Flexibility in the SEI Classroom

Elementary Refinements

- 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.

Only applies to **SEI classrooms**; not ILLPs.

Time Allocations
for All Grades and All Proficiency Levels

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

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

Listening & Speaking (LS) Domain	1. Comprehension of Oral Communications 2. Delivery of Oral Communications
Reading (R) Domain	1. Print Concepts 2. Phonemic Awareness/Decoding 3. Comprehending Text
Writing (W) Domain	
Language (L) Strand	2. Vocabulary

English Language Proficiency (ELP) Standards Stages II-V

Listening & Speaking (LS) Domain	1. Comprehension of Oral Communications 2. Delivery of Oral Communications
Reading (R) Domain	1. Print Concepts 2. Phonemic Awareness/Decoding 3. Fluency 4. Comprehending Text
Writing (W) Domain	
Language (L) Strand	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**

COMPLIANCE

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	**III-R-4:HI-18**: **comparing and contrasting** two characters within a fictional text. **III-R-4:HI-7**: **summarizing** the main idea and supporting details from text using appropriate academic vocabulary.
Listening & Speaking	**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
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.

SAMPLE

STRATEGY

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

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

SCAFFOLDING: Provide sentence/response stems for students

Performance Indicator Documentation for Another Day

Reading and Oral English Conversation & Vocabulary

Reading	**III-R-1:HI-4**: alphabetizing a series of words. **III-R-2:HI-3**: segmenting syllables in multi-syllabic words. **III-R-2:HI-8**: applying knowledge of syllabication rules when decoding unfamiliar words in context.
Listening & Speaking	**III-LS-1:HI-1:** distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences. **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.
Vocabulary	**III-L-2:HI-7:** using knowledge of base/root words and affixes to determine the meaning of unknown grade-level content words. **III-L-2:HI-3:** identifying the meaning/usage of high frequency words and utilizing them in context.

SAMPLE

Performance Indicator Documentation for Another Day

Reading and Oral English Conversation & Vocabulary

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.

SAMPLE

Time Allocations
for All Grades and All Proficiency Levels

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

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

Listening & Speaking (LS) Domain	
Reading (R) Domain	
Writing (W) Domain	1. Standard English Conventions 2. Writing Applications 3. Writing Process/Writing Elements
Language (L) Strand	1. Standard English Conventions

English Language Proficiency (ELP) Standards Stages II-V

Listening & Speaking (LS) Domain	
Reading (R) Domain	
Writing (W) Domain	1. Standard English Conventions 2. Writing Applications 3. Writing Process 4. Writing Elements 5. Research
Language (L) Strand	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:
Writing Domain AND ***Language Strand*** Standard 1: Standard English Conventions
Lesson:
ELPS Performance Indicators drive the instruction.

COMPLIANCE

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	**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-W-2:HI-11:** using noun, adverbial and/or **prepositional phrases in sentences.** **II-W-1:B-1: writing a short text** about events or characters from familiar stories with instructional support.
Grammar	**II-L-1(PREP):HI-1:** using **prepositions of location**. **II-L-1(PH/CL):HI-6:** using a **prepositional phrase** in a complete sentence.

SAMPLE

STRATEGY

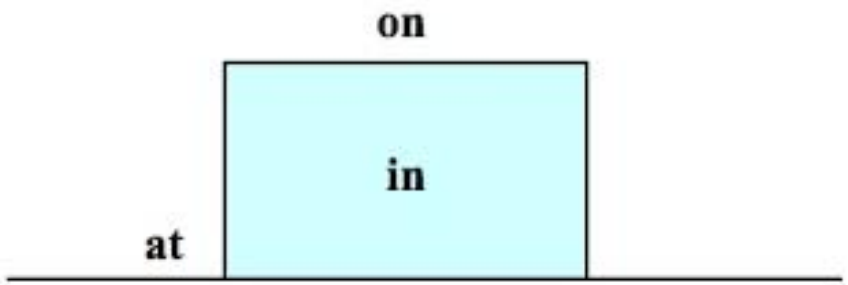
Written Summary

Students will a 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.

STRATEGY

Prepositions of Location



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**.

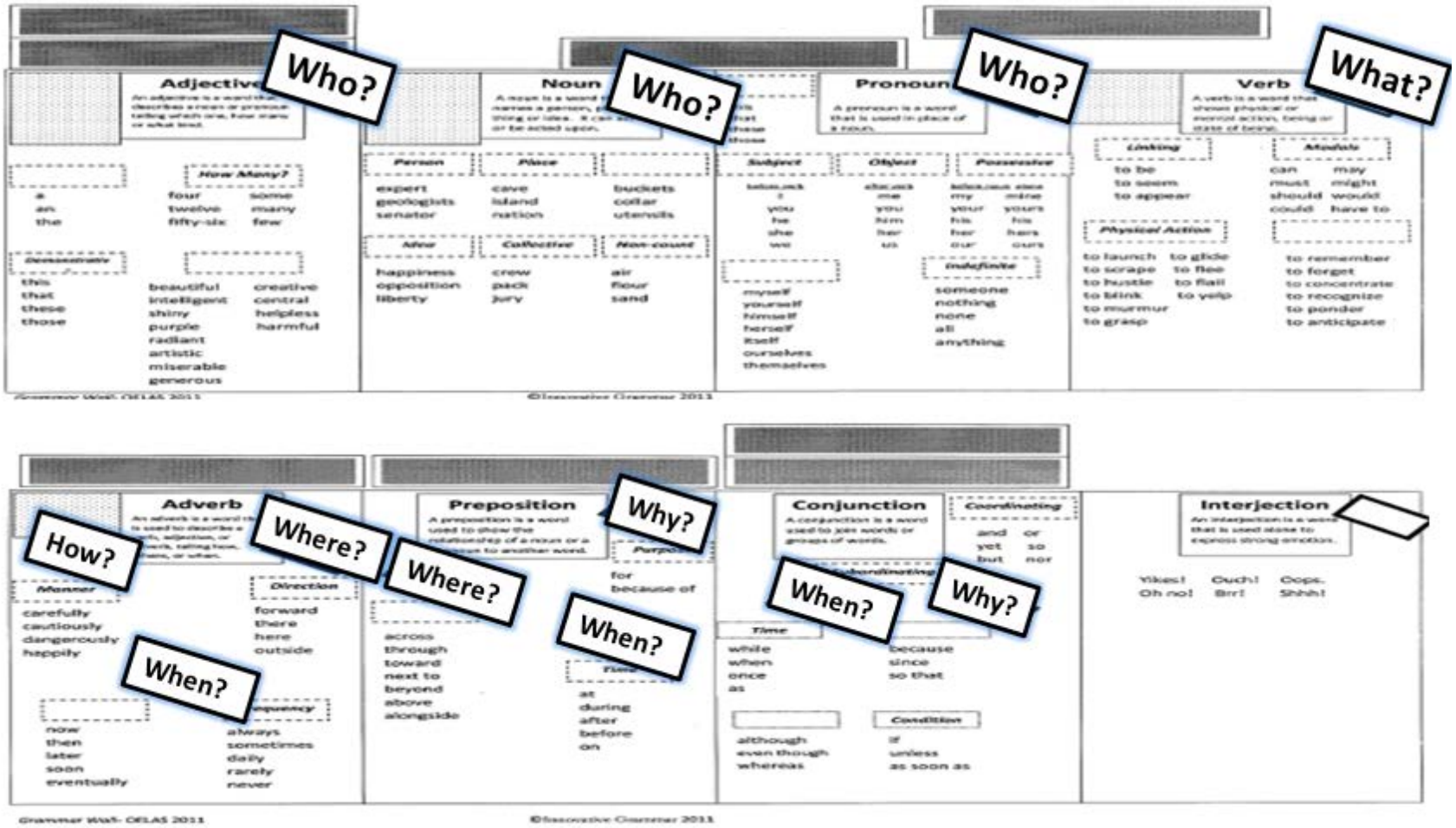
STRATEGY

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

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	
+ +	
Subject + verb + prepositional phrase	
The boy put the wrapper <u>in</u> the trash. (location)	
The cow jumped <u>on</u> the moon. (location)	

STRATEGY

Grammar Wall Connection



STRATEGY

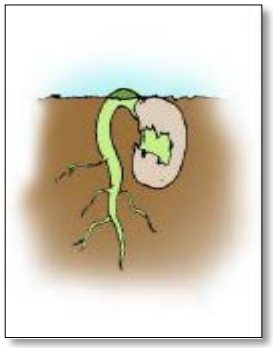
Four-Picture Story Frame

order of question words = order of sentence

2. What? → 3. Where?

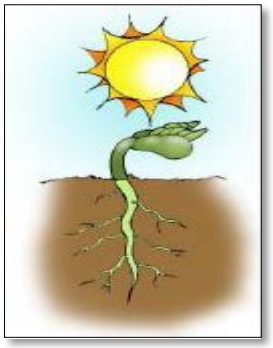
1. Who? ↑ ↓ 4. When?

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.**

Performance Indicator Documentation for Another Day

Writing & Grammar

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

SAMPLE

Performance Indicator Documentation for Another Day

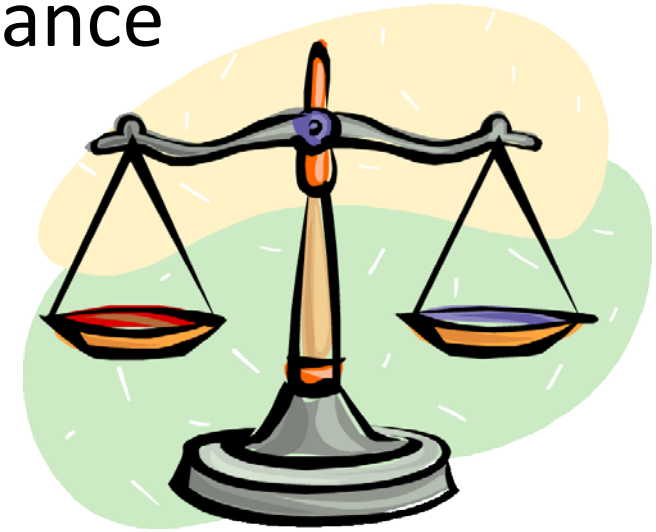
Writing & Grammar

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

SAMPLE

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

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