



Secondary ELA Office Hours

ADE English Language Arts Team




Academic
Standards

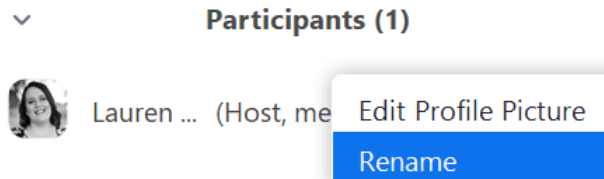


English Language Arts Team

WELCOME!

Please review this information while we wait for all to join!

- Please **MUTE** your microphones (video on or off is your choice and to your comfort level). 
- **Certificates** – no certificates will be emailed, allow 2-3 days for attendance to be taken (by Friday of each week), and certificates will be available in EMS. Remember to register for each session to receive credit. You must participate in the session.
- Please make sure to **rename yourself** so that it shows the first and last name you registered under – this will help me with attendance.



Academic
Standards



WHO WE ARE

The **mission** of the ADE ELA Team is to educate, empower, and elevate the expertise of educators and leaders in evidence-based literacy pedagogy and practices so all students in Arizona can learn to read and write proficiently.

The ADE ELA Team **envisions** every student has equitable access to knowledgeable educators and leaders who are trained and confident in the best literacy practices aligned with the science of reading.

English Language Arts

Educate Empower Elevate



Academic
Standards



Agenda

- Introductions
- Resources for Planning with the Standards
- Collaboration Space
- Professional Learning Opportunities
- Next Meeting

Introductions



Lauren Spenceley, M.Ed.

Secondary ELA Specialist

- In the chat, say hello by sharing:
 - Name
 - Role and grade/s you work with
 - County you teach in
 - **Question** – What standard/s are you currently working on with your students?

Strategies Used by Effective Readers:

Before Reading	During Reading	After Reading
Establish purpose for reading	Identify main ideas and supporting details	Summarize
Activate background knowledge	Create mental images: "Make a movie in your head" Make inferences Reread or use "fix-up" strategies when they do not understand	Make inferences
Make predictions	Make informed predictions/verify predictions	Verify predictions
Generate questions about the text	Generate questions about the text	Generate questions about the text Summarize what was learned to respond to the questions
Evaluate text structure	Use text structure as a framework for comprehension	
	Monitor understanding of words and use vocabulary strategies such as recognition of word parts and roots when they encounter unfamiliar words	
	Monitor comprehension for understanding	

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices. Austin, TX: Author.

All of the following resources can be found on the Secondary ELA webpage:

<https://www.azed.gov/standards-practices/secondary-literacy-middlehs>

Resources for Planning with Standards



Vertical Articulation of Arizona's English Language Arts Standards (adopted 2016)

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS

Special thanks to Mesa Public Schools

Setting A Purpose for Reading



Before Reading

- Telling students what you want them to know, do, understand, accomplish, sets them up for success
- Based on the standard you are focusing on
- Example: RL2 Theme –
 - "For this text, we will determine the theme by gathering specific details from the text."
 - "We will write an objective summary of the text."
 - "We will analyze how the theme develops over the whole text."

9-10.RL.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Resources for Planning with Standards

English Language Arts
Grade 3-8
Performance Level Descriptors (PLDs)

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	7.RL.1	refers to the text generally to support analysis of what the text says explicitly.	identifies some textual evidence that supports analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.
Detailed	7.RL.2	identifies a theme or central idea of a text; provides a sequence of events in a text.	identifies a theme or central idea of a text; provides a simple objective summary of a text.	determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text.	evaluates themes or central ideas of a text and analyzes their development over the course of a text; provides a comprehensive, objective summary of a text.
Detailed	7.RL.3	identifies particular elements of a story or drama (e.g., setting or characters).	explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	evaluates the relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact.
Detailed	7.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; describes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.	determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.

Performance Level Descriptors (6-8th)

- Use as a way to see where your students are at with each standard

Resources for Planning with Standards

▼ Writing Professional Learning

Fall 2022

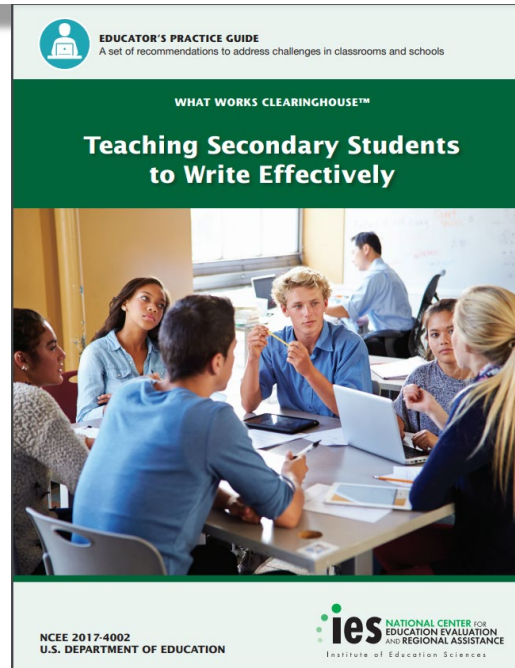
Types of Writing Standards - Grades 6-12 Professional Learning Webinars

All materials from the webinars have been archived here:

- Types of Writing Standards Grades 6-12: Argument Writing | [Padlet](#)
- Types of Writing Standards Grades 6-12: Informative/Explanatory Writing | [Padlet](#)
- Types of Writing Standards Grades 6-12: Narrative Writing | [Padlet](#)

Writing Standards

- W.1, W.2, W.3
- Model, Practice, Reflect



Resources for Planning with Standards

AdLit | All About
Adolescent Literacy

Classroom Strategies

Browse our library of “before, during, and after reading” strategies for vocabulary, comprehension, and writing instruction.

AdLit.org

- Graphic organizers for each step in the reading process and would match well with standards
- For example, Frayer model for RI.4 or RL.4

Resources for Planning with Standards

1 Build students' decoding skills so they can read complex multisyllabic words

▼ Show More



TIER
1
STRONG

2 Provide purposeful fluency-building activities to help students read effortlessly

▼ Show More



TIER
1
STRONG

3 Routinely use a set of comprehension-building practices to help students make sense of the text

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

▼ Show More



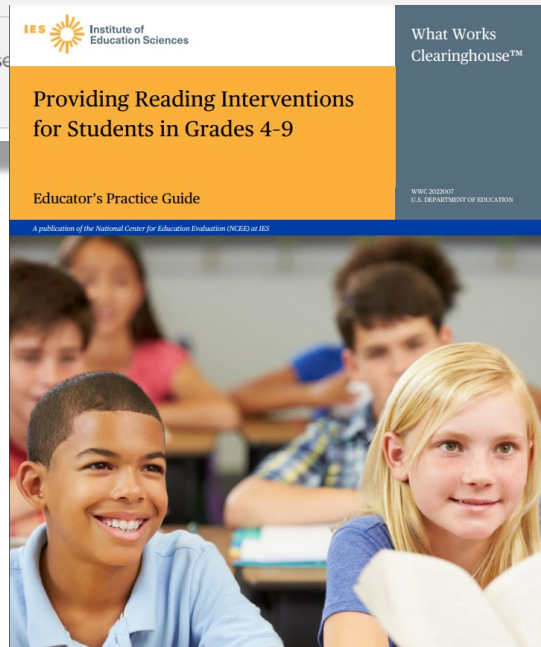
TIER
1
STRONG

4 Provide students with opportunities to practice making sense of complex ideas and information

▼ Show More



TIER
2
MODERATE



Struggling Readers

- IES Guide: Struggling Readers in Grades 4-9
- Evidence-based strategies to support your older struggling readers

Collaboration Space

Breakout rooms – Discuss the two questions and share ideas using the sticky notes.



How would you use the resources shared today for your own planning and instruction?

[Jamboard Link](#)



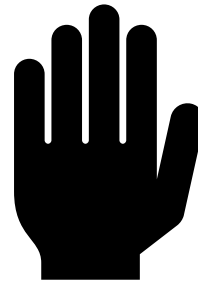
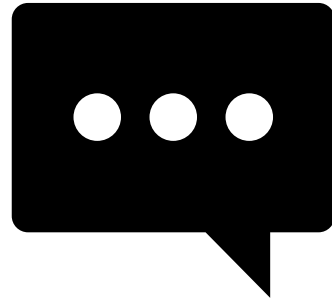
Use pen to make a checkmark next to ideas you agree with



Use sticky notes to share your responses.



Whole Group Share Out



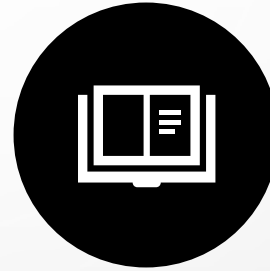
LEARNING OPPORTUNITIES



NEWSLETTER



READING
FUNDAMENTALS
ONDEMAND ACADEMY



BOOK STUDIES

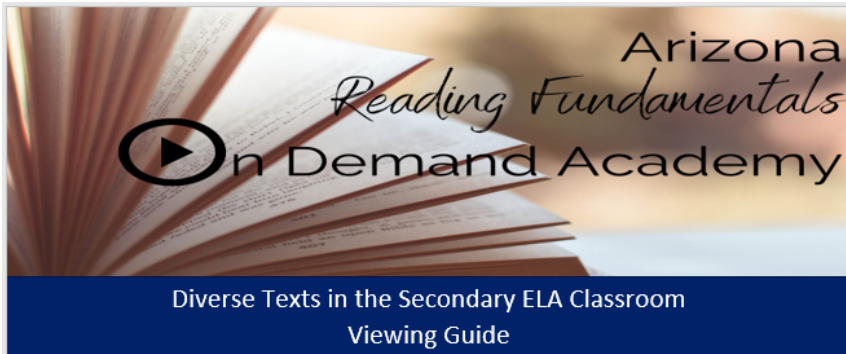


WEBINARS

Secondary ELA Webpage:

<https://www.azed.gov/standards-practices/secondary-literacy-middlehs>

Sneak Peek of Secondary ELA OnDemand Academies:



Intended Use

This viewing guide is intended to be used by educators when viewing the Arizona Reading Fundamentals OnDemand Academy. Districts and charters are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, highly collaborative, job embedded and instructionally focused.

Acknowledgements

This series was created and produced by the Arizona Department of Education's English Language Arts' team. The ideas and viewing guide templates were originated by the Ohio Department of Education.

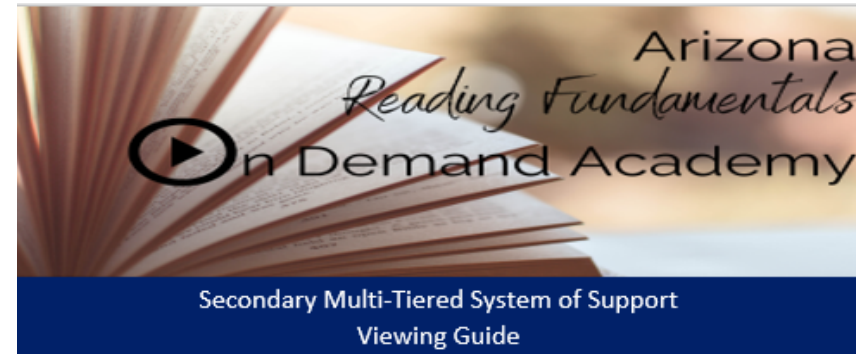
Reproducing the Viewing Guide

If you would like to make copies of any portion of this viewing guide, please credit the Arizona Department of Education.

Guidance Companion

Arizona Department of Education (2020) *Diverse Texts in the Secondary ELA Classroom Guidance*. [ADE Website](#) – Secondary ELA, under the blue bar that says Diverse Texts in ELA]

- Rationale, pg. 1
- Chart of books and themes, pg. 2-8
- Resources, pg. 9



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Optional Text Companion

Housen, M. (2015) *Fundamentals of Literacy Instruction & Assessment, Grades 6-12*.

- Chapter 3: Features of Effective Instruction
- Chapter 16: Response to Intervention and Multi-Tiered Systems for Support in Secondary Schools]



<https://www.azed.gov/mowr/mowr-professional-development>

Next Meeting - December

Secondary ELA Quarterly Office Hours

TUE, DEC 13 2022 - TUE, DEC 13 2022 • VIRTUAL

MIDDLE SCHOOL

HIGH SCHOOL

ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

Collaborate, share, and learn about grades 6-12 literacy information from ADE!

The ADE Secondary ELA Specialist, Lauren Spenceley, presents Secondary ELA Quarterly Office Hours, an opportunity to collaborate, share, and learn about secondary reading and literacy information from the AZ Department of Education with secondary ELA literacy educators and leaders from around the state.

For the December meeting, we will be joined by Andrea Glenn, Director of Post-Secondary & Community Engagement, who will share resources and information for the FAFSA, college applications, the ACT, and more!

Participants must register for this quarterly event in EMS to receive professional development credit. Each participant will receive 1 hour of PD credit.

Zoom link will be individually emailed to registrants the day of the meeting. Registration closes at 12 the day of the meeting.

[Register](#)

PD

Details

Date

Tue, Dec 13 2022 - Tue, Dec 13 2022

Time

4:00PM - 5:00PM

Tags

Middle School

High School

[Register](#)

<https://www.azed.gov/standards-practices/event/secondary-ela-quarterly-office-hours-1>



Academic Standards

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