APPENDIX V – 61
All Aboard!

With Language and Literacy for ELLs

Revised ELD Model and New ELD Curriculum

Presenters: Cruz Herrera and Patricia Sandoval-Taylor

TUSD Language Acquisition Department 2015
Session Norms

• Set aside preconceived notions
• Make application to your own work with ELL students needs in mind
• Ask questions
• Respect others’ viewpoint and expertise
• Take time to share and be ready to actively participate in all sessions
• Take a break from cell phones
**English Language Development**

- **ELLs below the Intermediate level on AZELLA and all 1st year ELLs**
- **ELLs at the Intermediate Level on AZELLA and in at least their 2nd year of ELD Instruction**

**Whole Group Instruction**

- **Guided Reading Instruction**
  - 4-6 student groups
  - 25 minutes x 3

**Guided Reading Components**

- Select the Text
- Introduce the Text
- Read the Text
- Revisit & Discuss Text
- Intermittent Closure
- Extend Meaning of the Text

AND/OR

**One-on-One Instruction**

- Conferring or Assessing

**Literacy Block Closure**

- Purposeful Accountable Talk

**Assessments**

- Universal Screener: DIBELS
- DRA2
- Avenues e-Assessment
- Alphachants (K), Phonics Street (1,2), Reading Basics (3,4,5)
- State Assessments

**Literacy Work Stations (LWS)**

- Read to Self (monitored)
- Work on Writing
- Word Work
- Read to Someone
- Listen to Reading
Session Objectives

Given the TUSD Literacy Continuum for an ELD Program the learner will participate in four sessions to gain:

- expertise in the implementation of the new ELD Revised Model and the new TUSD ELD Curriculum
- understanding of purposeful assessment to drive instruction which aligns with the Arizona English Language Proficiency standards
- an in-depth understanding of an ideal literacy classroom structure in an ELD program
- knowledge of the Modified Guided Reading structure for the development of literacy
Stipend Guidelines

Participants are required to **attend all 4 full day sessions** in order to receive compensation. Late arrival or missing any part of a session will forfeit the entire compensation. Attendance will be taken at the beginning and at the end of each session.
Agenda

• Welcome/Norms
• Ice Breaker/Community Building
• Overview of New ELD Model
  – Discussion Leaders
  – Card Sort
• Model implementation Vignettes
  – “Knotty Problems”
  – Group Model to share-“Stay or stray”
Agenda cont.

• Overview of new ELD Curriculum
  – Carrousel

• Planning Session
  – Creating tools to help you plan
    • Templates
    • ELP Stem lists
    • Planning with combination classes
  – Closure
Icebreaker

Grab one M&M and tell us:

- Something about yesterday
- Something you do well
- Something about your childhood
- Something you learned last week
- Something you can’t live without
- Something you watch and listen to
Community Building

- Number off by 4’s
- On a white sheet of paper, draw a circle.
- Pass your sheet to the right
- On your new paper, draw eyes
- Continue this process by passing the paper and adding a feature each time. Add the following: nose, mouth, ears, hair and other adornments.
Community Building cont.

• As a group, participants reach consensus and choose one of the newly created faces to represent their group.
• Participants name the mascot and glue it to a table tent
• Be prepared to introduce your mascot to the group
Session Objectives

Participants will:

• become familiar with the ELD/SEI Model Refinements
• become familiar with the new ELD curriculum documents for TUSD
• be able to incorporate cooperative learning strategies to facilitate content learning
• design a product that reflects their new learning
Discussion Leaders

- Any participants who attended the SEI Refinements Training in May stand up.
- One or two of these participants will join a group as experts.
- All participants will need the handout titled: *ELD/SEI Model Refinements Guiding Questions*.
- The expert/s in the group will use the questions on the handout as a guide to share any information they remember from their training.
- Group members take note as experts speak.
Discussion Leaders (cont.)

- All participants will use the handout to confirm the information provided by the expert, add to the information or clarify information as the presentation on this topic takes place.
FACTS


• These refinements are not intended to replace the existing Models, but rather to enhance them.

• These options are not required, and their implementation is at the discretion of the LEA.

• The refinements are designed for optional implementation beginning with the 2015-2016 school year.
Refinements to the Elementary SEI Model

Approved Refinements to the SEI Models

Implementation may begin in the 2015-2016 school year.

Elementary Model

Separate recommendations are made for first year ELLs and intermediate proficiency level and intermediate students that enter the school system after their first year.

Integration of the 4 time blocks for first year ELLs and intermediate proficiency level.

Refinement:

Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on the Arizona English Language Learner Assessment (АЗELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELLs for whom flexibility is appropriate, ELD instruction using ELP standards may be delivered during two “blocks”, totaling 3 hours:

1. Block 1: 90 minutes of integrated writing and grammar
2. Block 2: 90 minutes of integrated reading, oral English conversation and vocabulary
What will change?

- Who receives 4 hours of English Language Development (ELD) instruction vs. 3 hours ELD instruction and;
- How time allocation are documented and implemented
- How interventions can be integrated
### Who Receives 4 hours of ELD Instruction*

<table>
<thead>
<tr>
<th>What WAS in place</th>
<th>What has CHANGED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All English Language Learners (ELLs) and (Y ELLARs) receive 4 hours of ELD instruction</td>
<td>• 1st year ELLs and ELLs below the Intermediate Proficiency Level will receive 4 hours of ELD instruction</td>
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<tr>
<td></td>
<td>• <strong>Intermediate level ELLs who are in their 2\textsuperscript{nd} year or more in the program will only be required to receive 3 hours of ELD instruction</strong></td>
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<td>(two 90 minute integrated blocks)</td>
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*2- hours in Kindergarten*
### Time Allocations

<table>
<thead>
<tr>
<th>What WAS in place</th>
<th>What has CHANGED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4-hour explicit documentation and implementation of:</td>
<td>• 4-hour integrated documentation and implementation of:</td>
</tr>
<tr>
<td>‒ Reading (60 min.)</td>
<td>‒ Reading &amp; Oral English Conversation and Vocabulary (120 min.) or (90 min. for Intermediate level who qualify)</td>
</tr>
<tr>
<td>‒ Oral English Conversation and Vocabulary (60 min.)</td>
<td>‒ Writing &amp; Grammar (120 min.) or (90 min. for Intermediate level who qualify)</td>
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<tr>
<td>‒ Writing (60 min.)</td>
<td></td>
</tr>
<tr>
<td>‒ Grammar (60 min.)</td>
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</tbody>
</table>
What has changed?

THINK PAIR SHARE
Time Allocations and ELP Standards Alignment for the Refined Model

<table>
<thead>
<tr>
<th>Time Allocations</th>
<th>AZ ELP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Oral English Conversation and Vocabulary</td>
<td>• Reading Domain</td>
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<tr>
<td></td>
<td>• Listening and Speaking Domain</td>
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<tr>
<td></td>
<td>• Language Strand standard 2 (only)</td>
</tr>
<tr>
<td>120 min. block</td>
<td></td>
</tr>
<tr>
<td>Writing &amp; Grammar</td>
<td>• Writing Domain</td>
</tr>
<tr>
<td></td>
<td>• Language Strand standard 1 (only)</td>
</tr>
</tbody>
</table>

or 90 min. blocks each for Intermediate level students who qualify

ELP standards documentation and implementation
Interventions can be integrated

- Up to 30 minutes of literacy intervention services with non-ELL students may count towards the **4-hour requirement** if those services meet the instructional needs of the ELL student and are driven by ELP Standards.
What does not change?

• ELLs have to be separate from the mainstream students for ELD instruction in the refined model;
• ALL ELD instruction must be driven by the Arizona ELP standards and match the correct time allocation.
In addition...

In TUSD ELLs continue to:

• receive instruction using district adopted text-
  Avenues for a minimum of two hours and other resources aligned to Avenues themes and ELP Standards;

• be assessed with eAssessment for both summative and formative purposes (please see program model hand-out)
CARD SORT

With a partner:

• Read the following cards

• Categorize and place blue cards under the correct heading
**English Language Development**

<table>
<thead>
<tr>
<th>ELLs below the Intermediate level on AZELLA and all 1st year ELLs</th>
<th>ELLs at the Intermediate Level on AZELLA and in at least their 2nd year of ELD Instruction</th>
</tr>
</thead>
</table>

ELD instruction using ELP standards during **two** integrated blocks, totaling 4 hours
*Kinder two integrated blocks totaling 2 hours

<table>
<thead>
<tr>
<th>120 minute Block:</th>
<th>90 minute Block:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Kinder 60 min.</td>
<td>*Kinder 30 min.</td>
</tr>
<tr>
<td><strong>Oral English Conversation [LS]</strong> &amp; <strong>Vocabulary [L-2]</strong></td>
<td><strong>Oral English Conversation [LS]</strong> &amp; <strong>Vocabulary [L-2]</strong></td>
</tr>
<tr>
<td><strong>Reading [R]</strong></td>
<td><strong>Reading [R]</strong></td>
</tr>
<tr>
<td>• Print Concepts</td>
<td>• Print Concepts</td>
</tr>
<tr>
<td>• Phonological Awareness</td>
<td>• Phonological Awareness</td>
</tr>
<tr>
<td>• Phonics &amp; Word Recognition</td>
<td>• Phonics &amp; Word Recognition</td>
</tr>
<tr>
<td>• Fluency</td>
<td>• Fluency</td>
</tr>
<tr>
<td>• Comprehension</td>
<td>• Comprehension</td>
</tr>
<tr>
<td>• Vocabulary</td>
<td>• Vocabulary</td>
</tr>
</tbody>
</table>

**Literacy intervention using ELP Standards 30 minutes**

**TUSD K-5**

Literacy Continuum for an **English Language Development Program (ELD)**

**Daily Teaching Structure**

**Whole Group Instruction**

(30 minutes)

~Read Aloud or
~Interactive Read Aloud or
~Focus Lessons

**Guided Reading Instruction**

(4-6 student)

(25 minutes x 3)

**Guided Reading Components:**

~Select the Text
~Introduce the Text
~Read the Text
~Revisit & Discuss Text
~Intermittent Closure
~Extend Meaning of the Text

**One-on-One Instruction**

~Conferring or
~Assessing

**Literacy Block Closure**

(15 minutes)

~Purposeful Accountable Talk

**Assessments**

- Universal Screener: DIBELS
- DRA2
- Avenues e-Assessment
- Alphachants (K), Phonics Street (1,2), Reading Basics (3,4,5)
- State Assessments
Sample

LESSON PLAN
Kindergarten Integrated ELD Weekly Lesson Plan

**Date:** ___ 8/15/2015 ________________  **Time:** from ___8:30_________ to ___9:30________

| Grade: K | * ELPS(s) Stage | I | * Proficiency Level(s): | PEE | B | BI | I |
|----------|-----------------|--------------------------------|----------------------------------|---------------------------------|-----------------|-----------------|-----------------|-----------------|

**ELD Blocks:**
- **Oral English Conversation, Vocabulary and Reading**
  - 60 min
- **Grammar and Writing**
  - 60 min

**ELP Code and Standard(s):**
1-LS-1: B-HI-5 S/W demonstrates understanding of oral communications by following multiple-step directions which include prepositions.
1-L-2: B-HI-2 S/W demonstrate knowledge of vocabulary by recognizing sight words.
1-R-3: B-HI-2 S/W demonstrate knowledge of reading comprehension by making predictions based on the title, cover illustrations, and text.

**Student Friendly Objectives:**
I will show I understand how to communicate by listening and following directions during vocabulary builder activities.
I will show I understand my weekly vocabulary words by matching my words to a picture card.
I will show I understand the story by making predictions about the story *Come with me to School*

**Academic Vocabulary:** See list vocab for Unit 1 on pg. T 1a
color words, school tools High frequency word: a

**Materials:** Phonics Picture Card 72 (color red) Vocabulary Builder 1 and School Tool Manipulatives, Song CD 1, Color chips and sorting maps and Doc camera Big Book *Come with me to School* Picture Cards 38,46,56,103; Word cards ;School tool manipulatives Alphachant Lap book Mm and Phonics picture cards for M Sentence strips and pocket chard

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Alphachant Lesson 1</strong> Listen and chant using Mm Lapbook and CD Track 1 T8 Show and Tell Letter M</td>
<td><strong>Alphachant Lesson 1</strong> Listen and Chant Letter Mm Lapbook and CD track 1. T9</td>
<td><strong>Alphachant Lesson 1</strong> Shared Reading Lapbook M with Song CD Track 1 Connect Mm T10 Alphachant Lesson 1 T11 Use white boards to practice phonemic awareness and phonological awareness</td>
<td><strong>Alphachant Lesson 1 T11</strong> Shared Reading Lapbook M with Song CD Track 1. Use white boards to practice writing letter M</td>
<td><strong>Alphachant Lesson 1 T11</strong> Shared Reading Lapbook M with Song CD Track 1 Use white boards to practice writing letter M. Progress Check on T11 Progress Check on T11</td>
</tr>
<tr>
<td><strong>Avenues</strong> Circle Time: Explore colors T.1 Walk around classroom and school using post it notes to identify colors with color words. Phonological Awareness Isolate Words T.1 Introduce Vocabulary T2</td>
<td><strong>Avenues</strong> Story Time/ Circle Time Colors T. 4 Phonological Awareness T 4 Preview the Big Book <em>Come with me to School</em> Big Book Picture walk and Preview Script pages 1-24 T5 Share the Big Book T6- 9</td>
<td><strong>Avenues</strong> Activity Time/ Circle Time. Use picture cards T. 10 Phonological Awareness Isolate Words using color chips T10</td>
<td><strong>Avenues</strong> Time to Talk/ Circle Time T14-17 Language Songs Big Book School Tools pg.1a and Song CD1 Track 3-4 Invite school workers into share how they use their tools.</td>
<td><strong>Avenues</strong> Story Time/ Circle Time School Tools T18 Phonological Awareness Isolate and Count Words T18 Read Big Book <em>A School</em></td>
</tr>
</tbody>
</table>

**Oral English Conversation, Vocabulary and Reading** 60 min

**Grammar and Writing** 60 min
**Second Grade Integrated ELD Weekly Lesson Plan (Sample)**

- **Date:** 8/15/2015
- **Time:** from 10:00 to 12:00

**ELD Blocks:**
- Oral English Conversation, Vocabulary, and Reading
  - **Grammar and Writing**
  - 120 min

**Grade:** 2nd
- **ELPS(s) Stage:** II
- **Proficiency Level(s):** PEE ■ B ■ I ■

**ELP Code and Standard(s):**
- **Grammar:** II-L-1(Q):LI-2: The students will demonstrate knowledge of parts of speech by forming Yes/No questions in the simple present tense with given forms of “to do” + subjects + verbs.
- **Grammar:** II-L-1(V):B-5: The student will demonstrate knowledge of parts of speech by choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement)
- **Writing:** II-W-2: HI-10: The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications with instructional support.

**Student Friendly Objectives:**
- I will show I understand parts of speech by asking and answering questions that include a subject and verbs such as am, is, are within a sentence frame.
- I will show I understand parts of speech by using verbs to make a negative sentence.
- I will identify and apply conventions in my writing by using a subject and verb in my sentence(s).

**Academic Vocabulary:**
- **Question**
- **Subject**
- **Verb**
- **Negative**

**Materials:**
- Monthly Writing Journals
- Picture It Graphic Organizers
- White Board / Dry erase markers, White Eraser tape
- M.T.: Picture Cards B13-B24 (various animals)
- W: Big Book, Practice Book: What Do You See? ; page PB22
- F: Big Book, blank oak tag strips; Picture Perfect Word Book (optional), Picture Cards B13-B24

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Mini Lesson:</strong> Questions: Model asking and answering questions and have children practice asking and answering questions using Picture Cards. <em>Avenues Teacher’s Edition T60f</em> Picture Cards B13-B24 (various animals)</td>
<td><strong>Mini Lesson:</strong> Verb Be: Teach how to use am, is, are and then have partners ask and answer questions using these verbs. Teacher’s Edition T68c-T68d Verbs am, is, are (Unit Progress Test)</td>
<td><strong>Mini Lesson:</strong> Negative Sentences: Reread pages 70-84 and teach how to make negative sentences using is not and are not. Invite children to use the Big Book to make up negative sentences about Mama Cat and her kittens. Teacher’s Edition T85 Materials: Big Book Work Practice Book: What Do You See? ; page PB22</td>
<td><strong>Mini Lesson:</strong> Questions: Display page 72 and model how to ask and answer questions. Have children role-play story characters asking and answering questions. Teacher’s Edition T72-T73</td>
<td><strong>Mini Lesson:</strong> Subject/Verb Agreement: Lead children in a game of Mama Cat Says to introduce the concept of action words. Then use Big Book page 36 to teach subject-verb agreement with action verbs. Children use sentence frames and pictures to practice action words. <em>1st Ed. 61, p. 29 Birds _______, A Zebra _______. Teacher’s Edition T65f, T65u</em></td>
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</tbody>
</table>


PHLOTE LIST EXPLORATION

HOW DO I GROUP STUDENTS FOR THE REVISED ELD MODEL?
Remember....

• Students who are at the Intermediate level and in at least their 2\textsuperscript{nd} year of ELD instruction are eligible to receive 3 hours of ELD instruction.

• Ways to determine eligibility are:
  – Mojave Enrollment history
  – CUM-AZELLA scores
  – Student is new to this country or state
  – Contact LAD
<table>
<thead>
<tr>
<th>Matric</th>
<th>Name</th>
<th>Teacher Name</th>
<th>Gd</th>
<th>Prg</th>
<th>Birth Dt</th>
<th>PHL</th>
<th>State Language</th>
<th>PP</th>
<th>Status</th>
<th>TestDate</th>
<th>Oral Scr</th>
<th>Lvl</th>
<th>Read. Scr</th>
<th>Lvl</th>
<th>Writ. Scr</th>
<th>Lvl</th>
<th>Total Raw</th>
<th>Test Lvl</th>
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<tr>
<td>1. *</td>
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<td></td>
<td></td>
<td>04/15/06</td>
<td>OOO</td>
<td>Spanish</td>
<td></td>
<td>ELL</td>
<td>08/24/11</td>
<td>014</td>
<td>E</td>
<td>006</td>
<td>B</td>
<td>007</td>
<td>E</td>
<td>027</td>
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<td>05/10/06</td>
<td>OOO</td>
<td>Spanish</td>
<td></td>
<td>ELL</td>
<td>08/22/11</td>
<td>036</td>
<td>P</td>
<td>011</td>
<td>P</td>
<td>013</td>
<td>B</td>
<td>060</td>
<td>I</td>
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<td>10/28/05</td>
<td>OEE</td>
<td>Spanish</td>
<td></td>
<td>IFEP</td>
<td>08/23/11</td>
<td>036</td>
<td>P</td>
<td>011</td>
<td>P</td>
<td>021</td>
<td>P</td>
<td>068</td>
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<td></td>
<td>10/12/05</td>
<td>OOO</td>
<td>Spanish</td>
<td></td>
<td>RECL1</td>
<td>03/29/11</td>
<td>038</td>
<td>P</td>
<td>012</td>
<td>P</td>
<td>022</td>
<td>P</td>
<td>072</td>
<td>P</td>
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<tr>
<td>5.</td>
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<td></td>
<td>08/15/03</td>
<td>OOO</td>
<td>Spanish</td>
<td></td>
<td>RECL2</td>
<td>09/13/10</td>
<td>052</td>
<td>P</td>
<td>016</td>
<td>I</td>
<td>023</td>
<td>I</td>
<td>091</td>
<td>P</td>
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<td>09/09/03</td>
<td>OOO</td>
<td>Spanish</td>
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<td>08/15/01</td>
<td>OOO</td>
<td>Spanish</td>
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<td>9.</td>
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<td></td>
<td></td>
<td>02/07/02</td>
<td>OOO</td>
<td>Spanish</td>
<td></td>
<td>Y</td>
<td>10/27/10</td>
<td>049</td>
<td>P</td>
<td>010</td>
<td>I</td>
<td>021</td>
<td>I</td>
<td>080</td>
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<td>10.</td>
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<td>08/25/01</td>
<td>OEO</td>
<td>Spanish</td>
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<td>N</td>
<td>12/03/10</td>
<td>048</td>
<td>P</td>
<td>018</td>
<td>P</td>
<td>025</td>
<td>P</td>
<td>091</td>
<td>P</td>
</tr>
</tbody>
</table>

**PHLOTE List Informational KEY**

PP = Parent Permission Status for ELLAR Students

- Y = Permission given for student to return to ELD program
- N = No Permission given for student to return to ELD program

If space is blank for ELLAR/SRECL student - No form is on file with LAD

Y/N status remains with SRECL students but is no longer valid info for placement-SRECL students are permanently reclassified. ELLAR form should be in student folder and on file with LAD for ADE compliance.

IFEP = Initial Fluent English Proficiency

ELL = English Language Learner

ELLAR = ELL after Reclassification

RECL = Reclassified (Newly or beyond 2nd year) Check date of reclassification in student record if necessary

RECL1 = 1st Year Reclassified (Monitoring required)

RECL2 = 2nd Year Reclassified (Monitoring required)

SRECL = Second Time RECL (Student became reclassified after ELLAR status-No longer requires testing)

WthPar = Student withdrawn from ELD program by parent - Must take assessment yearly until reclassification

WthIEP = Student withdrawn from ELD program by IEP - Not required to take assessment

P = Proficient

I = Intermediate

B = Basic

PE/E/B = Pre-Emergent/Emergent/Basic

E = Emergent

PE/E = Pre-Emergent/Emergent

PE = Pre-Emergent
Knowing what you know about the Revised ELD Model and taking into account your students’ language proficiencies complete the following T-Chart.

**GROUP YOUR STUDENTS**
Knotty Problems

Be prepared to share out your classroom scenario and any challenges you foresee. Then,

• Number off by 4’s
• Letter off A, B, C, D,
• Letter D takes 2 minutes to share. During this time no one is allowed to interrupt with comments or questions.
• Then, each of the other group members as two minutes to share ideas about possible solutions.
• Repeat process for remaining group members
Stay and Stray

• Select one of the group scenarios to showcase
• Create a visual representation of your scenario that includes the following:
  – the student makeup of your room
  – Evidence of the two ELD blocks and differentiation based on student proficiency
    • Physical arrangement of classroom
    • Schedule
    • Student grouping
    • Classroom workstations or centers
    • Sample lesson plan
    • Etc.
Stay and Stray (cont.)

- One member of the group stays with the project to explain their project to the visiting members.
- Other group members stray to a new project to learn about it and take notes that will be shared with their original group.
- Original groups reconvene to visit each project. The expert within the group will share what they learned.
LUNCH
NEW TUSD ELD CURRICULUM
# K-5 English Language Development (ELD) Curriculum Materials

- [Understanding ELP alignment to AZCCRS](http://tusd1.org/resources/curriculum/eldk5table.asp) (in PDF)
- SEI/ELD Refinement Model: [ADE-approved Refinements to the SEI Models](http://tusd1.org/resources/curriculum/eldk5table.asp) (in PDF) | [Structured English Immersion (SEI) Refined Program Model](http://tusd1.org/resources/curriculum/eldk5table.asp) (in PDF)
- Lesson Plan Templates for ELD Instruction: [Kindergarten](http://tusd1.org/resources/curriculum/eldk5table.asp) (in Word) | [Elementary](http://tusd1.org/resources/curriculum/eldk5table.asp) (in Word)
- Lesson Plan Template for the Elementary ELD Refined Model: [Kindergarten](http://tusd1.org/resources/curriculum/eldk5table.asp) (in Word) | [Elementary](http://tusd1.org/resources/curriculum/eldk5table.asp) (in Word)
- [ILLP](http://tusd1.org/resources/curriculum/eldk5table.asp)
- [ELD Literacy Continuum](http://tusd1.org/resources/curriculum/eldk5table.asp) (in PDF)
- [ADE - Finalized English Language Proficiency (ELP) Standards](http://tusd1.org/resources/curriculum/eldk5table.asp)
- [Useful Links](http://tusd1.org/resources/curriculum/eldk5table.asp)
- [ELD Curriculum Writing Project Contributors - 2014-15](http://tusd1.org/resources/curriculum/eldk5table.asp) (in PDF)

## Curriculum Materials by Grade Level

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<th>Grade</th>
<th>Curriculum Maps</th>
<th>Scope and Sequence</th>
<th>Full page by quarter</th>
<th>AZ ELP Correlations to AZ ELA CC Standards</th>
<th>ELP Progression of Text Dependent Questions</th>
<th>eAssessment Correlations to AZ ELP Standards &amp; AZ ELA CC Standards</th>
<th>Avenues Correlations to AZ ELP Standards</th>
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<td>Kinder</td>
<td>Qtr 1</td>
<td>Scope and Sequence</td>
<td>Qtr 1</td>
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<td>Avenues Correlations</td>
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<tr>
<td>First</td>
<td>Qtr 1</td>
<td>Scope and Sequence</td>
<td>Qtr 1</td>
<td>Stage II</td>
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<td>Correlation Guide</td>
<td>Avenues Correlations</td>
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<tr>
<td>Second</td>
<td>Qtr 1</td>
<td>Scope and Sequence</td>
<td>Qtr 1</td>
<td>Stage II</td>
<td>Stage II</td>
<td>Basic biliteracy Intermediate Writing</td>
<td>Avenues Correlations</td>
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</tbody>
</table>

[http://tusd1.org/index.htm](http://tusd1.org/index.htm)
The AZCCRS are outcome based standards, and the AZ ELP standards are skills based standards. The language skills are all contained in the ELP standards. The AZ ELP standards are the pieces. They purposefully overlap the AZCCRS. You can find the pieces that align to a common core standard in each domain.

During ELD instruction, the AZ ELP standards are required to be documented instead of Common Core.
Scope and Sequence (1 Page)

**A Year at a Glance**

**Targeted standards are what will be assessed on eAssessment in grades 1st – 5th**

**AZ ELP Standards aligned to AZCCRS**

**Reading Focus: Literature**

- **Reading**
  - II-R-4-B-HI-18
  - II-R-4-B-HI-19
  - II-R-4-B-HI-20
  - II-R-4-B-HI-21

- **Writing**
  - II-W-1-HI-5
  - II-W-1-HI-6
  - II-W-1-HI-7
  - II-W-1-HI-8

- **Listening and Speaking**
  - II-L-1-(V):B-HI-4.6
  - II-L-1-(V):B-HI-4.5
  - II-L-1-(V):B-HI-4.4
  - II-L-1-(V):B-HI-4.3

**Complementary ELP Standards aligned with ELA AZCCRS**

- **Reading**
  - II-R-4-B-HI-18
  - II-R-4-B-HI-19
  - II-R-4-B-HI-20
  - II-R-4-B-HI-21

- **Writing**
  - II-W-1-HI-5
  - II-W-1-HI-6
  - II-W-1-HI-7
  - II-W-1-HI-8

- **Listening and Speaking**
  - II-L-1-(V):B-HI-4.6
  - II-L-1-(V):B-HI-4.5
  - II-L-1-(V):B-HI-4.4
  - II-L-1-(V):B-HI-4.3
Full Page by Quarter

Includes the written ELP standard and codes to make documentation and instruction easier

<table>
<thead>
<tr>
<th>Reading Focus: Literature</th>
<th>Writing Focus: Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant ELP Standards aligned with ELA CCSS and addressed routinely every quarter.</td>
<td></td>
</tr>
<tr>
<td>Identify features of a sentence</td>
<td>II-R.1:B-HI-3</td>
</tr>
<tr>
<td>Identify inflectional endings</td>
<td>II-R.2:B-HI-12</td>
</tr>
<tr>
<td>Read high frequency words and irregular sight words fluently</td>
<td>II-R.2:B-HI-13</td>
</tr>
<tr>
<td>Read with fluency demonstrating automaticity</td>
<td>II-R.3:B-HI-1</td>
</tr>
<tr>
<td>Ask questions to clarify text</td>
<td>II-R.4:B-HI-4</td>
</tr>
<tr>
<td>Sequence a story or event with a beginning, middle and end with transition words</td>
<td>II-R.4:B-HI-5</td>
</tr>
<tr>
<td>Make connections to text while reading (text-to-text and text-to-self)</td>
<td>II-R.4:B-HI-6</td>
</tr>
<tr>
<td>Identify the author’s purpose for writing a book</td>
<td>II-R.4:B-HI-9</td>
</tr>
<tr>
<td>Identify cause and effect of specific events in a literary selection</td>
<td>II-R.4:B-HI-10</td>
</tr>
<tr>
<td>Describe the setting from a literary selection</td>
<td>II-R.4:B-HI-12</td>
</tr>
<tr>
<td>Locate information from a completed graphic organizer</td>
<td>II-R.4:B-HI-15</td>
</tr>
<tr>
<td>Follow multiple-step positive and negative written directions which include prepositions</td>
<td>II-R.4:B-HI-16</td>
</tr>
<tr>
<td>Identify a variety of sources</td>
<td>II-R.4:B-HI-17</td>
</tr>
<tr>
<td>Identify words that the author selects in a literary selection to create a graphic visual image</td>
<td>II-R.4:B-HI-20</td>
</tr>
<tr>
<td>Identify words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection</td>
<td>II-R.4:B-HI-21</td>
</tr>
<tr>
<td>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</td>
<td>2.RI.10</td>
</tr>
<tr>
<td>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band</td>
<td>2.RI.10</td>
</tr>
</tbody>
</table>
## Curriculum Maps

### Enduring Understandings
Understanding the setting of a story is a key element in interpreting and understanding the story.

### Extended Texts and Short Connected Texts

<table>
<thead>
<tr>
<th><strong>Big Ideas</strong></th>
<th><strong>EXTENDED TEXT(S):</strong></th>
<th><strong>Unit 2: Seed to Sandwich</strong></th>
<th><strong>Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING:</strong></td>
<td><strong>Unit 1: The Big City</strong></td>
<td><strong>Big Book: The Adventures of Taxi Dancer</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Understanding the setting of a story is a key element in interpreting and understanding the story.</td>
<td><strong>Leveled Books and Window on Literacy</strong></td>
<td><strong>Big Book: Mr. McNosh and the Great Big Squash by Sarah Weeks T77</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>ESSENTIAL QUESTION:</strong></td>
<td><strong>Poetry: A Movie in My Pillow by Jo Ann Armita T16</strong></td>
<td><strong>Drama: Clever Ana and the Greedy Giant by Lada Kratky T78</strong></td>
<td><strong>Language Grammar</strong></td>
</tr>
<tr>
<td>How does understanding the setting of a story help the reader interpret and understand the literature?</td>
<td><strong>Fiction: Chinatown by William Loye T12</strong></td>
<td></td>
<td><strong>Language</strong></td>
</tr>
</tbody>
</table>

### Standards

<table>
<thead>
<tr>
<th><strong>Target</strong></th>
<th><strong>Writing</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Listening and Speaking</strong></td>
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<tr>
<td><strong>Language Grammar</strong></td>
<td><strong>Language</strong></td>
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<tr>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Language</strong></td>
</tr>
</tbody>
</table>

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V - 61, p. 44
### Research and Writing Connections

- City Book Search - Library Scavenger Hunt T35a about “Cities”
- Where Plants Grow T92-93 Have students use books or the internet to research how plants grow. [http://www.kidsgardening.org/](http://www.kidsgardening.org/)
- Food Books- Question-and-Answer Books T129a
- Students will create a question-and-answer book about a food found in their grocery store.
- Make a Product Map T130b
- Students choose a country. Research what crops grow there.

### Narrative Component:
- Write about a time that you moved to a new home, city, place, and how you felt.

### Opinion Component:
- World Cultures: December Holidays T25- Holiday customs. Use their responses to create or literature journal T32- Set aside time for children to write poems and express their ideas and opinions.
- Ask students to think about a time when they and their experiences T62. Have them share their experiences.

### Interdisciplinary Connections: Social Studies:
- A Long Journey T26 – Road Maps [www.mapquest.com](http://www.mapquest.com)
- Make a City Postcard T36b – World City Photo Archive [www.worldcitiphotos.org](http://www.worldcitiphotos.org)
- Related Leveled Books – A Great Day in the City by Casey Eggers. Sing A Song of People by Lois Lenski, A City by Peter and Connie Roop
- Take a walking tour of your neighborhood with your students.
- Make a diagram/display of your favorite place in your neighborhood to share with your group.
- Children interview family members about kinds of transportation they use.
- Have students’ family members share information about their jobs.
- Make a Farm Fact Poster T74f

### Performance Assessment

**Summative:**
- Avenues Pretest (Includes Writing Assessment)
- Diagnostic Phonics Assessment - Phonics Street

**Formative (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):**
- Unit 1
- Unit 2

**Writing Focus Assessment (Advanced Level Only):**
- Avenues Unit 1 Writing Assessment:
  - Process of Writing: Revising and Editing
  - Written Composition: Students will write a composition and write about they feel about their town or city.

- Avenues Unit 2 Writing Assessment:
  - Process of Writing: Revising and Editing
  - Written Composition: Students will write a composition about a vegetable.
http://tusd1.org/resources/curriculum/eldk-5.asp

VISIT THE SITE LIVE
Group input

GALLERY WALK
EXPLORE LINKS AND PREPARE TO CREATE A LESSON PLAN
Chalk Talk

Closure

List three things you learned from this session?

List two things you found interesting and you would like to learn more about?

Record one question you still have about the model or the new ELD curriculum?
For questions contact
The Language Acquisition Department
225-4600
Have a Wonderful Summer!