



A Closer Look at the ELP Standards

Creating connectivity between the four time allocations

The logo for 'TODAY' is displayed on a yellow rectangular background. The word 'TODAY' is written in a blue, sans-serif font. The letter 'O' is replaced by a blue circle containing a white clock face with a red hand pointing to the 12 o'clock position.

TODAY

This session will explore strategies for creating connectivity between time allocations through purposeful selection of Performance Indicators (PI) from the English Language Proficiency (ELP) Standards.



- Build connections between domains and content areas
- Foster deeper conceptual understanding
- Ensure repetition and mixed practice
- Maximize the utility of the ELP Standards

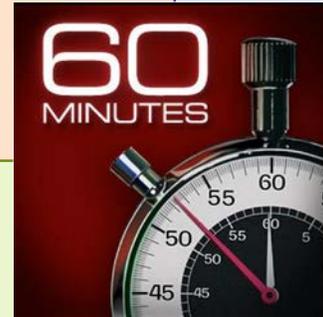
Reading

Reading (R) Domain

Oral English Conversation & Vocab.

Listening & Speaking (LS) Domain

Language (L) Strand
Standard 2: Vocabulary



Language (L) Strand
Standard 1: Standard English Conventions

Grammar

Writing (W) Domain

Writing



- What are site or district expectations?
- What domain specific skills are essential?



1. Arizona College and Career Ready Standards
2. Skill Overlap
3. Academic English Language Function (Language Demands)
4. Content Areas



Arizona ELA Standards

- There is a purposeful overlap of skills between the ELP Standards and the Arizona ELA Standards.
- By teaching the Performance Indicators of the ELP Standards, the practitioner will prepare the English language learner for the instruction required by the Arizona ELA Standards in the mainstream classroom after reclassification.

eg.

Reading

IV-R-4: HI-4: answering literal, inferential and personal response questions about text.

OECV

IV-LS-2: HI-4: participating in formal and informal conversation tasks using complete sentences.

IV-L-2: HI-6: applying contractions in context

7.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

IV-L-1(SC): HI-14: producing compound sentences. (independent clause + conjunction + independent clause).

IV-W-1: HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures

Grammar

Writing



With your team:

1. Read the Arizona ELA Standard assigned to your team
2. Discuss possible connections for each SEI allocation
 - Jot down ideas in the margins
3. Distribute the four allocations amongst the members of the group
 - Reading, Writing, Grammar, OECV
4. Find and record a Performance Indicator for your chosen allocation
 - Based on the ideas generated during your team discussion



- What resources are currently in place at your site for supporting teachers in making connections between the Arizona ELA Standards and the ELP Standards?
- What additional resources or training would enable teachers to make more purposeful connections between the Arizona ELA Standards and the ELP Standards?



Skill Overlap

- There is a purposeful overlap of skills between the Domains in the ELP Standards.
- By grouping related Performance Indicators of the ELP Standards, the practitioner will:
 - Build conceptual knowledge by applying the skill in multiple domains.
 - Modalities
 - Multisensory
 - Provide repetition and mixed practice.

eg.

Reading

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

III-LS-2: LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress.

III-L-2: HI-7: using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words.

Multi-syllabic Words

Any Performance Indicator.

IV-W-2: HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns.

Grammar

Writing



With your “sole” mate:

1. Read the Performance Indicator assigned to your team
2. Review each domain of the ELP Standards
 - Look for key words or ideas
3. Record any related Performance Indicator in the allocation in which it would be used for instruction



Language Demands

- Academic language, broadly defined, includes the language students need to meaningfully engage with academic content within the academic context.
- Academic language includes the words, grammatical structures, and discourse markers needed in, for example, describing, sequencing, summarizing, and evaluating.
- These are language demands (skills, knowledge) that facilitate student access to and engagement with grade-level academic content.

Definition from the Framework for High-Quality ELP Standards and Assessments (AACCC, 2009)

eg.

II-R-4: B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.

II-R-4: B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support.

Inquiring: words, phrases, or sentences to solicit information (e.g., yes-no questions, wh-questions, statements used as questions).

II-L-1(Q): B-1: forming questions, using inflection when produced orally, using sentence frames

II-L-1(Q): B-9: completing interrogative sentence frames beginning with "Who."

Grammar

OECV

II-LS-2: B-5: asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when, why, how)

II-L-2: LI-3: identifying the meaning of and using high frequency words.

II-W-1: B-7: writing a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support.

Writing



With your shoulder partner:

1. Choose and record a language demand
2. Review each domain of the ELP Standards
 - Look for key words and processes (verbs)
3. Record any related Performance Indicator in the allocation in which it would be used for instruction



- How familiar were you with the Language Demands-Academic English Language Functions document before today?
- How could you use this document to support teachers of ELLs?

4

Content Areas

PE-2: counting the number of words dictated by the teacher with assistance. Math	E-2: counting the number of words in a short phrase dictated by the teacher. (math)	B-2: counting the number of words said in a repetitive sentence dictated by the teacher. (math)	LI-2: counting the number of words said in complete sentences dictated by the teacher. (math)	HI-2: counting the number of words said in complete sentences dictated by the teacher. (math)
PE-3: responding to read-alouds, using a variety of physical actions (e.g., <i>matching objects, pointing to an answer</i>) or by drawing pictures. Math, Science, Social Studies	E-3: identifying information/details from read-alouds using key words and phrases. (math, science, social studies)	B-3: responding to read-alouds by identifying main ideas/concepts and details using complete sentences. (math, science, social studies)	LI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences. (math, science, social studies)	HI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences. (math, science, social studies)

Content areas of Math, Science and Social Studies are referenced where the specific Performance Indicator lends itself well to using these materials.

eg.

Reading

I-R- 2: PE-5: distinguishing letters from numbers and symbols.

I-LS-1: E-2: counting the number of words in a short phrase dictated by the teacher.

I-LS-2: E-6: naming all cardinal numbers in random order with accurate pronunciation.

II-L-2: E-5: recognizing key words, symbols or operations that represent grade specific academic vocabulary with visual support.

Ma
Numbers

I-L-1(ADJ): E-1: naming color/shape/quantity/size adjectives with nouns.

I-W-2: E-1: Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.

Grammar

Writing



Independently:

1. Choose a Performance Indicator from Standard 4 of the Reading Domain
 - Standard 3 for Kinder
 - Indicated as pairing well with content
2. Choose a Science or Social Studies skill/topic that could be used along with the PI you selected
3. Review each remaining domain of the ELP Standards
 - How do you want students to engage with the content?
4. Record any related Performance Indicator in the allocation that it would be used for instruction
5. Be prepared to share



- How are teachers of ELLs at your site currently connecting to content?
- How do you ensure that ELD teachers are teaching and assessing the language skill outlined in the Performance Indicator and not a content area lesson?



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▶ ELD Professional Development



Upcoming Professional Development

Training	Date
Multisensory Grammar	June 7, 2016
Listening and Speaking in the K-5 SEI Classroom	June 10, 2016
Grammar Basics (Two-Day Training)	June 13-14, 2016
Vocabulary in the K-5 SEI Classroom	June 17, 2016
Grammar Wall	June 20, 2016
Oral Conversation and Vocabulary in the 6-12 SEI Classroom	June 21, 2016
Reading Basics for the K-5 SEI Classroom	June 24, 2016
Taking Grammar to Writing: Write Now! For Grades 3-12	June 27, 2016
Balanced Writing Instruction in the K-2 SEI Classroom	June 28, 2016
Please go to http://ems.azed.gov to register	

Thank you and enjoy the rest of your day!

