Wow! Oh no!</p> <p>Cuchi! Brr!</p> <p>Oops! Shhh!</p>
---	---	---	---

Four-Picture Story Frame

order of question words = order of sentence

STRATEGY

2. What?



3. Where?



1. Who?



4. When?

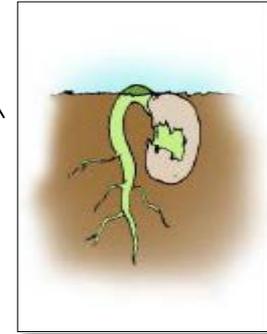
2. Who?



3. What?



1. How?



4. Where?

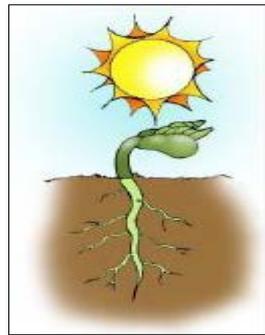
2. Who?



3. What?



1. Where?



4. Why?

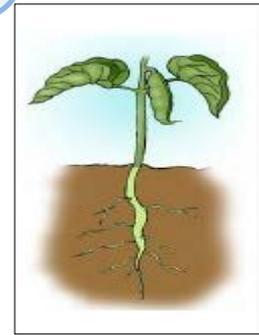
2. Where?



3. Who?



1. When?



4. What?

II-W-2:HI-11: using noun, adverbial and/or prepositional phrases in sentences.

See it in Action

STRATEGY



http://www.azed.gov/english-language-learners/eld_pd/eld_resources/

What specific connections to the two allocations did you notice?



Performance Indicator Documentation for Another Day

Writing & Grammar

Writing	<p>II-W-3:HI-1: generating ideas through student-led prewriting activities and student recording of the ideas.</p> <p>II-W-3: HI-2: determining the purpose and intended audience of a writing piece.</p> <p>II-W-3:HI-3: writing a student generated draft with a main idea and supporting details in a logical sequence.</p> <p>II-W-4:HI-2: writing relevant details that support the main idea in a student generated text.</p>
Grammar	<p>II-L-1(V):HI-5: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.</p> <p>II-L-1(SC):HI-2: producing sentences using a subject and a verb, with subject-verb agreement. (S-V)</p> <p>II-L-1(SC):HI-5: producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.</p>

Performance Indicator Documentation for Another Day

Writing & Grammar

Writing	<p>II-W-1:HI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.</p> <p>II-W-2:HI-5: spelling high frequency words.</p> <p>II-W-2:HI-10: using subject-verb agreement in sentences.</p> <p>II-W-2:HI-11: using noun, adverbial and/or prepositional phrases in sentences.</p>
Grammar	<p>II-L-1(V):HI-7: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.</p> <p>II-L-1(PREP):HI-4: using prepositions of action and movement.</p> <p>II-L-1(C):HI-1: using coordinating conjunctions.</p>

Let's look at this TOGETHER...

- What connections lie between these performance indicators?
- What strategies/structures could be used for instruction?

Writing	<p>II-W-2:HI-5: spelling high frequency words.</p> <p>II-W-1 :HI-3: completing a written summary of the key events or ideas of informational text using simple sentences.</p> <p>II-W-2:HI-2: 4: writing relevant details that support the main idea in a student generated text.</p> <p>II-W-2:HI-9: using verb tenses in a variety of writing.</p> <p>II-W-2:HI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive and negative sentence construction forms, in a variety of writing applications.</p>
Grammar	<p>II-L-1(PH/CL):HI-1: using noun phrases in a complete sentence.</p> <p>II-L-1(PH/CL):HI-4: using a verb phrase in a complete sentence.</p> <p>II-L-1(SC):HI-5: producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.</p>

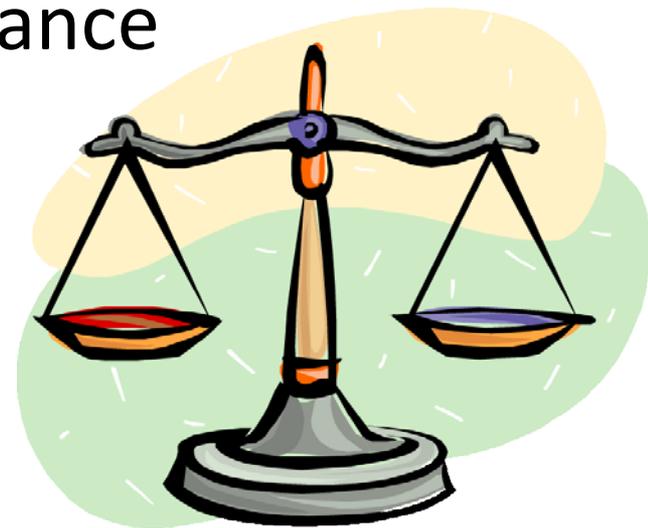
Your Turn:

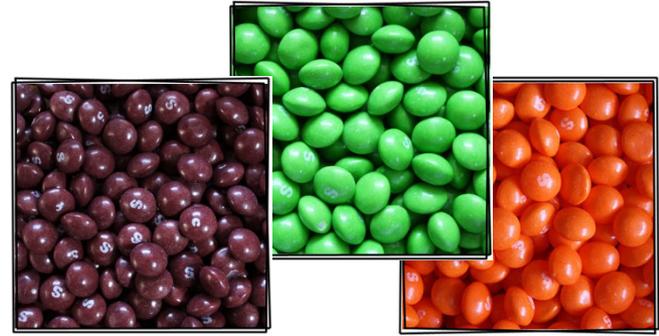
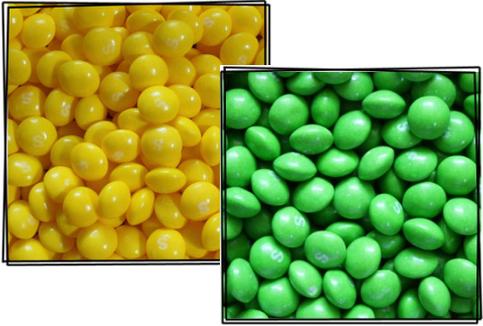
- What connections lie between these performance indicators?
- What strategies/structures could be used for instruction?

Writing	<p>II-W-3:HI-1: generating ideas through student-led prewriting activities and student recording of the ideas.</p> <p>II-W-2:HI-13: using interrogative sentences in a variety of writing applications.</p>
Grammar	<p>II-L-1(Q): HI-9: producing interrogative sentences beginning with “Who.”</p> <p>II-L-1(Q): HI-7: producing interrogative sentences beginning with “What.”</p> <p>II-L-1(Q): HI-5: producing Yes/No questions in the simple past tense.</p>

Remember...

- Each allocation should be represented daily.
- Each day may look a little different in the balance of performance indicators.
- Maintain a balance of performance indicators for the week.







Modify the path?

Continue on current path?

Take a new path?

Reflect on the domain integration blocks we shared today.

What do you see as your next steps?



Intentional planning...

Resources...

Collaboration...

Scheduling...

Professional Development...

Contact Us



Main Line: 602-542-0753



Email: OELASInbox@azed.gov