Introduction to the Arizona English Language Proficiency Standards

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Session Overview

» **Learning Target:** Participants will deepen understanding of the 2019 Arizona English Language Proficiency Standards and how they can be used to guide instructional practice for our state's English learner students.
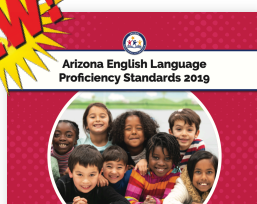
» **Agenda**
> AZ ELPS Overview and Orientation
> Shifts from the 2010 ELP Standards
> Using the ELP Standards in Integrated and Targeted ELD Settings

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Why update the ELP Standards?

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Where is your LEA in the ELP Standards implementation process?
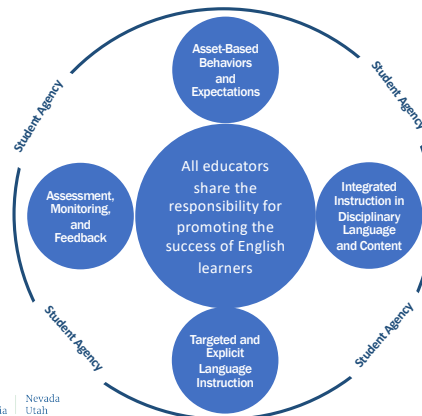
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Our Goal: Language Proficiency

≫The ability for ELs to interact effectively with and in spoken and written language, across a wide variety of situations:
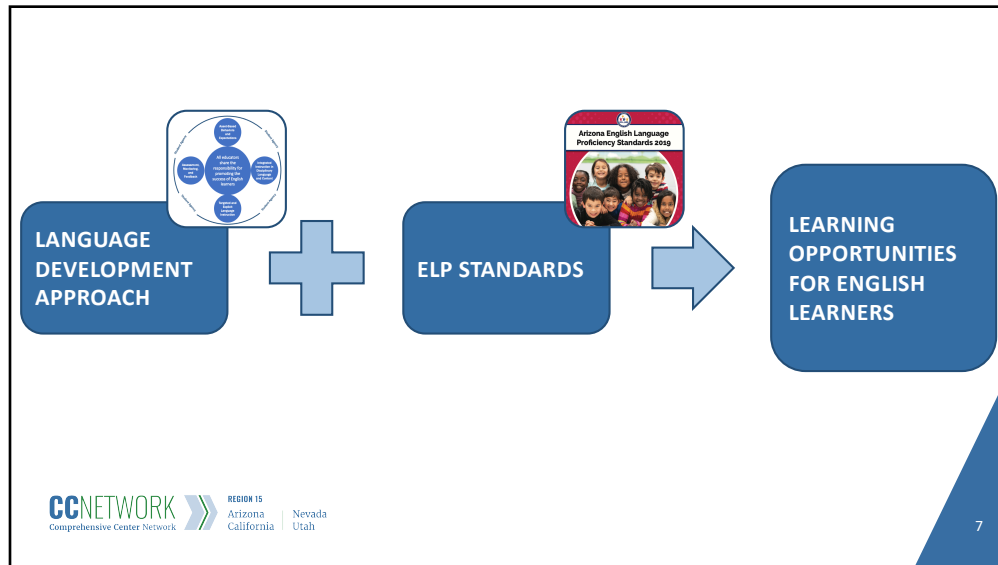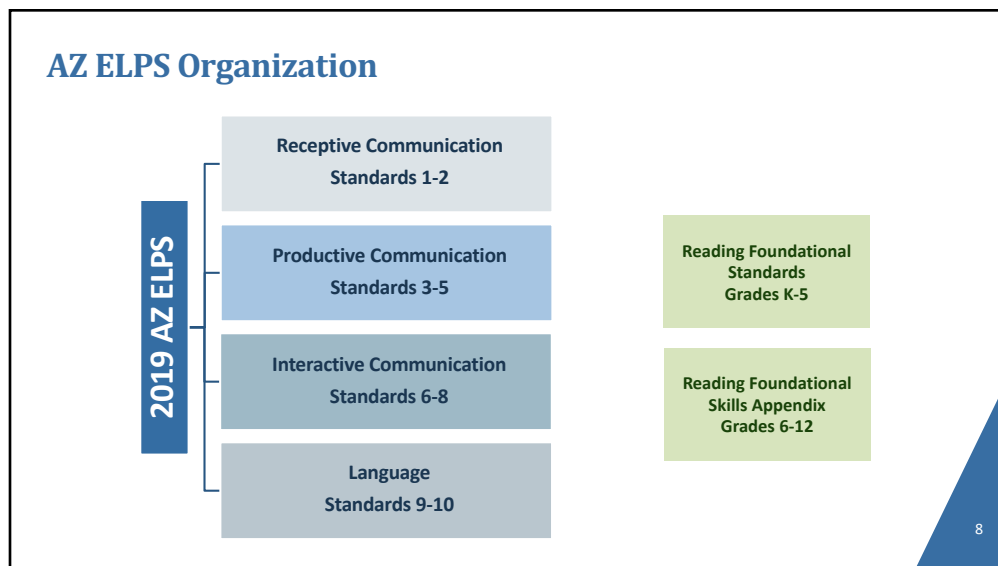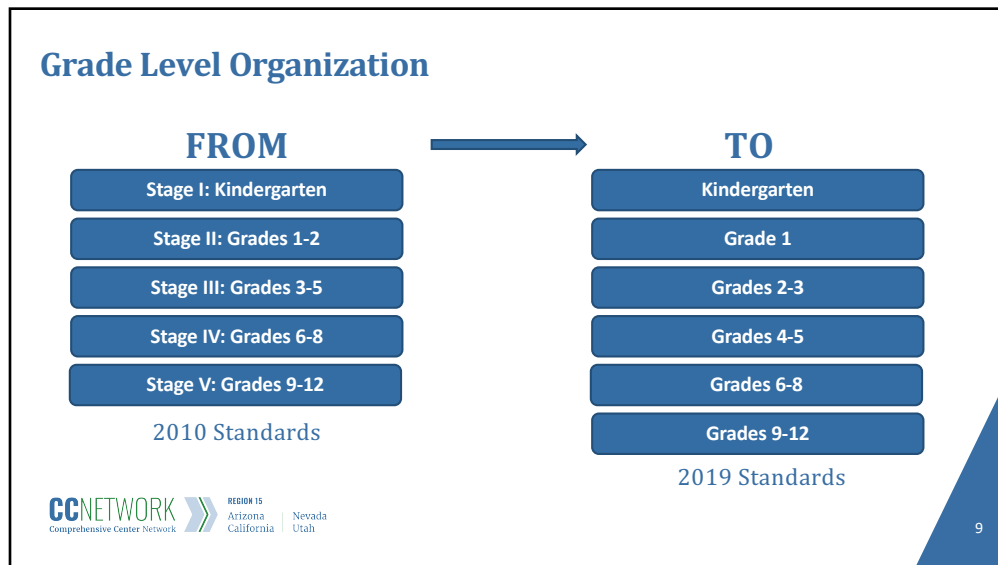
>Receptive

>Productive

>Interactive

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Arizona's Language Development Approach

Asset-Based Behaviors and Expectations

Student Agency

Student Agency

Assessment, Monitoring, and Feedback

All educators share the responsibility for promoting the success of English learners

Integrated Instruction in Disciplinary Language and Content

Targeted and Explicit Language Instruction

Student Agency

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LANGUAGE DEVELOPMENT APPROACH

+

ELP STANDARDS

Arizona English Language Proficiency Standards 2019

LEARNING OPPORTUNITIES FOR ENGLISH LEARNERS

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AZ ELPS Organization

2019 AZ ELPS

Receptive Communication
Standards 1-2

Productive Communication
Standards 3-5

Interactive Communication
Standards 6-8

Language
Standards 9-10

Reading Foundational
Standards
Grades K-5

Reading Foundational
Skills Appendix
Grades 6-12

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Grade Level Organization

FROM → **TO**

FROM	TO
Stage I: Kindergarten	Kindergarten
Stage II: Grades 1-2	Grade 1
Stage III: Grades 3-5	Grades 2-3
Stage IV: Grades 6-8	Grades 4-5
Stage V: Grades 9-12	Grades 6-8
	Grades 9-12

2010 Standards

2019 Standards

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What excites you about the new ELP Standards?

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Slide 11

Grades 4-5 English Language Proficiency Standards — **Grade Span**

Standard

LANGUAGE
Standards 9 and 10 are to be used across Standards 1-8

AZ ELP - Standard 9

Proficiency Levels — **ELA Connections** — **Instructional Supports**

By the end of each language proficiency level, an English learner can:

	Pre-Emergent/ Emergent	→	Basic	→	Intermediate	AZ ELA Standard Alignment	Instructional Supports
create clear and coherent grade-appropriate speech and text.	With **substantial support**, apply an emerging set of strategies to:		With **moderate support**, apply a developing set of strategies to:		With **light support**, apply a wide range of strategies to:	**Writing:** 4.W.1 4.W.2 4.W.3 4.W.4 5.W.1 5.W.2 5.W.3 5.W.4 **Speaking and Listening:** 4.SL.4 4.SL.6 5.SL.4 5.SL.6	***Functions for using language include but are not limited to:*** describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

Performance Indicators

PE/E-1: apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).

B-1: apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).

I-1: apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).

PE/E-2: apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.

B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.

I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.

Informational text types include but are not limited to: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.

Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.

Audiences include but are not limited to: Peers (one to one), Small group (one to a group), Whole group (one to many)

Supports include but are not limited to: context and visual aids.

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Slide 12: Proficiency Levels

FROM → **TO**

FROM:

ELL Stage III: Grades 3-5 — Reading

Standard 4: 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-7: identifying the topic from text heard or read.	E-7: identifying two-to-three details from text heard or read.	B-7: identifying the main idea and two-to-three details from text.	LI-7: summarizing the main idea and supporting details from text.	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
					(math, science, social studies)	
		PE-8: N/A Pre-Req: PE-5	E-8: identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).	B-8: locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.	LI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

2010 Standards

TO:

Grades 4-5 English Language Proficiency Standards — 2019 Standards

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The 2019 AZ English Language Proficiency Standards…

» highlight the **critical language**, **knowledge about language**, and **language skills** required by the Arizona content standards that are necessary for ELs to be *successful in school*.

» are **broad language concepts** and do not represent a curriculum or list of tasks.

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The 2019 AZ ELPS highlight the critical language, knowledge about language, and language skills required by the Arizona content standards that are necessary for ELs to be *successful in school*.

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The 2019
AZ ELPS are broad
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of tasks.

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How do these standards support English learners to interact with language in a way they didn't before?

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Arizona's Language Development Approach

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A Comprehensive Approach to ELD

Integrated ELD	Targeted ELD
• ELA, science, social studies, art, etc. (throughout the day) • **ELP Standards** *in tandem with* Arizona's ELA/Literacy and other content standards	• Specialized instruction for EL students focused on language (protected time) • **ELP Standards as the focal standards** in ways that build *into and from content instruction*

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AZ State Standards: Who's driving?

Integrated ELD

Driver's Seat
Plan with: ELA, science, social studies and other content standards

Passenger Seat
Support with: ELP Standards

Targeted ELD

Driver's Seat
Plan with: ELP Standards

Passenger Seat
Support with: ELA, science, social studies, and other content standards

Both sets of standards are always in the car!
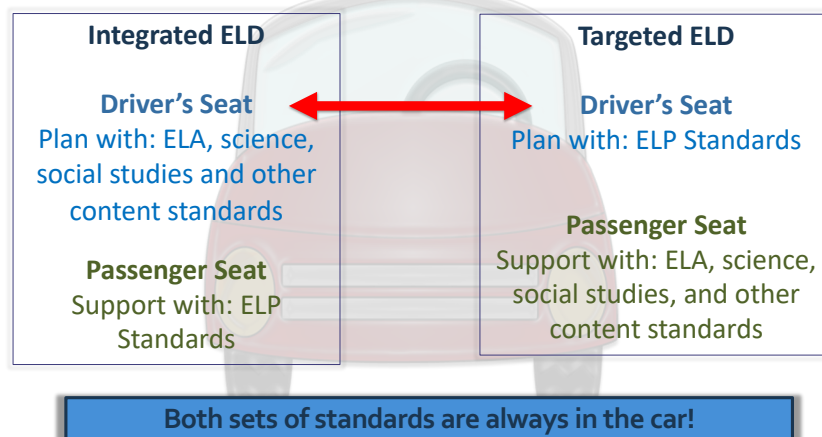
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A Comprehensive Approach to Language Instruction

Grade 2

Integrated Instruction

The whole class reads *Chrysanthemum* together and discusses "On the Surface" and "Below the Surface" questions about the text in small groups.

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

EL.2-3.S1.I-1: Ask and answer questions about key details that support the main idea by using evidence from a text.

Targeted Instruction

English learners find and discuss instances where Henkes uses doing verbs to show how characters in Chrysanthemum feel.

EL.2-3.S1.I-1: Ask and answer questions about key details that support the main idea by using evidence from a text.

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

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A Comprehensive Approach to Language Instruction

Grade 11

Integrated Instruction

Students read and discuss an excerpt from *Bury My Heart At Wounded Knee* using guiding questions in a 1:2:4 structure.

AZ.11-12.RI.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

EL.9-12.S8.I-1: Analyze the reasoning and use of rhetoric in texts.

Targeted Instruction

English learners unpack and analyze the language in linguistically dense sentences from the text.

EL.9-12.S7.I-2: Make inferences and draw conclusions using evidence from text or presentations.

EL.9-12.S8.I-1: Analyze the reasoning and use of rhetoric in texts.

AZ.11-12.RI.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

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A Comprehensive Approach to Language Instruction

Grade 4

Integrated Instruction

Students explain in writing how solar panels work using evidence from an experiment and a text.

Distinguishing Science & Engineering Practices: Construct Explanations and Design Solutions; Obtain, Evaluate, and Communicate Information

AZ.4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

EL.4-5.S9.I-2: Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade- appropriate linking words and temporal words when writing and speaking.

Targeted Instruction

English learners identify and explain how sequential connectives are used in a text about solar energy.

EL.4-5.S9.I-2: Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade- appropriate linking words and temporal words when writing and speaking.

Distinguishing Science & Engineering Practices: Construct Explanations and Design Solutions; Obtain, Evaluate, and Communicate Information

AZ.4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Before you watch the videos, please keep in mind that:

» These videos are snapshots and do not capture the entirety of classroom practice.

» These videos are not meant to be evaluative.

» These students may not be similar to our students.

» Videos can help us refine our understanding of how the ELP Standards can be used in practice

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AZ ELPS and Targeted ELD

EL.4-5.S9.I-2: Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.

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Share one key takeaway from your notes on the Targeted ELD lesson.

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AZ ELPS and Integrated ELD (Science)

Distinguishing Science & Engineering Practices: Construct Explanations and Design Solutions; Obtain, Evaluate, and Communicate Information
AZ.4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
EL.4-5.S9.I-2: Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.

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Share one key takeaway from your notes on the Integrated ELD lesson.

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What do the ELP Standards Mean for Educators?

Creating Learning Opportunities for English learners:

- Language-focused opportunities for English learners

  > as readers and listeners

  > as speakers and writers

  > as participants in interactions with others

- Rich learning opportunities in which rigorous content and disciplinary practices develop in tandem with language

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How might this affect the way teachers plan and facilitate instruction in your school/district?

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