

◦ Arizona English Language Proficiency Standards  
*contribution* to the  
2010 Arizona English Language Arts Standards/Common Core State Standards

# Objectives

- Identify connection between Arizona English Language Proficiency Standards (ELP) and 2010 Arizona English Language Arts Standards/Common Core State Standards (ELA/CCSS).
- Discuss how the ELPS contribute to preparation of ELLs for the mainstream curriculum.



**"If we teach today  
as we taught yesterday,  
we rob our children of  
tomorrow."**

John Dewey



# **ENGLISH LANGUAGE PROFICIENCY STANDARDS**

# English Language Proficiency (ELP) Standards

## Listening and Speaking (LS) Domain

The Listening and Speaking Domain contains performance indicators for the following concepts:

- Comprehension of Oral Communications
- Delivery of Oral Communications

## Reading (R) Domain

The Reading Domain contains performance indicators for the following concepts:

- Print Concepts
- Phonemic Awareness /Decoding
- Standard Fluency (Stage I does not have this Standard)
- Comprehension of Text

# English Language Proficiency (ELP) Standards Continued

## Writing (W) Domain

The Writing Domain contains performance indicators for the following concepts:

- Writing Applications
- Standard English Conventions
- Writing Process
- Writing Elements (Stage I does not have this Standard)
- Research (Stage I does not have this Standard)

## Language (L) Strand

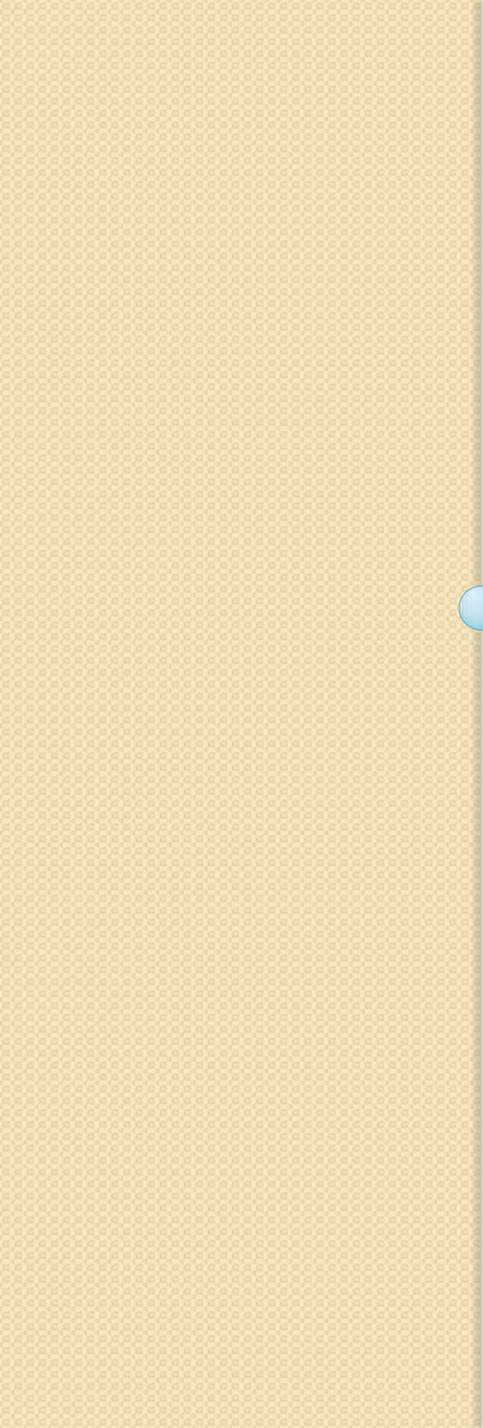
The Language Strand contains performance indicators for the following concepts:

- Standard English Conventions
- Vocabulary

# Time Allocations

## for All Grades and All Proficiency Levels

<p><b><i>Time Allocation</i></b></p>	<p><b>Oral English/ Conversation and Vocabulary</b></p> <p><b>60 minutes</b></p>	<p><b>Grammar</b></p> <p><b>60 minutes</b></p>	<p><b>Writing</b></p> <p><b>60 minutes</b></p>	<p><b>Reading</b></p> <p><b>60 minutes</b></p>
<p><b><i>Standards to Use</i></b></p>	<p><b>Listening &amp; Speaking Domain</b></p> <p><b>Language Strand</b></p> <ul style="list-style-type: none"><li>•Vocabulary</li></ul>	<p><b>Language Strand</b></p> <ul style="list-style-type: none"><li>•Standard English Conventions</li></ul>	<p><b>Writing Domain</b></p>	<p><b>Reading Domain</b></p>



**2010 ARIZONA  
ENGLISH  
LANGUAGE ARTS  
STANDARDS /CCSS**

# 6 Shifts in English Language Arts

<b>Shift 1</b>	<b>PK-5 – Balancing Informational and Literary Text</b> (50% informational text – science and social studies emphasis)
<b>Shift 2</b>	<b>6-12 – Building Knowledge in the Disciplines</b> (Content teachers outside ELA emphasize literacy experiences)
<b>Shift 3</b>	<b>Staircase of Complexity</b> (Grade-appropriate complex text and knowing when and how much to scaffold for students)
<b>Shift 4</b>	<b>Text-based Answers</b> (Conversations are dependent on a common text. Teachers ask text-dependent questions and value evidence)
<b>Shift 5</b>	<b>Writing from Sources</b> (Writing emphasizes use of evidence to inform or make an argument)
<b>Shift 6</b>	<b>Academic Vocabulary</b> (Building students' ability to access complex text)



**Common Core Standards expect students to....**

**discuss and write about what they read.**

# English Language Arts (ELA/CCSS) Strands

## Reading

- **RL** - Reading Standards for Literature
- **RI** - Reading Standards for Informational Text
- **RF** - Reading Standards: Foundational Skills (K-5)
- **RH** - Reading Standards for Literacy in History/Social Studies (6-12)
- **RST** - Reading Standards for Literacy in Science and Technical Subjects (6-12)

## Writing

- **W** - Writing Standards
- **WHST** - Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6-12)

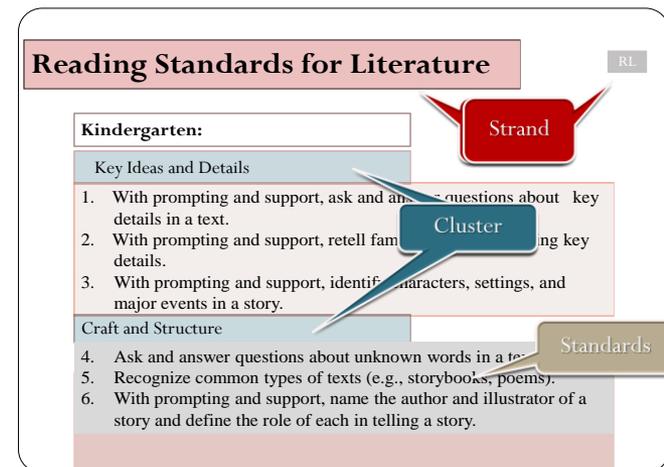
## Speaking and Listening

- **SL** - Speaking and Listening Standards

## Language

- **L** - Language Standards

Guided Notes: Page 10



# ELA Clusters

## College and Career Readiness Anchor Standards

### Reading Strand

- Key ideas and Details (3)
- Craft and Structure (3)
- Integration of Knowledge and Ideas (3)
- Range of Reading and Level of Text Complexity (1)

### Writing Strand

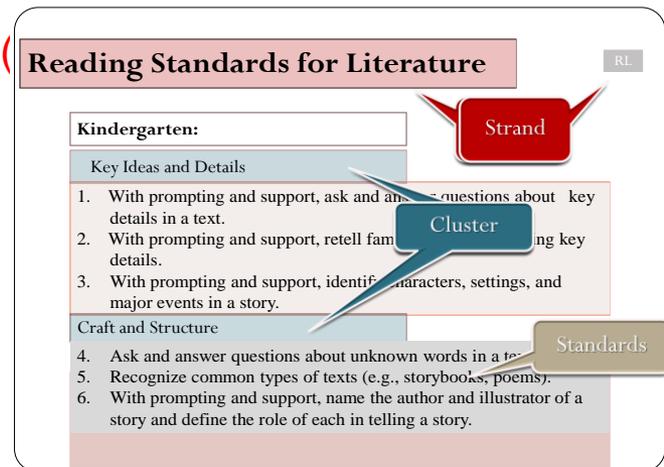
- Text Types and Purposes (3)
- Production and Distribution of Writing (3)
- Research to Build and Present Knowledge (3)
- Range of Writing (1)

### Speaking and Listening Strand

- Comprehension and Collaboration (3)
- Presentation of Knowledge and Ideas (3)

### Language Strand

- Conventions of Standard English (2)
- Knowledge of Language (1)
- Vocabulary Acquisition and Use (3)





# Language Demands

Common Core standards have brought to light the importance of language structures as they relate to literacy.

# Hess' Cognitive Rigor Matrix: Applies Webb's DOK to Bloom's Cognitive Process Dimensions

<b>Depth + thinking</b>	<b>Level 1 Recall &amp; Reproduction</b>	<b>Level 2 Basic Skills &amp; Concepts</b>	<b>Level 3 Strategic Thinking &amp; Reasoning</b>	<b>Level 4 Extended Thinking</b>
<b>Remember</b>	- Recall, locate basic facts, details, events			
<b>Understand</b>	- Select appropriate words to use when intended meaning is clearly evident	- Specify, explain relationships - summarize - identify main ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, example...)	- Explain how concepts or ideas specifically relate to other content domains or concepts
<b>Apply</b>	- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	- Use context to identify meaning of word - Obtain and interpret information using text features	- Use concepts to solve non-routine problems	- Devise an approach among many alternatives to research a novel problem
<b>Analyze</b>	- Identify whether information is contained in a graph, table, etc.	- Compare literary elements, terms, facts, events - analyze format, organization, & text structures	- Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text	- Analyze multiple sources or texts - Analyze complex/abstract themes
<b>Evaluate</b>			- Cite evidence and develop a logical argument for conjectures	- Evaluate relevancy, accuracy, & completeness of information
<b>Create</b>	- Brainstorm ideas about a topic	- Generate conjectures based on observations or prior knowledge	- Synthesize information within one source or text	- Synthesize information across multiple sources or texts

## Language Demands – Academic English Language Functions

Operational Definition – The language needed to engage with and achieve in the content (standard or item) consists of the use of:	
Identification	A word or phrase to name an object, action, event, idea, fact, problem, need, or process.
Labeling	A word or phrase to name an object, action, event, or idea.
Enumeration	Words or phrases to name distinct objects, actions, events, or ideas in a series, set, or in steps.
Classification	Words, phrases, or sentences to assign/associate an object, action, event, or idea to the category or type to which it belongs.
Sequencing	Words, phrases, or sentences to express the order of information (e.g., a series of objects, actions, events, ideas). Discourse markers include adverbials such as <i>first, next, then, finally</i> .
Organization	Words, phrases, or sentences to express relationships between/among objects, actions, events, or ideas, or the structure or arrangement of information. Discourse markers include coordinating conjunctions such as <i>and, but, yet, or</i> , and adverbials such as <i>first, next, then, finally</i> .
Comparison/ Contrast	Words, phrases, or sentences to express similarities and/or differences, or to distinguish between two or more objects, actions, events, or ideas. Discourse markers include coordinating conjunctions <i>and, but, yet, or</i> , and adverbials such as <i>similarly, likewise, in contrast, instead, despite this</i> .
Inquiring	Words, phrases, or sentences to solicit information (e.g., <i>yes-no</i> questions, <i>wh-</i> questions, statements used as questions).
Description	Word, phrase, or sentence to express the meaning of a given word, phrase, or expression.
Definition	Word, phrase, or sentence to express the meaning of a given word, phrase, or expression.
Explanation	Phrases or sentences to express the rationale, reasons, causes, or relationships related to one or more actions, events, ideas, or processes. Discourse markers include coordinating conjunctions <i>so, for</i> , and adverbials such as <i>therefore, as a result, for that reason</i> .
Retelling	Phrases or sentences to relate or repeat information. Discourse markers include coordinating conjunctions such as <i>and, but</i> , and adverbials such as <i>first, next, then, finally</i> .
Summarization	Phrases or sentences to express important facts or ideas and relevant details about one or more objects, actions, events, ideas, or processes. Discourse structures include: beginning with an introductory sentence that specifies purpose or topic.
Interpretation	Phrases, sentences, or symbols to express understanding of the intended or alternate meaning of information.
Analyzing	Phrases or sentences to indicate parts of a whole and/or the relationship between/among parts of an action, event, idea, or process. Relationship verbs such as <i>contain, entail, consist of</i> , partitives such as <i>a part of, a segment of</i> , and quantifiers such as <i>some, a good number of, almost all, a few, hardly any</i> often are used.

Operational Definition – The language needed to engage with and achieve in the content (standard or item) consists of the use of:	
Generalization	Phrases or sentences to express an opinion, principle, trend, or conclusion that is based on facts, statistics, or other information, and/or to extend that opinion/principle/etc. to other relevant situations/contexts/etc.
Inferring	Words, phrases, or sentences to express understanding of implied/implicit based on available information. Discourse markers include inferential logical connectors such as <i>although, while, thus, therefore</i> .
Prediction	Words, phrases, or sentences to express an idea or notion about a future action or event based on available information. Discourse markers include adverbials such as <i>maybe, perhaps, obviously, evidently</i> .
Hypothesizing	Phrases or sentences to express an idea/expectation or possible outcome based on available information. Discourse markers include adverbials such as <i>generally, typically, obviously, evidently</i> .
Argumentation	Phrases or sentences to present a point of view with the intent of communicating or supporting a particular position or conviction. Discourse structures include expressions such as <i>in my opinion, it seems to me</i> , and adverbials such as <i>since, because, although, however</i> .
Persuasion	Phrases or sentences to present ideas, opinions, and/or principles with the intent of creating agreement around or convincing others of a position or conviction. Discourse markers include expressions such as <i>in my opinion, it seems to me</i> , and adverbials such as <i>since, because, although, however</i> .
Negotiation	Phrases or sentences to engage in a discussion with the purpose of creating mutual agreement from two or more different points of view.
Synthesizing	Phrases or sentences to engage in a discussion with the purpose of creating mutual agreement from two or more different points of view.
Critiquing	Phrases or sentences to express a focused review or analysis of an object, action, event, idea, or text.
Evaluation	Phrases or sentences to express a judgment about the meaning, importance, or significance of an action, event, idea, or text.
Symbolization & Representation	Symbols, numerals, and letters to represent meaning within a conventional context (e.g., +, -, CO <sub>2</sub> , >, Δ, π, cos, y=3x+4, c <sup>2</sup> =a <sup>2</sup> +b <sup>2</sup> , h/2(b <sub>1</sub> +b <sub>2</sub> ), cat vs. cat).
No Academic Language Function	Item or standard does not contain any academic language functions; may contain linguistic skills (e.g., phonemic awareness, syllabication).

Note: This taxonomy focuses on academic language functions and does not address the identification or definition of linguistic skills (e.g., phonology, morphology).



# **ELP READING CONNECTIONS**

# Reading Connection

## ELA/CCSS Reading Strand

- **RL** - Reading Standards for Literature
- **RI** - Reading Standards for Informational Text
- **RF - Reading Standards: Foundational Skills (K-5)**
- **RH** - Reading Standards for Literacy in History/Social Studies (6-12)
- **RST**- Reading Standards for Literacy in Science and Technical Subjects (6-12)

# ELA Foundational Skills K-5

## Connections between Reading English Language Proficiency Standards to Reading English Language Arts Standards

### ELP Concept

Print Concepts (K-12)

Phonemic Awareness/Decoding (K-12)

Fluency (1-12)

### ELA/CCSS Cluster

Print Concepts (K and 1<sup>st</sup>)

Phonological Awareness (K and 1<sup>st</sup>)  
Phonics and Word Recognition (K-5)

Fluency (K-5)

# Reading Connection

## ELA/CCSS Reading Strand

- **RL - Reading Standards for Literature**
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# College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## Note on range and content of student reading

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

# Look at ELA/CCSS Reading Standard 1 Anchor

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



**Connections between the ELP and  
ELA/CCSS Reading Standard 1  
Kinder to Anchor Progression**

## Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
<b>Knowledge of Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>Integration of Knowledge and Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



# **ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I**

## **Kindergarten ELA/CCSS Reading**

**K.RL/RI.1 With prompting and support,  
ask and answer questions about key  
details in a text.**

# ELL Stage I : Kindergarten

## Reading

**Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.**

Pre-Emergent

Emergent

Basic

Low  
Intermediate

High  
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Comprehending Text

Fiction/Non-Fiction

PE-3: answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

(math, science, social studies)

E-3: answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

(math, science, social studies)

B-3: answering comprehension questions to respond to text heard or read.

(math, science, social studies)

LI-3: using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.

(math, science, social studies)

HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.

(math, science, social studies)

Fiction/Non-Fiction

series of given pictures to retell a story or event, with instructional support.

(math, science, social studies)

series of given pictures to retell a story or event.

(math, science, social studies)

series of given pictures to retell a story or event using key words.

(math, science, social studies)

story or event in complete sentences.

(math, science, social studies)

story or event including the beginning, middle, and end using transition words. (e.g., first, next, last)

(math, science, social studies)

# ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

## Kindergarten ELA/CCSS Reading

K.RL/RI.1 With prompting and support, ask and answer questions about key details in a text.

## Kindergarten ELP Reading

I-R-3:PE-3 answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

I-R-3:E-3 answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

I-R-3:B-3 answering comprehension questions to respond to text heard or read.

I-R-3:LI-3 using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.

**I-R-3:HI-3 using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.**



Stages II through IV of the ELPS divide the skill of asking and answering questions about key details in text into two performance indicators.

# ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

## ELA/CCSS Reading

**1.RL/RI.1** Ask and answer questions about key details in a text.

**2.RL/RI.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text

## ELP Reading

### Stage II/ Grades 1-2

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

**II-R-4:HI-3** locating facts and answering questions about text.

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

**II-R-4:HI-4** asking questions to clarify text.

# ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

## ELA/CCSS Reading

- 3.RL/RI.I Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 4.RL/RI.I Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL/RI.I Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## ELP Reading

### Stage III/Grades 3-5

- III-R-4:HI-3 answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
- III-R-4:HI-4 generating who, what, where, when, why, which and how questions to clarify text.

# ELP Performance Indicators Connection with ELA Reading Literature /Informational Text Standard I

## ELA/CCSS Reading

- 6.RL/RI.I** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL/RI.I** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL/RI.I** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

## ELP Reading

### Stage IV/Grades 6-8

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

**IV-R-4:HI-5** generating clarifying questions about text.

# ELP Performance Indicators Connection with ELA Reading Informational Text Standard I

## ELA/CCSS Reading

**9-10.RL/RI.I** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**11-12.RL/RI.I** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

## ELP Reading

### Stage V/Grades 9-12

**V-R-4:HI-4** answering literal, inferential, prediction, evaluation, and/or personal response questions about text.

**V-R-4:HI-5** generating clarifying questions.



# **Responding to Reading**



# More than just comprehension

Comprehending sophisticated informational and literary text goes beyond comprehending the stated and implied main ideas/details.



## Text Complexity

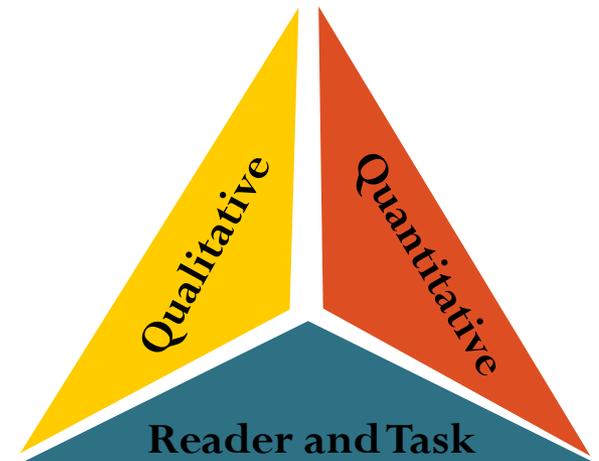
In an effort to teach content, ELLs are often presented with adapted text and not always given access to interact with grade-level text.

# Text Complexity

Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade.

## Text complexity is defined by:

- 1. Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands
- 2. Quantitative measures** – readability and other scores of text complexity
- 3. Reader and Task** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



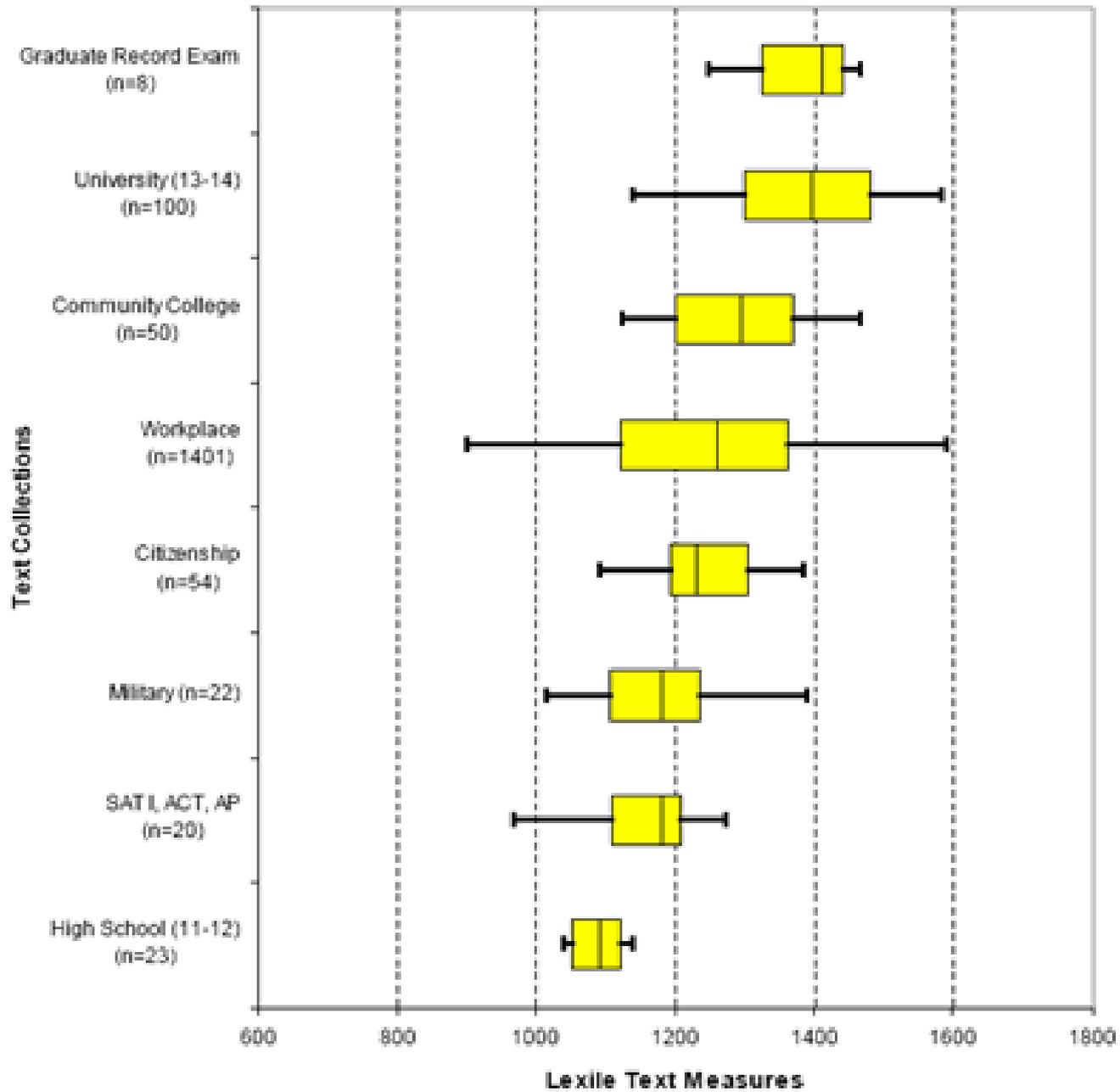


# Qualitative Measures

- Levels of meaning
- Purpose
- Structure of sentences and story
- Literal versus figurative language
- Knowledge demands

# Quantitative Measures

- Readability – Text with longer words and longer sentences are more difficult to read.



# Text Complexity Grade Bands and Associated Lexile Ranges (Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355



**Common Core  
Appendix B: Text  
Exemplars and  
Sample Performance Tasks**

# Appendix B Exemplars

Exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with.

- Stories
- Poetry
- Informational Texts

# Appendix B Exemplars

<b>Grades 4-5 Text Exemplars.....</b>	<b>63</b>
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Schleichert, Elizabeth. "Good Pet, Bad Pet." .....	71
Kavash, E. Barrie. "Ancient Mound Builders." .....	71
Koscielniak, Bruce. <i>About Time: A First Look at Time and Clocks</i> .....	71
Banting, Erinn. <i>England the Land</i> .....	72
Hakim, Joy. <i>A History of US</i> .....	72
Ruurs, Margriet. <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i> .....	72
Simon, Seymour. <i>Horses</i> .....	73



# Implications for the SEI Classroom

ELLs may not be able to read and comprehend grade-level text independently, but they still need access to it.

Whether it is read aloud to them or sentences are taken from the grade-level text and used in SEI methodologies (Syntax Surgery).

As you review the charts below, consider the implications for reading and writing instruction at your site(s).

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Communicative Purposes by Grade by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain and Inform	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%



# **ELP WRITING CONNECTIONS**

# Writing Connections

Connections between  
Writing English Language Proficiency Standards  
to  
Writing English Language Arts Standards

## ELP Concept

Writing Applications

Standard English Conventions

Writing Process

Writing Elements

Research

## ELA Cluster

Text Types and Purposes

Production and Distribution of Writing

Range of Writing

Research

# Writing Connection Activity

- Look at the ELP Writing Standards that apply to the grade level you teach
- Look at the *ELP and ELA/CCSS Writing Standard I* document
- Locate the Performance Indicator that supports ELA/CCSS Writing Standard I



# **ELP LISTENING AND SPEAKING CONNECTIONS**



Workers and learners of the 21st Century increasingly depend on their ability to participate effectively in a wide range of conversations, both highly structured and minimally organized, with diverse collaborators and audiences.

# Listening and Speaking Connections

Connections between  
Listening and Speaking English Language Proficiency  
Standards  
to  
Speaking and Listening English Language Arts Standards

## ELP Concept

Comprehension of Oral Communications

Delivery of Oral Communications

## ELA Cluster

Comprehension and Collaboration

Presentation of Knowledge and Ideas

# College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Comprehension and Collaboration

1. Prepare for and **participate effectively in a range of conversations** and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



English language learners need structured opportunities to use the new academic vocabulary  
**EVERY DAY.**

Students will not develop a powerful expressive academic vocabulary just from listening to a discussion. They develop it by really being taught and by being put in situations where they have to use the words.

[PDF] [Teaching Academic Vocabulary, Kate Kinsella - RESOURCE](http://www.scoe.org/docs/ah/AH_kinsella2.pdf)  
[www.scoe.org/docs/ah/AH\\_kinsella2.pdf](http://www.scoe.org/docs/ah/AH_kinsella2.pdf) -



# **ELP LANGUAGE CONNECTIONS**

# Language Connections

Connections between  
Language Strand English Language Proficiency  
Standards

to

Language Strand English Language Arts Standards

## **ELP Concept**

Grammar

Vocabulary

## **ELA Cluster**

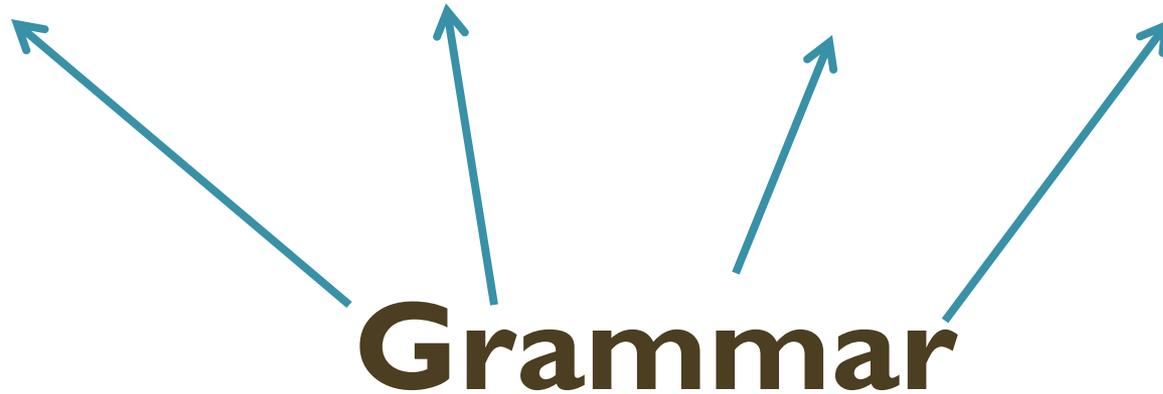
Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

# Grammar as the Foundation

Listening    Speaking    Reading    Writing



# Grammar

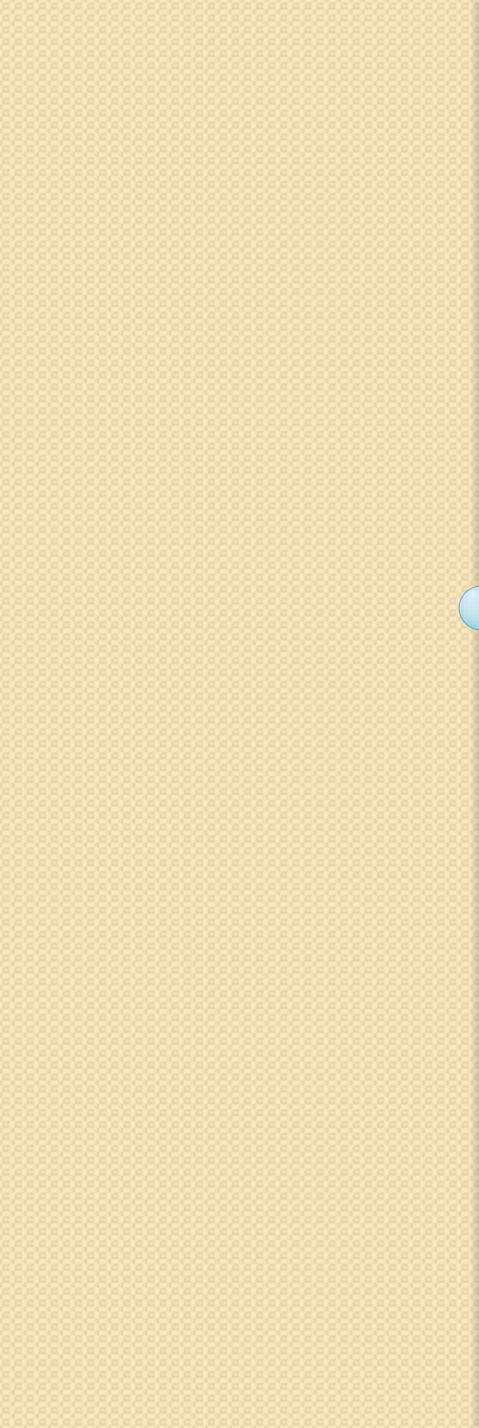
- The Language Strand, in the ELP Standards, identifies the necessary grammar skills to explicitly teach English language learners.
- The Language Strand in the ELA Standards focus on the application of using these language skills.

# Teach Vocabulary Directly

“Specific, subject-matter knowledge over a broad range of domains is the key to language comprehension--and as a result, to a broad ability to learn new things, ...[which is]... the cornerstone of competence and adaptability in the modern world (American Educator, Winter 2009-2010, p. 8).

# Tiered words

- Common Core Appendix A
  - Tiered 1
  - Tiered 2
  - Tiered 3



# **FINAL THOUGHTS**

# Correlation Guide

Demonstrates how the ELP Standards contribute to the skill sets required in the 2010 Arizona ELA Standards/CCSS.

Located on the OELAS ELP Standards Page  
<http://www.azed.gov/english-language-learners/elps/>

# Correlation Guide

English Language Proficiency Standards (ELPS)		2010 Arizona English Language Arts (ELA) Standards
<b>Stage III Reading</b>		
<b>Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</b>		
Decoding	HI-10: applying knowledge of affixes to words in context.	3.RF.3.a,b 4.RF.3.a 5.RF.3.a
	HI-11: reading high frequency words.	K.RF.3.c
	HI-12: reading contractions.	
	HI-13: using word order (syntax).	
<b>Standard 3: The student will read with fluency and accuracy.</b>		
Fluency	HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)	3.RF.4 4.RF.4 5.RF.4
<b>Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.</b>		
Fiction/Non-Fiction	HI-1: comparing and contrasting fiction with nonfiction.	(1.RL.5)
	HI-2: generating and confirming predictions about text for accuracy.	(3.RL.1) (4.RL.1)
	HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.	3.RL.1 3.RI.1 (4.RL.1) (4.RI.1)
	HI-4: generating who, what, where, when, why, which and how questions to clarify text.	3.RL.1 3.RI.1
	HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.	3.RL.2
	HI-6: making connections to text (i.e., text-to-text and text-to-self).	3.RI.6 4.RL.9 5.RL.9 5.RI.5
	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.	4.RL.2 4.RI.2

# In Conclusion

There is a purposeful overlap of skills between the ELP Standards and the 2010 Arizona ELA/CCSS Standards.

By teaching the performance indicators of the ELP Standards, the practitioner will prepare the English language learner for the instruction required by the 2010 Arizona ELA Standards (CCSS) in the mainstream classroom, after reclassification.

# Questions