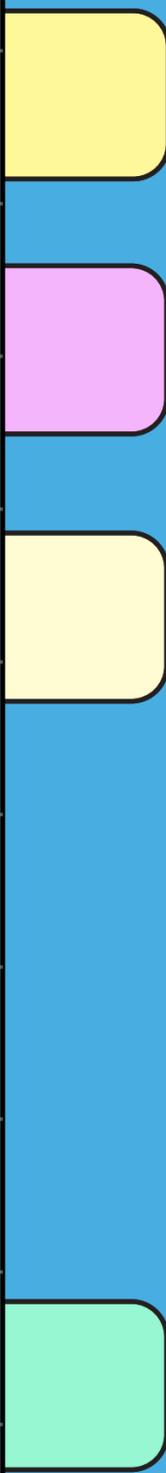
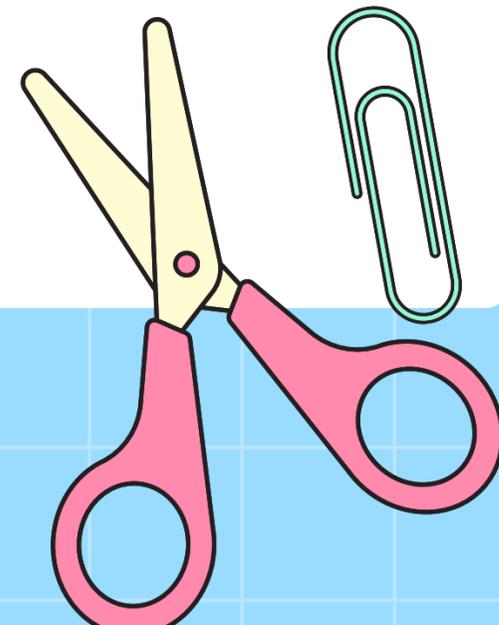
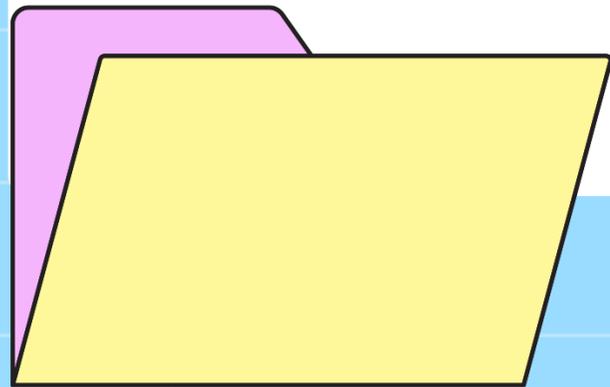


Welcome to the English Learner Program!





Agenda

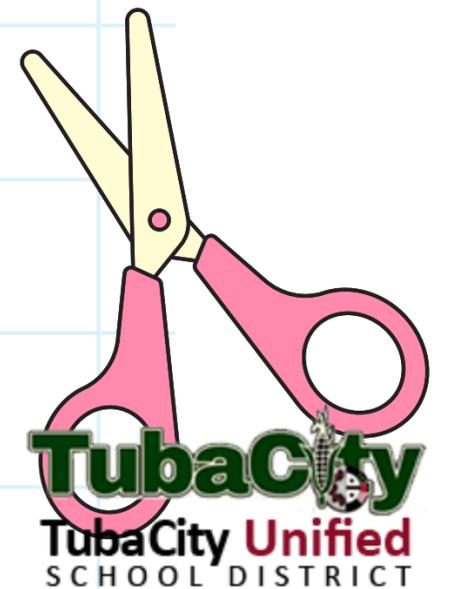
01 *Meet the English Learner Teachers!*

02 **What is the English Learner Program?**
How does my student qualify for EL Services?
English Learner Program & State Requirements

03 **Who can I talk to if I have questions?**

04 **What does my child's proficiency level mean?**

05 **How is my student being supported at school?
How can I support my student?**





Agenda

01

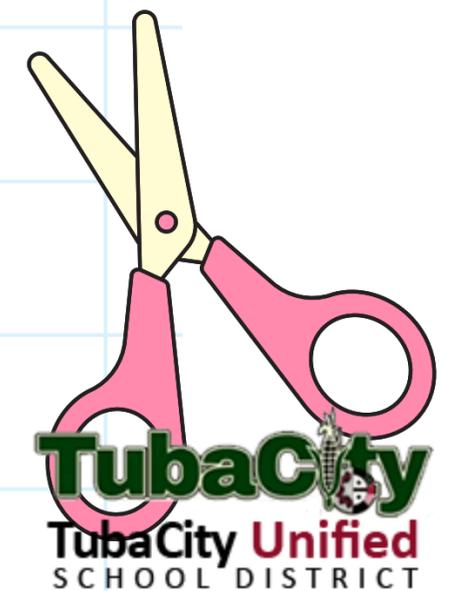
Meet the English Learner Teachers!

02

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Meet the English Learner Teachers!



Ms. Lois Parrish
Tuba City
Elementary School

lparrish@tcusd.org



Mrs. Tsinnijinnie
Tsinabass Habitiin
Elementary School

ntsinnijinnie@tcusd.org

Teaching is my strength, a passion that my inner soul finds content.

A little about me

This will be the first year in a long time that I will be teaching one grade level. I've been teaching at the elementary level for the last 16 years. Obtained my Master's degree from ASU, and my Bachelor's degree from NAU. I've taught combo class for over 10 years and surprisingly discovered the many benefits of this type of classroom. Teaching is one of my passions. I can honestly say this profession has been rewarding. I also enjoy sewing and taking care of my sheep. Married 36 years with 3 sons, and 5 granddaughters.



Ms. Ignacio
Tuba City
Junior High School

tignacio@tcusd.org

My name is Trerena Ignacio, and I have been teaching for 25 years. I hold a standard professional elementary certificate K-8; Middle School Language Arts certificate and an English as a Second Language, PreK-12. I have a master's degree in Multi/Bilingual Education. I have taught students from 3rd grade through high school, and I am currently the English Learner (EL) teacher at Tuba City Jr. High.

I specialize in supporting multilingual learners by building their confidence in reading, writing, and academic vocabulary. One of my greatest joys as an educator is seeing students grow into strong, independent learners. Outside the classroom, I enjoy spending time with my family, exploring the outdoors, and discovering new books to share with my students.



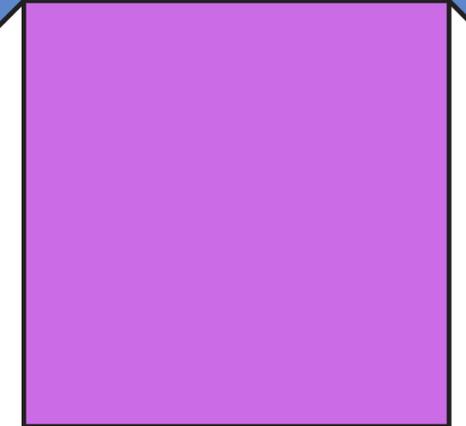
Mrs. Kotagiri
Tuba City
High School

rekotagiri@tcusd.org

I am Renuka Kotagiri ELL TEACHER at the TCHS.

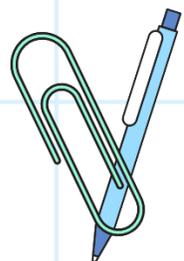
I have been here for the LAST 7 YEARS, but I have been teaching for the last 30 years.

I am from India and love teaching here on the reservation.



Ms. Burright
TCJHS

Graduated from Shenandoah Community High School, Shenandoah, Iowa in 1970. Received my B.S. In Ed. Degree-Physical Education and Health in 1974 and my M.S. In Ed. degree-Academic Counseling in 1979, both from Northwest Missouri State University, Maryville, MO. Over the past 48 years I have taught in Iowa, Nebraska, Missouri and Arizona. This is currently my 19th year with TCUSD. I started helping with AZELLA testing about 15 years ago and eventually became the AZELLA Testing Coordinator for Eagles Nest Intermediate and TCJHS.





Agenda

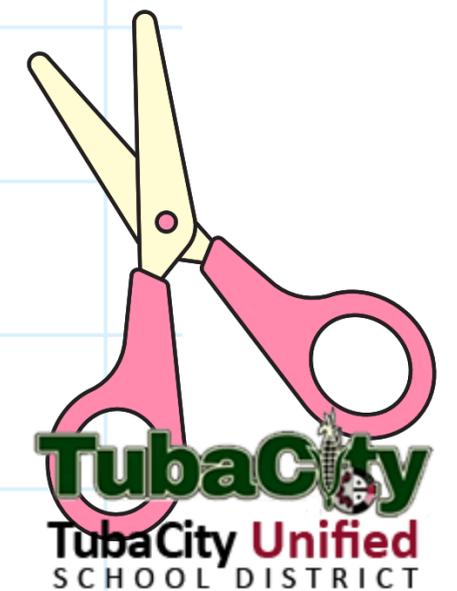
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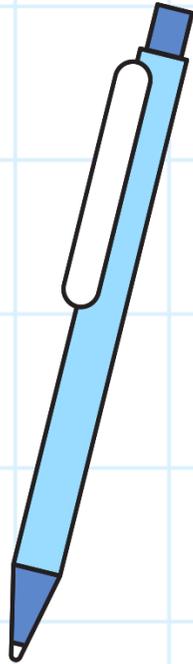
02 **What is the English Learner Program?**
How does my student qualify for EL Services?
English Learner Program & State Requirements

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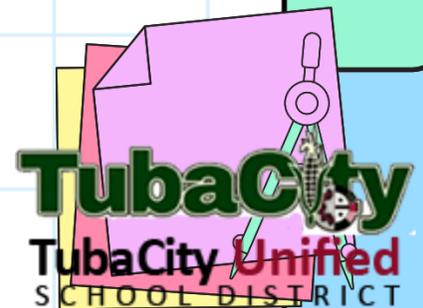


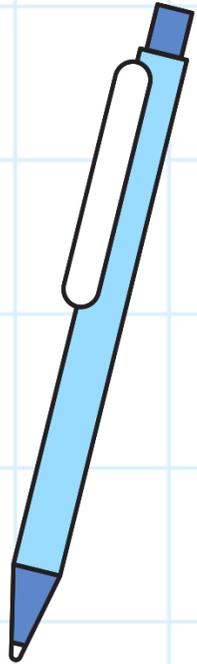
English Learner Program

Tuba City Unified School District

Mission: It is the mission of the English Learner (EL) Program at Tuba City Unified School District to empower students with the knowledge, skills, and confidence for social and academic success in English, through an inclusive program that values their native language and culture, provides necessary content and background knowledge, equips them with English language skills, and prepares them for post-secondary success.

Vision: To equip EL students with the knowledge, skills, and confidence to be socially and academically successful in English.





English Learner Program

Tuba City Unified School District

- Highly Qualified Teacher to provide English Language Instruction.
- Instruction designed to develop student proficiency in listening, speaking, reading, and writing the English Language.
- Specialized English Language skills and strategies are taught to assist students in their core content courses.
- Provide students with the knowledge, skills, and confidence to be successful socially and academically.
- Specialized academic support in all classes.
- Parent Meetings that provide information, training, and more.

EL Terms

EL - English Learner

ELL - English Language Learner

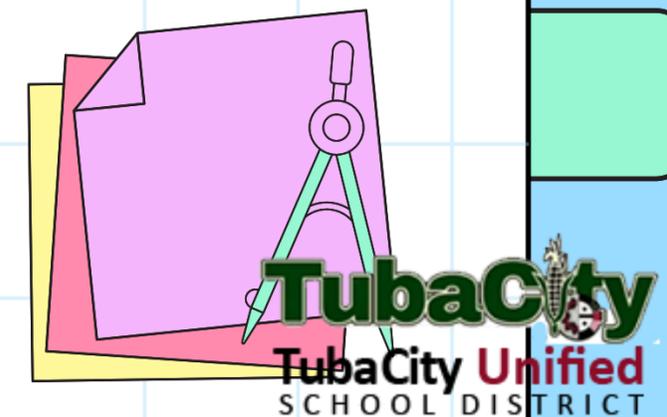
ELD - English Language Development

ELPS - English Language Proficiency Standards - These are the Arizona English Language Proficiency standards and are the basis for English Language Development (ELD). The standards are the foundation for instruction and assessment in the discrete teaching of the English language components.

SEI - Structured English Immersion - An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

Integrated SEI Instruction – Integration of English language learning with academic content learning within a heterogeneously grouped setting with non-English learners and English learners of various levels of ELP. This instruction includes conscientious scaffolding and differentiated instruction based on English language proficiency level that meets individual student needs and allows for access to content.

Targeted SEI Instruction – Explicit language instruction, driven by Performance Indicators of the ELP Standards, that intentionally develops students' English language skills, knowledge, and abilities to support content learning in English.



EL Terms

HLS - Home Language Survey

AZELLA - Arizona English Language Learner Assessment - The sole measurement used in Arizona to assess a student's English language proficiency level and subsequent entry into the program for English learners (based on the responses listed on the Home Language Survey).

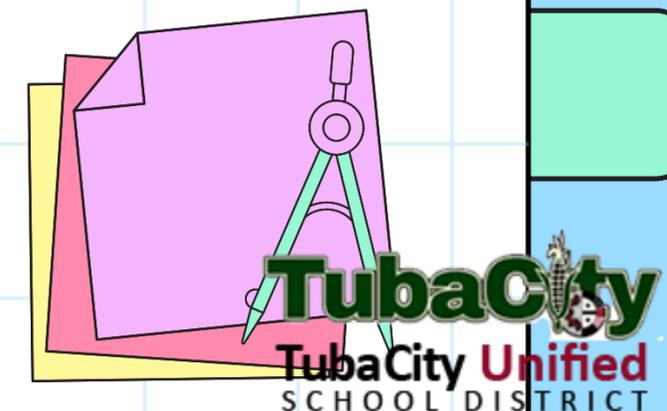
Proficiency Level - These are the English proficiency levels designated by the composite score of the AZELLA: Pre-emergent/Emergent Basic Intermediate Proficient

Alt ELPA - Alternate English Language Proficiency Assessment

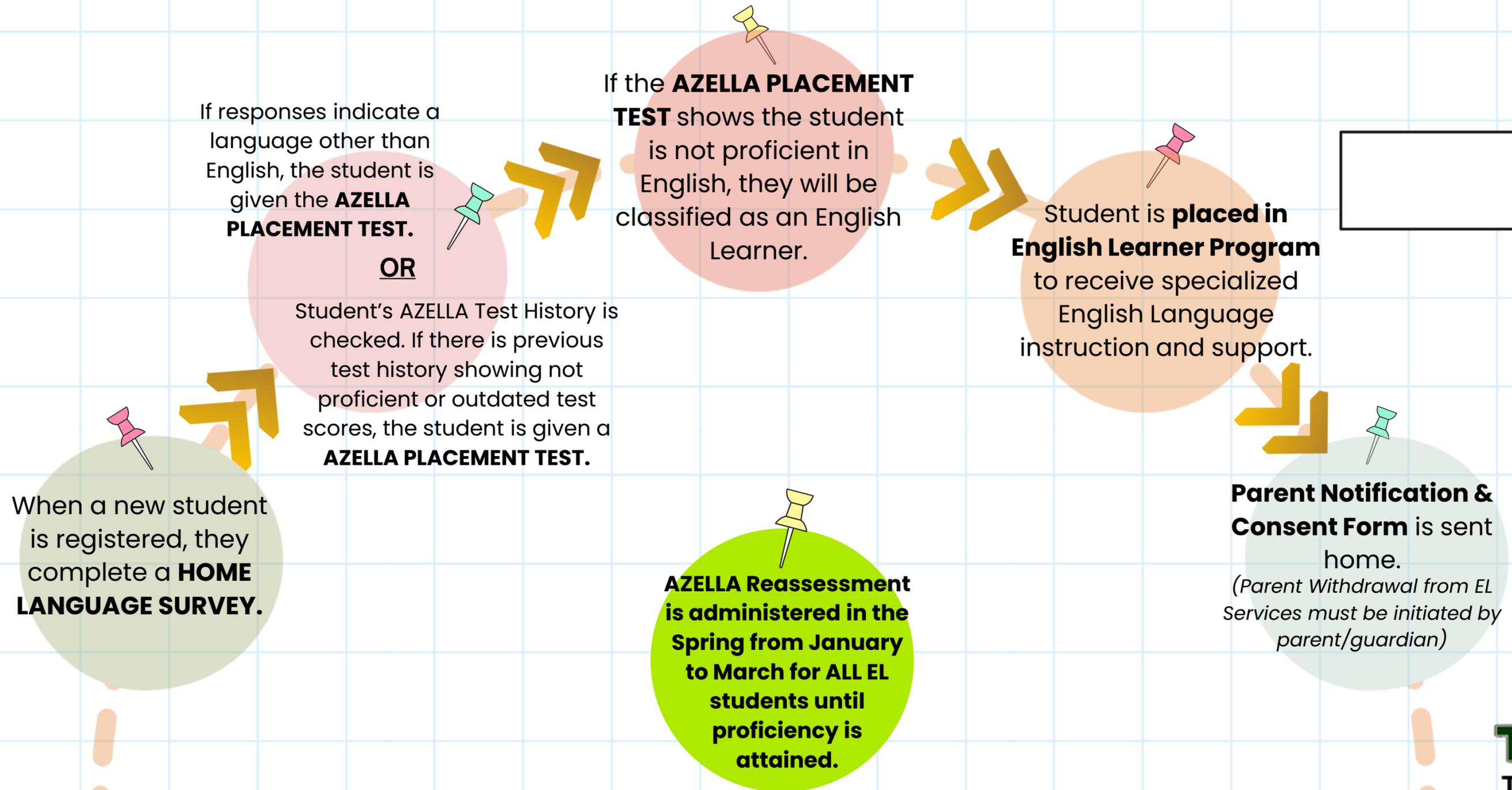
PNC - Parent Notification & Consent Form

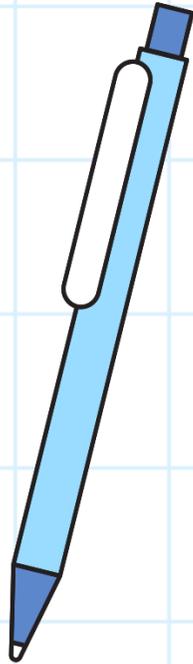
PW - Parent Withdrawn from EL Services

WICP - Written Individualized Compensatory Plan - Instruction that takes place outside of the regular school hours to assist ELs and FEP students in achieving Arizona Academic Standards.



EL Services Eligibility





Language Development Approach

AZ State Requirement

Principle One: Asset-Based Behaviors and Expectations

Presents a renewed vision of the learner.

English Learners bring rich linguistic resources and cultural knowledge with them to the school environment.

Principle Two: Integrated Instruction in Disciplinary Language and Content

Presents a renewed vision of learning.

Using scaffolded supports, academic language development, and collaborative discussions, educators help English Learners develop disciplinary content knowledge, language, and autonomy.

Principle Three: Targeted and Explicit Language Instruction

Presents a renewed vision of language.

A critical opportunity to intentionally support English Learners in developing the discourse practices they need to engage with rigorous, grade-level content.

Principle Four: Assessment, Monitoring, and Feedback

Presents a renewed vision of learner progress.

With regular assessment, monitoring, and feedback, English Learners have opportunities to set their own goals and learn how to measure and evaluate their progress.

AZ State Requirements

TCUSD utilizes “Pull-Out SEI Model”

A COMPREHENSIVE APPROACH TO ELD

Integrated ELD

- Occurs throughout the day, and is designed for optimum EL engagement in content (e.g., ELA, science, art, math, etc.)
- Focus on access to grade-level content and development of discipline specific academic language
- All teachers with ELs in their classrooms use ELP Standards *in tandem with* Arizona’s ELA/Literacy and other content standards

Targeted ELD

- A protected time during the day for specialized instruction focused on language for EL students
- Focus on additional linguistic support ELs need delivered through systematic, explicit, sustained focus on language
- Teachers responsible for targeted ELD use the ELP Standards as the focal standards in ways that build *into and from content instruction*

K-5

60 MINUTES PER DAY OR
300 MINUTES PER WEEK

6-12

50 MINUTES PER DAY OR
250 MINUTES PER WEEK

Home Language Survey



Arizona Department of Education
Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done **before** the student takes the AZELLA Placement Test.

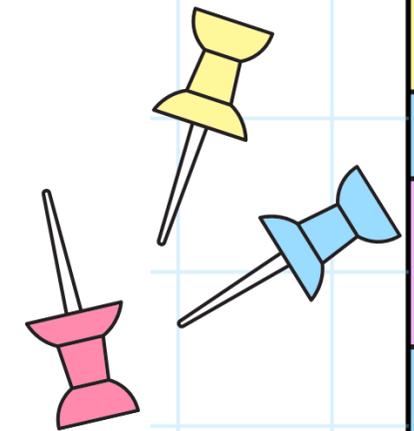
1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

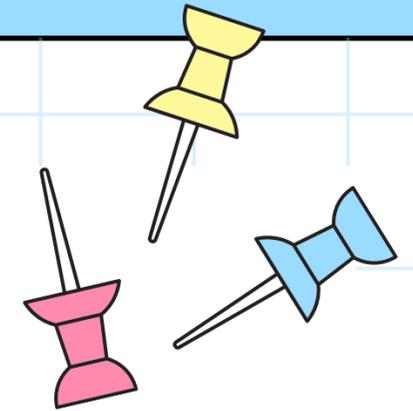
3. What language did the student *first* speak or understand?

Student Name _____ District Student ID _____

Date of Birth _____ SSID _____



Parent Notification & Consent Form



Arizona Department of Education Office of English Language Acquisition Services

20__ - 20__ Parental Notification and Consent Form For Student Placement in an English Learner Program

To the Parent/Guardian of _____
Last Name First Name M.I.

SSID District Student ID School Grade

The English language proficiency of your student has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age-appropriate academic standards are based upon scientific research. The expectations set for ELs are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individualized Education Program (IEP) are incorporated into classroom instruction.

The status of your student's academic achievement is: (check one, if applicable)
 below grade level at grade level above grade level

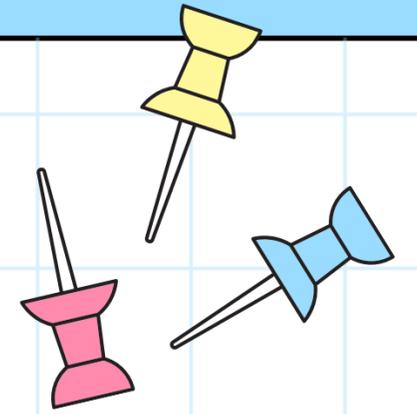
Based on the (check one) Preliminary Placement Test or Spring Reassessment, the Student's Overall Proficiency Level is: (check one) Pre-Emergent/Emergent Basic Basic/Intermediate Intermediate

Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):

- Structured English Immersion (SEI) Pull-Out Model
- Structured English Immersion (SEI) Two-Hour Model

EL Program Services

Forms used to monitor student progress



Arizona Department of Education
Office of English Language Acquisition Services

Annual Progress-Monitoring Form for English Learners with a Parent Request for Student Withdrawal from an English Learner Program

If a parent decides to opt his or her student out of an EL program, that student retains his or her status as an EL. The LEA remains obligated to provide the EL student meaningful access to its educational program. Thus, the LEA must continue to monitor periodically the opted-out student's academic progress. This monitoring should include a combination of performance data, such as information on assessment results, grades, courses taken, observations, attendance, and parent meeting notes, along with possible comparisons to other EL students of similar ELP levels (taken from the English Learner Toolkit 2017, published by OELA and NCLA).

This is a progress-monitoring form for English Learners with a Parent Request for Student Withdrawal from an English Learner Program. The LEA may attach additional data as needed.

Student Name _____ SSID _____
Date of Student Withdrawal from EL Program Services _____ School Year Monitored _____

	Date(s)	Test Score / Results
AZELLA Test History		
Arizona's Academic Standards Assessment		

	District-wide / School-wide	Test Date(s)	Test Score / Results

ELL Compensatory Instruction for English Language Development Written Individualized Compensatory Plan (WICP)

Student Name (Last, First): _____ Date: _____

School: _____ School Year: _____

Grade: _____ SSID Number: _____ Primary Home Language: _____

Student's overall AZELLA proficiency level upon entry into compensatory instruction program: (circle one)

Pre-Emergent Emergent Basic Intermediate Proficient

Teacher(s) providing compensatory instruction: _____

Types of Compensatory Instruction to be provided to this EL or recent FEP student and related dates:

Extended day classes _____ Date started: _____ Date ended: _____

Summer school _____ Date started: _____ Date ended: _____

Intersession _____ Date started: _____ Date ended: _____

Individual instruction _____ Date started: _____ Date ended: _____

Small group instruction _____ Date started: _____ Date ended: _____

Other programs _____ Date started: _____ Date ended: _____

Measurable annual goal(s):

Instructional objectives targeted to improve English proficiency:

EFL Programs & Services



ASSESSMENTS

AZELLA Placement Test Referral Form Moving from Mainstream to EL Program Services

This form should be used for a Grade 1–12 student whose current academic placement is in a mainstream classroom and *Not Eligible for EL Program Services*. The student being referred for EL Program Services has never been tested with an AZELLA Test due to an all-English or American Sign Language (ASL) Home Language Survey, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Program Services and Withdrawn due to SPED Criteria by the student's IEP Team during Fiscal Year 2019 and earlier.

A parent conference and permission to administer an AZELLA Placement Test **is required**. If the parent(s) agree to their student being administered an AZELLA Placement Test, they **must also agree** to their student being placed into EL Program Services (SEI or DLI) if their student scores an Overall Proficiency Level of less than Proficient. The *Parent Request for Student Withdrawal from an English Learner Program* is not permitted.

Date _____ Student's Name _____
SSID _____ Current Grade _____
District _____ School _____
Parent Conference Date _____

Check one:

- Student has all English or ASL responses (no other languages listed) on the Home Language Survey.
- Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____.
- Student was Withdrawn due to SPED Criteria on _____.

Form used to refer students for EL Services



ASSESSMENTS

AZELLA Placement Test Referral Form Moving from Mainstream to EL Program Services

This form should be used for a Grade 1–12 student whose current academic placement is in a mainstream classroom and *Not Eligible for EL Program Services*. The student being referred for EL Program Services has never been tested with an AZELLA Test due to an all-English or American Sign Language (ASL) Home Language Survey, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Program Services and Withdrawn due to SPED Criteria by the student's IEP Team during Fiscal Year 2019 and earlier.

A parent conference and permission to administer an AZELLA Placement Test **is required**. If the parent(s) agree to their student being administered an AZELLA Placement Test, they **must also agree** to their student being placed into EL Program Services (SEI or DLI) if their student scores an Overall Proficiency Level of less than Proficient. The *Parent Request for Student Withdrawal from an English Learner Program* is not permitted.

Date _____ Student's Name _____
SSID _____ Current Grade _____
District _____ School _____
Parent Conference Date _____

Check one:

- Student has all English or ASL responses (no other languages listed) on the Home Language Survey.
- Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____.
- Student was Withdrawn due to SPED Criteria on _____.

Form to refer student for test re-administration with intention to demonstrate proficiency

Parent Withdrawal from EL Program



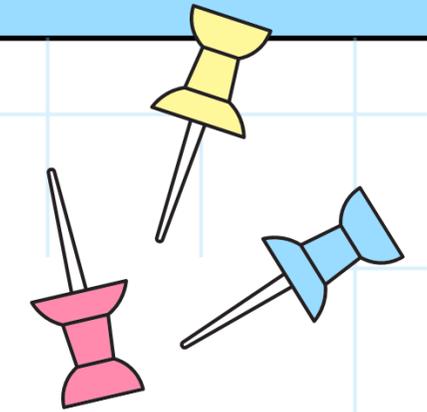
Arizona Department of Education Office of English Language Acquisition Services

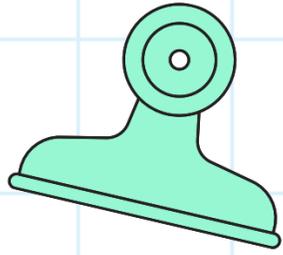
Parent Request for Student Withdrawal from an English Learner Program

Student Name	_____		
	Last Name	First Name	M.I.
SSID	District Student ID	School	Grade

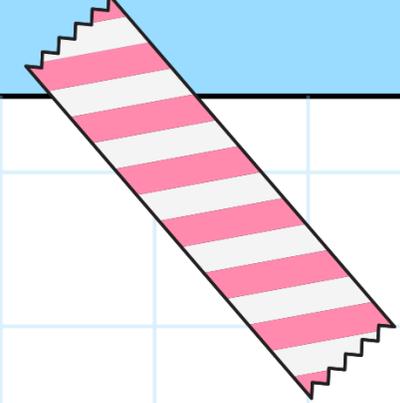
As the parent/guardian of the student named above, I am exercising my right to request that my student be removed from his/her designated English learner program (Structured English Immersion, 50-50 Dual Language Immersion, or Bilingual with Waiver). I have discussed any alternative educational options with my student's teacher and/or principal, and I am requesting that the student be placed in a mainstream, non-English learner classroom. It is my belief that this course of instruction is better suited for my student's needs and therefore, I consent to a mainstream classroom placement. While I have withdrawn my student from English learner services, I understand that his/her progress in English language acquisition will continue to be monitored and assessed with the Arizona English Language Learner Assessment (AZELLA) until an Overall Proficiency Level of "Proficient" is attained.

Signature of Parent/Guardian	Date
------------------------------	------





English Language Proficiency Standards



Select Language ▾



Parents Educators & Administrators Programs About ADE Data & Systems ADEConnect Local School Board Members 🔍

Home / OELAS / English Language Proficiency Standards (ELPS)

English Language Proficiency Standards (ELPS)

In 2017, the English Language Proficiency (ELP) Standards Committee, Arizona English Learner (EL) practitioners in partnership with the Office of English Language Acquisition Services (OELAS), began revising the 2010 ELP Standards. They developed Standards and Performance Indicators for grade/grade-bands K, 1, 2-3, 4-5, 6-8, and 9-12. The 10 ELP Standards are consistent K-12 and are organized by Mode of Communication (Receptive, Productive, Interactive) with two standards dedicated to Language (one of which is Grammar). The Performance Indicators highlight a strategic set of language skills which are needed by ELs as they develop proficiency in the English language. The Arizona State Board of Education approved this latest version of the ELP Standards in December of 2018.

Based on feedback from educators using the 2019 English Language Proficiency (ELP) Standards for daily instruction over the past few years, the Office of English Language Acquisition Services (OELAS) has simplified the usability of these standards. OELAS clarified the English Language Proficiency/English Language Arts (ELA) Standard alignments and Instructional Resources. The ELP Standards, Reading Foundational Standards, and Performance Indicators all remain the same.

The following documents include the clarified alignment and resources:

▶ 2019 ELPS: Kindergarten - Fifth Grades (Elementary), Clarified Documents

▶ 2019 ELPS: Sixth - Twelfth Grades ELPS (Secondary), Clarified Documents

▶ Additional Resources for the 2019 ELPS

▶ Original ELPS Documents (K-12) and Timeline for Implementation

AZELLA

EL Data

EL Forms

EL Monitoring

ELP Standards

OELAS Conference

Professional Learning

SEI Budget

SEI Endorsement

SEI Models

Title III: Federal Fiscal Guidance
English Learner (EL) Program

OELAS Contacts

OELAS Resources

OELAS Webinars

Seal of Bilingualism

2019 ELPS: Kindergarten - Fifth Grades (Elementary), Clarified Documents

[Kindergarten English Language Proficiency Standards](#)

[1st Grade English Language Proficiency Standards](#)

[2nd and 3rd Grade English Language Proficiency Standards](#)

[4th and 5th Grade English Language Proficiency Standards](#)

Appendix A: [Text Types and English Language Considerations](#)

Appendix B: [Alignment of the 2019 English Language Proficiency and the Arizona English Language Arts Standards](#) (ELP to ELA Alignment)

2019 ELPS: Sixth - Twelfth Grades ELPS (Secondary), Clarified Documents

[6th - 8th Grade English Language Proficiency Standards](#)

[9th - 12th Grade English Language Proficiency Standards](#)

[Sixth-Twelfth Grade Reading Foundational Skills](#)

Appendix A: [Text Types and English Language Considerations](#)

Appendix B: [Alignment of the 2019 English Language Proficiency and the Arizona English Language Arts Standards](#) (ELP to ELA Alignment)

Additional Resources for the 2019 ELPS

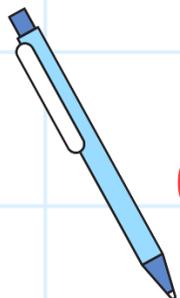
[2019 English Language Proficiency Standards Guidance Document](#)

[2019 English Language Proficiency Standards Coding Guidance](#)

[2019 English Language Proficiency Standards Glossary](#)

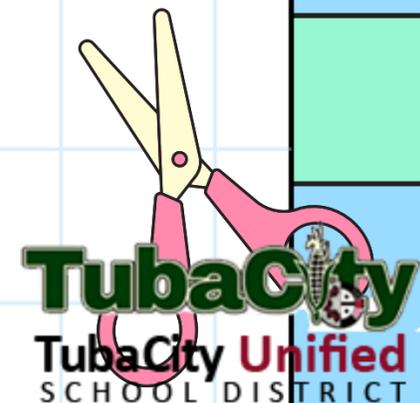
[2019 English Language Proficiency Standards: Vertical Articulation](#)

[Overview of the 2019 English Language Proficiency Standards](#) (Recorded Module)



Link

[English Language Proficiency Standards \(ELPS\)](#)



Performance Indicators

English Language Proficiency Standards

AZ ELP - Standard 1

By the end of each language proficiency level, an English learner can:	Performance Indicators			Instructional Resource Guide
	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	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:	<p>Language functions include but are not limited to:</p> <p>Pre-Emergent/Emergent: answer questions, identify, retell, compare</p> <p>Basic: ELs at this level should be able to accomplish the language functions at the Pre-Emergent/Emergent level in addition to the following: ask questions, describe, justify, determine, recount</p> <p>Intermediate: ELs at this level should be able to accomplish the language functions at the Basic level in addition to the following: interpret, analyze, explain, ask and answer questions</p> <p>Language forms include but are not limited to:</p> <p>*Specific language forms can predominately be found in the PIs of Standard 10.</p> <p>Student discourse structures include but are not limited to:</p> <p>Turn and talk (partner or small group), discussion circles, cooperative learning strategies, gallery walks (partners/groups)</p> <p>The language supports below provide teachers with possible ways to scaffold learning and may vary in their usage based on the EL's need or the task at hand. The use of language scaffolds should be removed when the EL no longer requires the support.</p> <p>These supports may include but are not limited to:</p> <p>Pre-Emergent/Emergent: familiar text or topics, repeat verbally what was said (restate), sentence frame or syntax formula for response, picture cards, read aloud or audio text, anchor charts with terms and pictures, graphic organizers (cloze notes), chunked or much smaller portion of whole text</p> <p>Basic: familiar topics, sentence stems, picture cards with words, word banks/walls, chunked or highlighted text, text structure chart, anchor charts with terms and pictures, graphic organizers (sequencing, text structure), hands-on manipulatives for retelling</p> <p>Intermediate: audio text, subtitles in English (for videos), anchor charts, graphic organizers (sequencing, text structure, or student choice)</p>
	PE/E-1: respond to simple literal questions.	B-1: ask and answer questions by using evidence from a text.	I-1: ask and answer questions about key details that support the main idea by using evidence from a text.	
	PE/E-2: identify the main topic.	B-2: determine the central topic or message.	I-2: explain the central idea, lesson, and moral using key details.	
	PE/E-3: identify details.	B-3: identify key details that support the main idea or message.	I-3: explain how key details support the main idea or message.	
	PE/E-4: retell a familiar text using key words and phrases.	B-4: retell a variety of texts using key details.	I-4: recount a variety of texts using key details.	
	PE/E-5: identify similarities and differences within a text.	B-5: identify and describe similarities and differences between two texts.	I-5: identify and describe similarities and differences between two texts.	

(format revised June 2024; the "AZ ELA Standard Alignment" column was moved to Appendix B)



Agenda

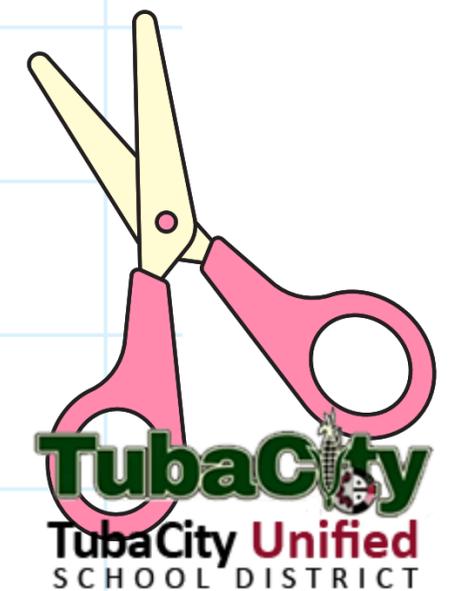
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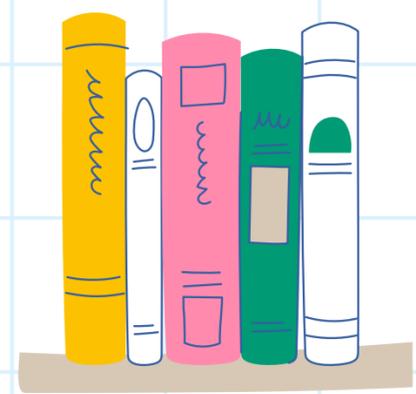
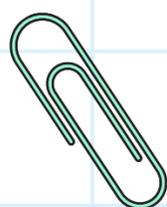
02

03 Who can I talk to if I have questions?

04

05





Targeted SEI Teachers

- Teach English to your child
- Know about how your child is learning English
- Meet with your child's classroom teachers to plan lessons and instruction

You can ask them:

- What type of program does the school use to teach English?
- What is my child's most recent English language proficiency score? What was it last year?
- How can I support my child's English proficiency at home?
- What support does my child receive in your classroom to help them develop their English language skills?
- What support does my child receive in your classroom to help them learn about other subjects?

Who can I talk to if I have questions?

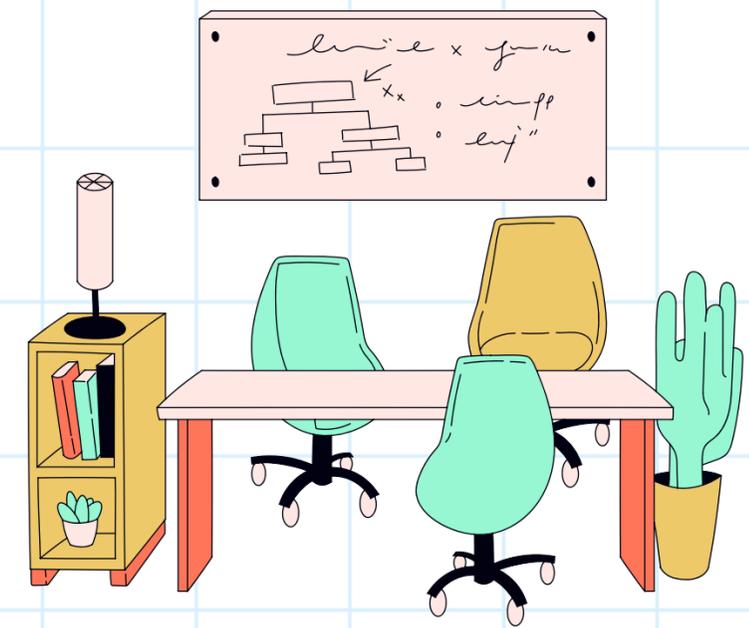


Classroom Teachers

- Teach other subjects to your child (math, science, etc.)
- Provide academic support based on proficiency level.

You can ask them:

- How is my child's grade-level knowledge developing?
- How can I support my child's grade-level knowledge at home?
- What support does my child receive to help them develop language in your classroom?
- What support does my child receive to help them learn grade-level knowledge in your classroom?

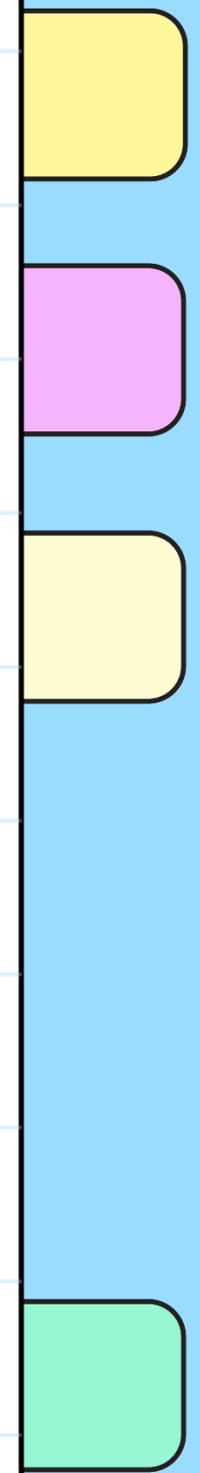


Principal and/or School Counselor

- Principals monitor school, teacher, and program performance.
- School Counselors work with students to identify appropriate courses and can make recommendations.

You can ask them:

- What support does my child receive in English language development classes?
- What support does my child receive in their other classes to help them develop their English language skills?
- Is my child on track to graduate on time?
- Is my child enrolled in the appropriate courses?





Agenda

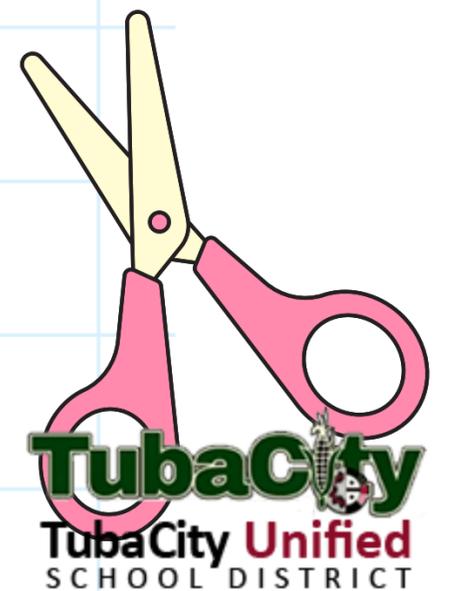
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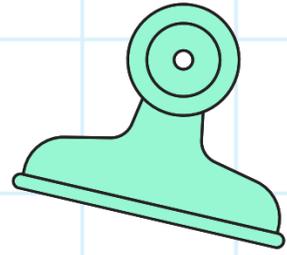
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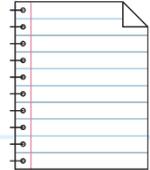
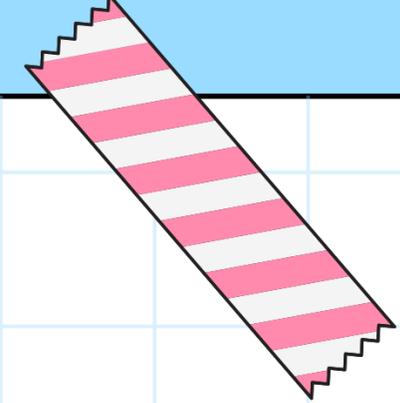
04 **What does my child's proficiency level mean?**

05



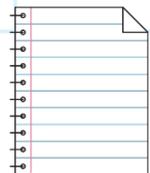


What does my child's proficiency level mean?



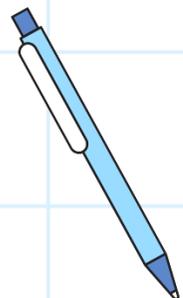
Pre-Emergent/Emergent students:

- have limited or no ability to speak or understand English in academic and social settings
- limited or no ability to address grade appropriate reading or writing tasks meaningfully due to lack of English vocabulary
- use English to express simple phrases and sentence structures to communicate their immediate needs.



Basic students:

- have limited ability to speak and understand simple and/or routine English phrases spoken in academic and social settings
- have limited ability to address grade appropriate reading or writing tasks due to a developing vocabulary.



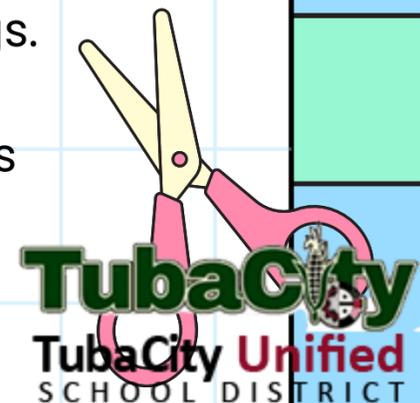
Basic/Intermediate students:

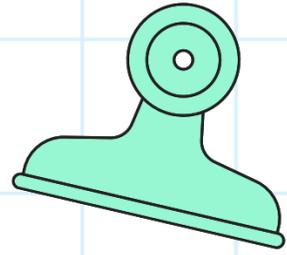
- generally understand spoken English, but do not have the vocabulary to respond consistently
- orally communicate basic needs and ideas with gestures and isolated English words
- use pictures to recall objects from a story heard, repeat words that begin with the same first sound and add minimal details to drawings
- does not demonstrate the sufficient skills in English to access mainstream curriculum.



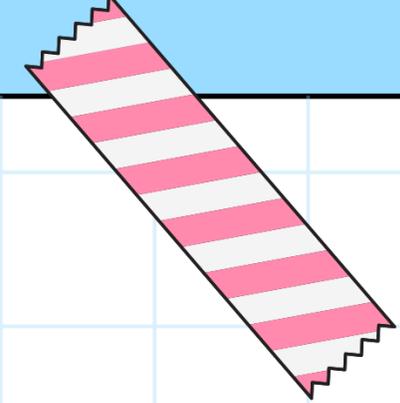
Intermediate students:

- have the ability to speak and understand using grade-appropriate English in social settings.
- do not demonstrate sufficient grade-level academic English language skills to access grade-level materials independently
- demonstrate grade-level English skills in a limited variety of contexts.





What does my child's proficiency level mean?



Pre-Emergent/ Emergent	→ Basic	→ Intermediate
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:

The main purpose the author wrote The Grand Canyon is _____. This is supported by _____ and _____.

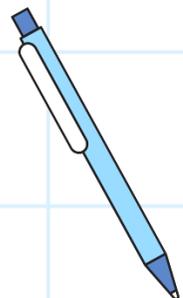
The _____ the author wrote The Grand Canyon is _____. This is supported by _____ and _____.

The _____ the _____ wrote The Grand Canyon is _____. This is _____ by _____ and _____.

Pre-Emergent/
Emergent

Basic

Intermediate





Agenda

01

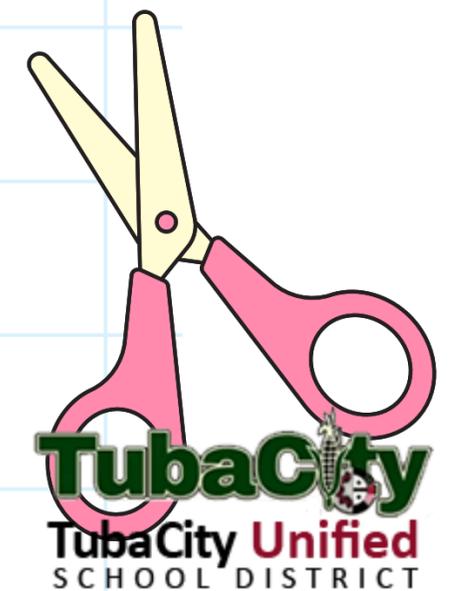
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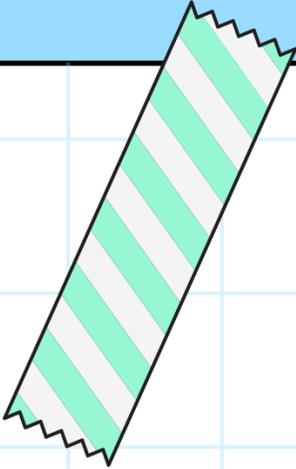
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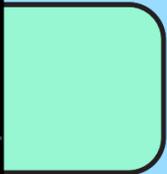
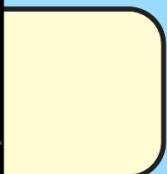
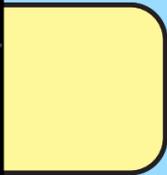
05

How is my student being supported at school?
How can I support my student?

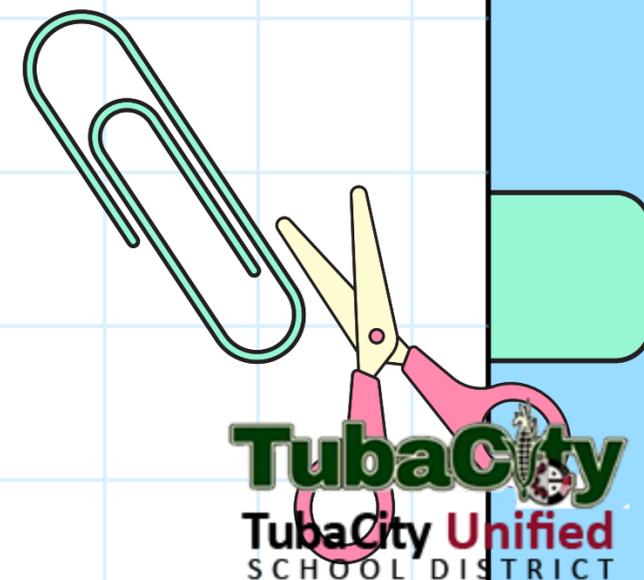
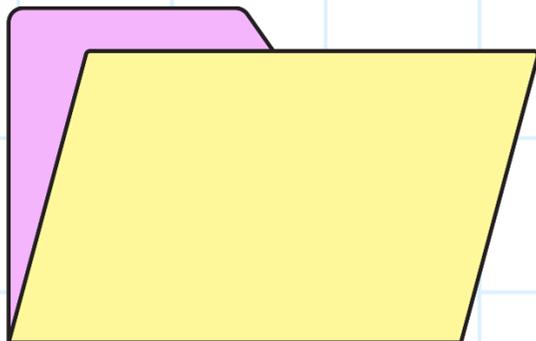




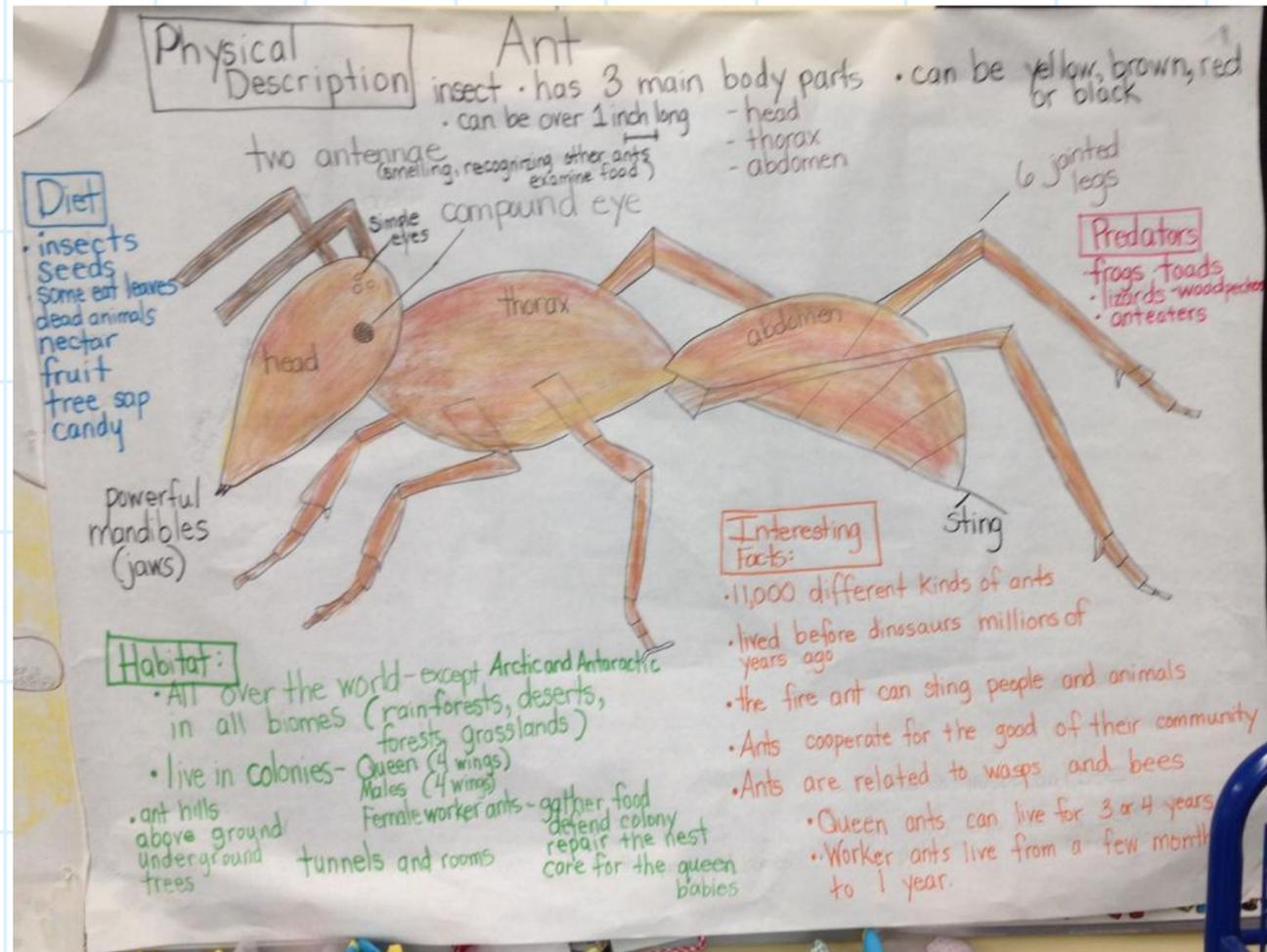
EL Support in the School!



- Anchor Charts
- Sentence Frames
- Visual Aids
- Partners or Small Groups
- Think-Pair-Share
- Provide think time
- Clear and careful directions/instruction
- Word walls
- Proper pronunciation and enunciation
- Graphic organizers
- Build or connect to background
- Students using the vocabulary in discussion
- Color coding
- Vocabulary journals, charts, walls, etc.
- Any evidence of Language Support

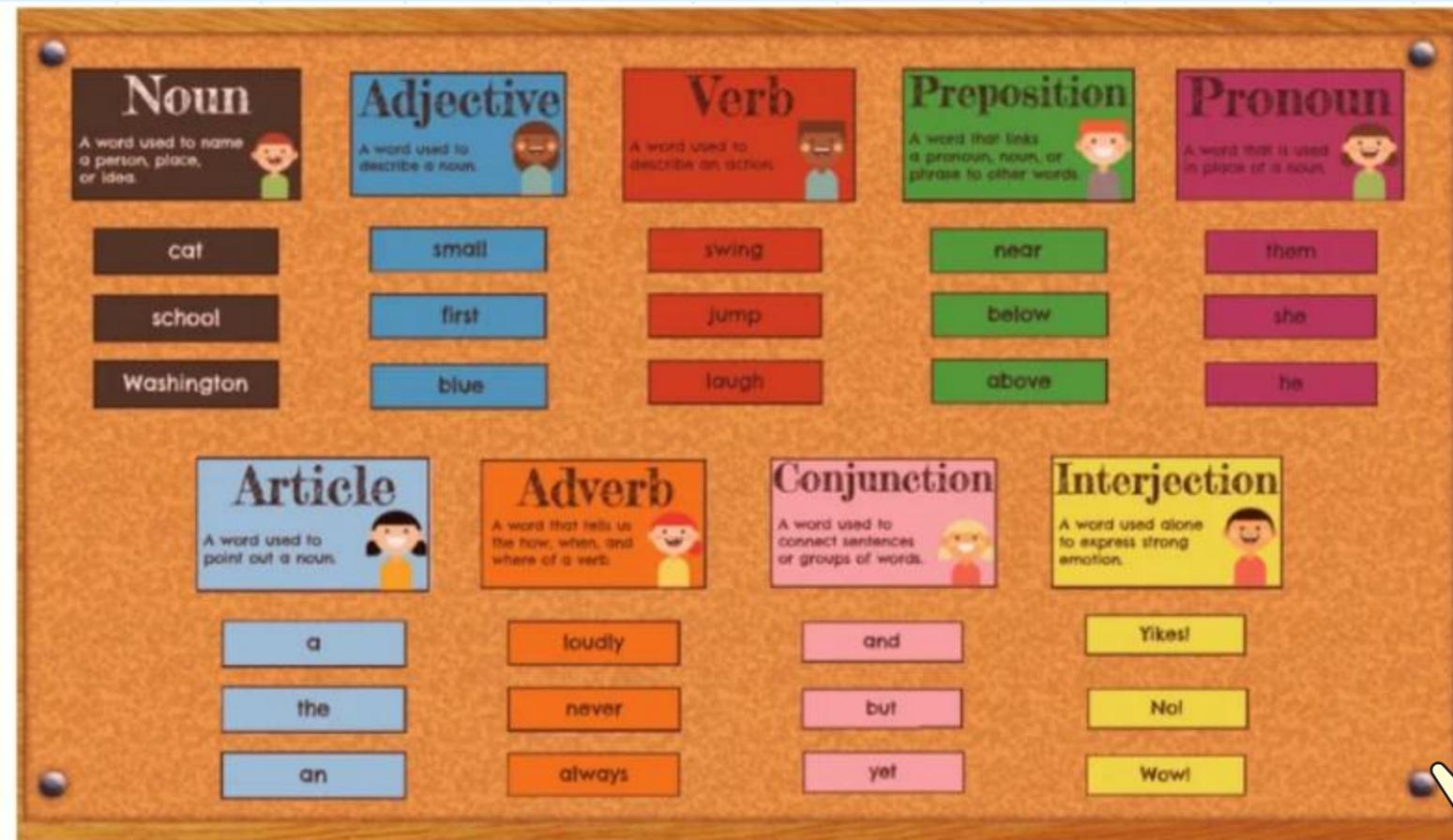
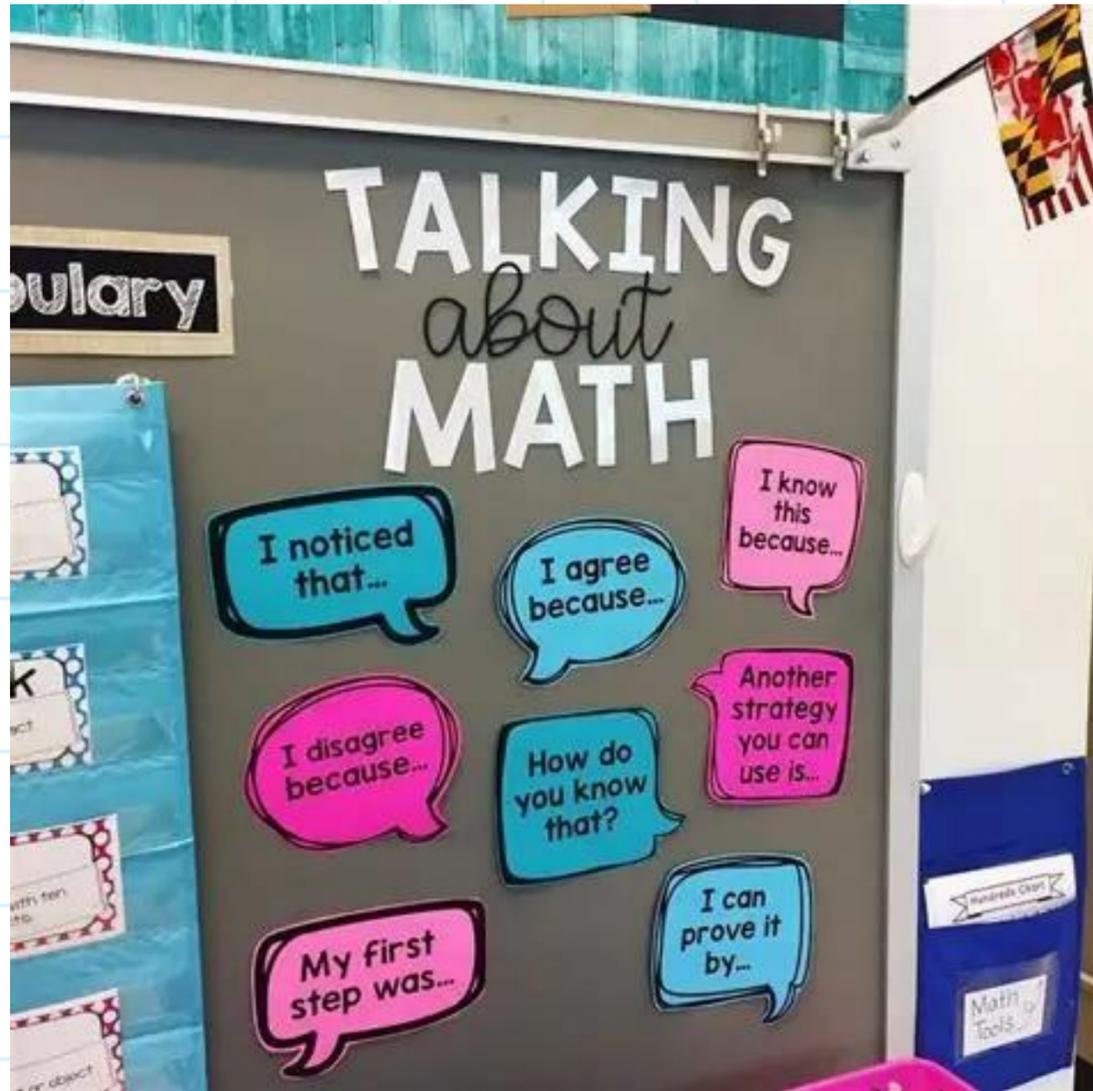


EL Support in the School!

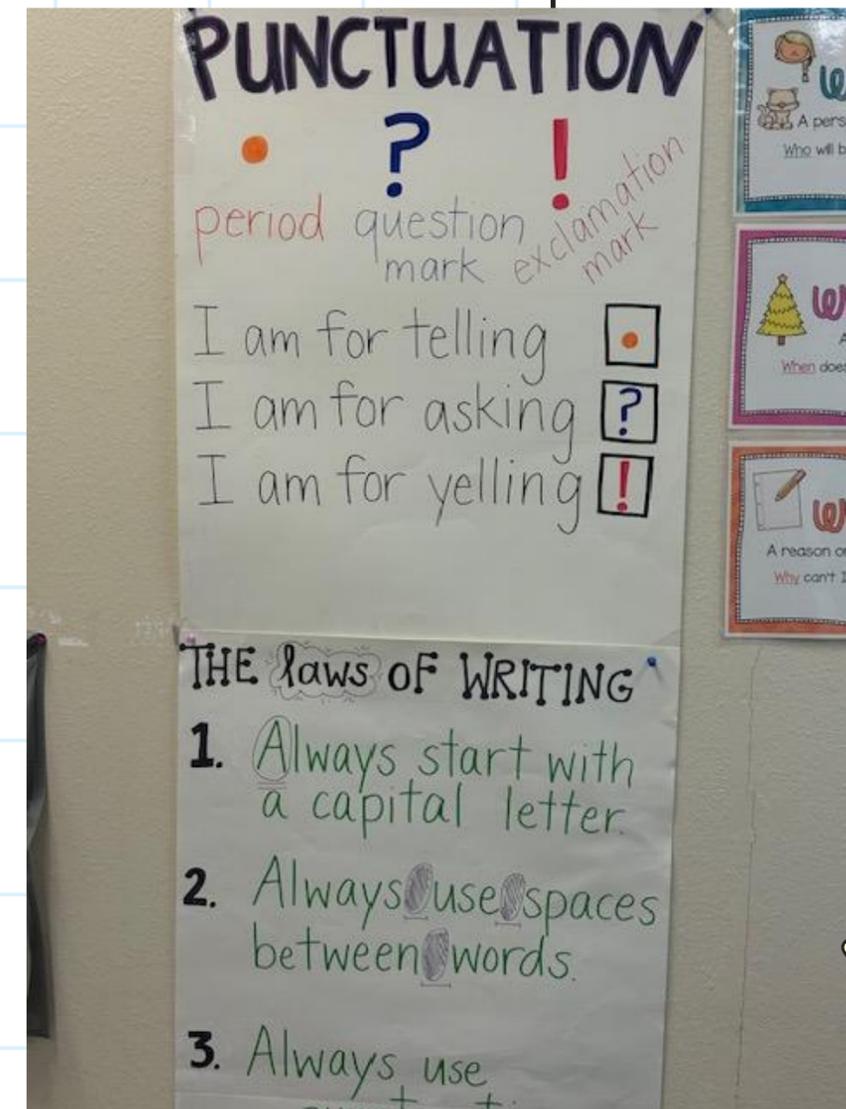
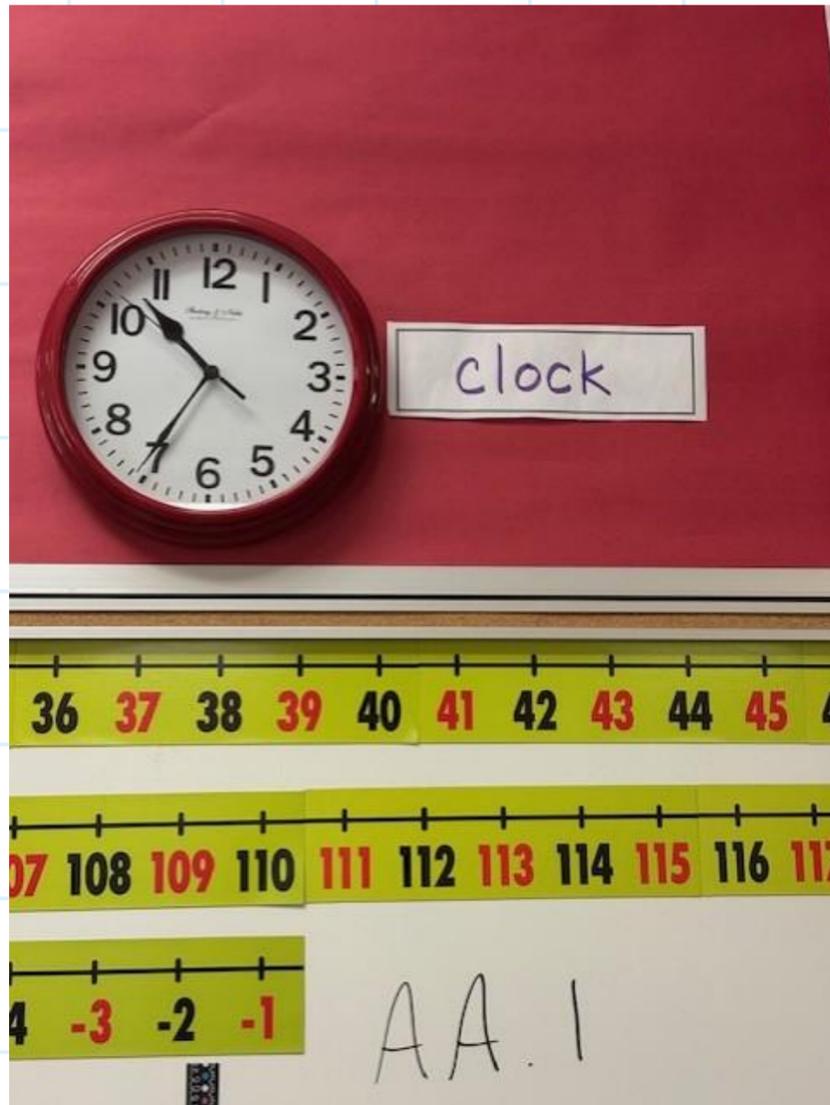


<u>Text Symbols</u> for annotating <u>text</u>	
*	important
—	Key word or detail
✓	I understand
○	unfamiliar word
?	I don't understand
!	I'm surprised
∞	I made a connection
Words and comments	I'm thinking

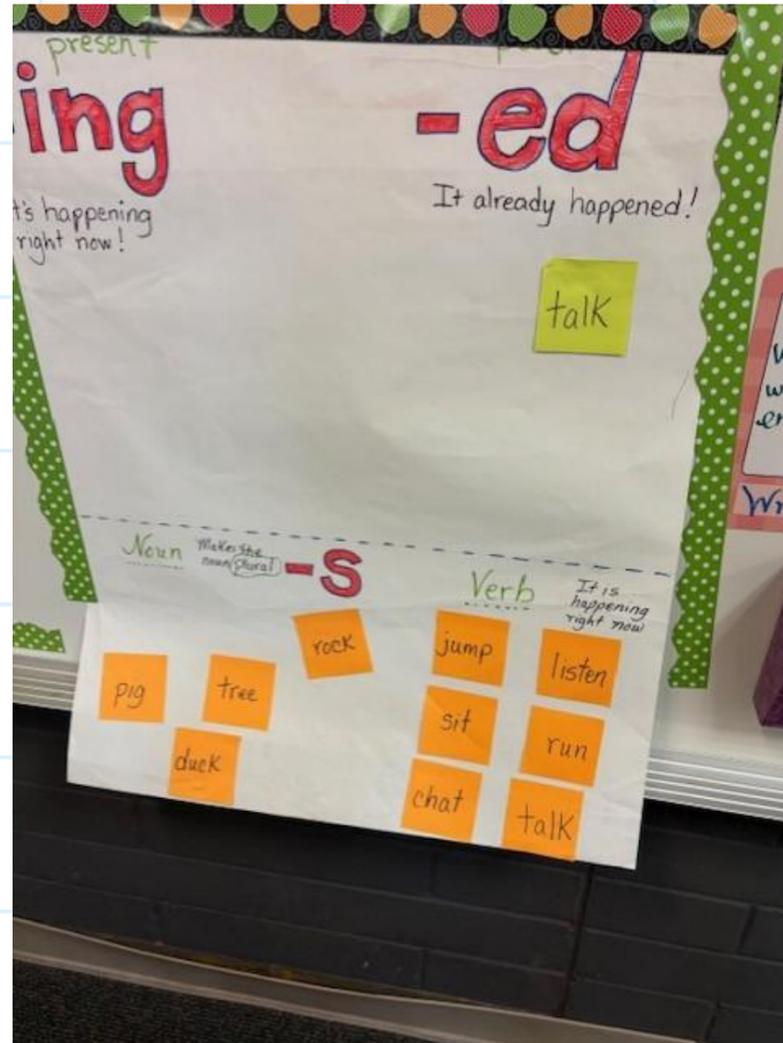
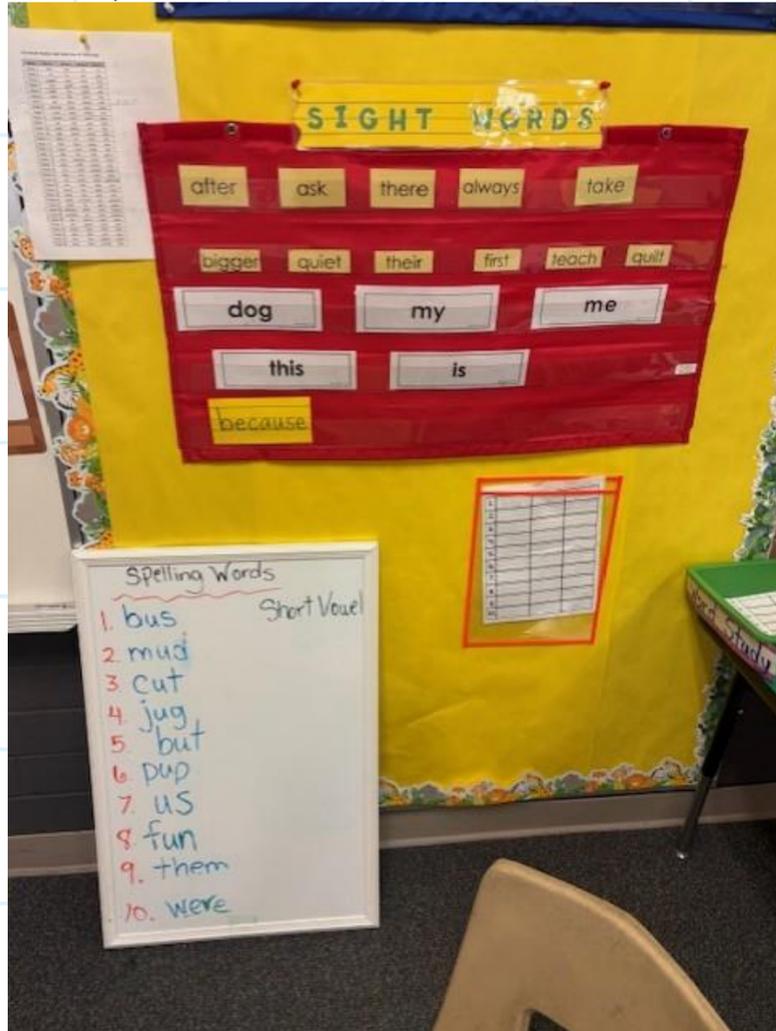
EL Support in the School!



EL Support in the School!



EL Support in the School!



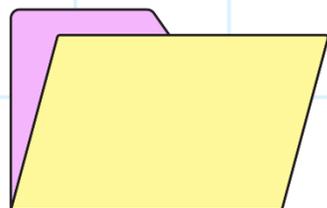
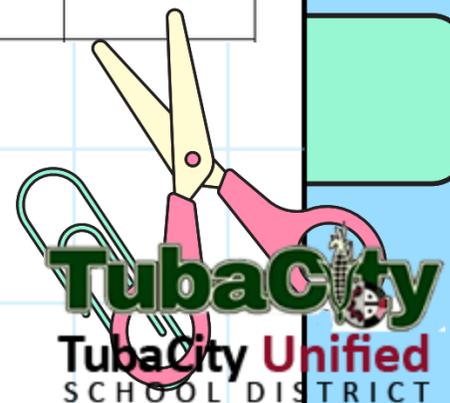
Name: _____ Date: _____ Class Period: _____

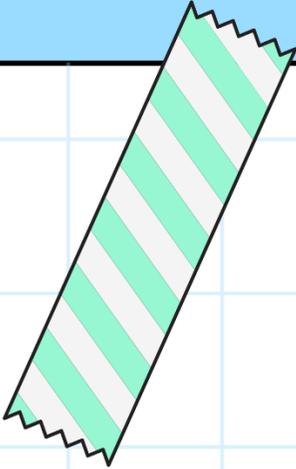
BEFORE READING: "The Raven"
Vocabulary

Directions:

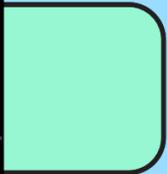
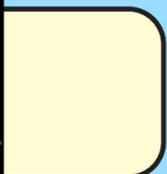
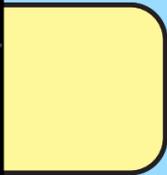
1. Identify UNKNOWN vocabulary words from the article.
2. Write the sentence in the box.
3. Look for clues that help you understand the word.
4. Write your definition.
5. Find the actual definition.
6. Draw a picture of what the word means.
7. Add ONE MORE word of your choice.

Vocabulary Word	Sentence	Context Clues	What I think the word Means	Definition "DICTIONARY"	Synonym "THE SAURUS"	Picture
Lamented (Paragraph __)						
Indignity (paragraph __)						
Reproach (paragraph __)						
discordant (paragraph __)						
Squabbling (paragraph __)						
Devastated (paragraph __)						

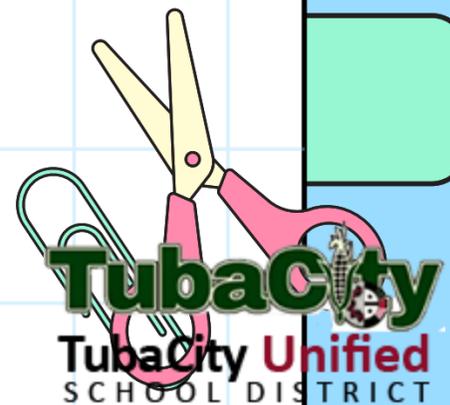
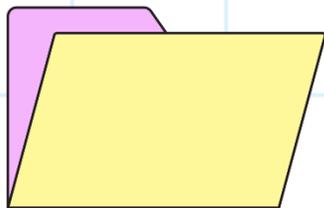




EL Support in the School!

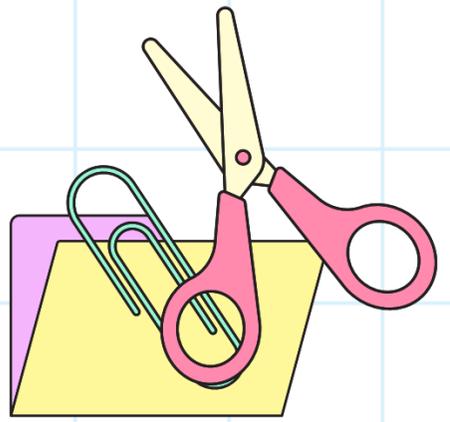
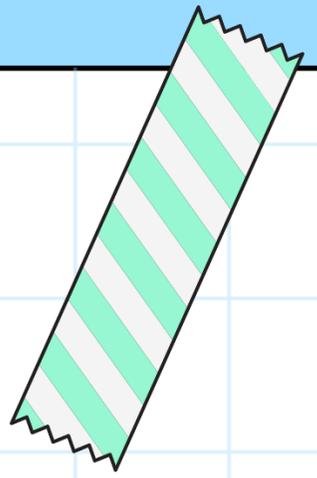


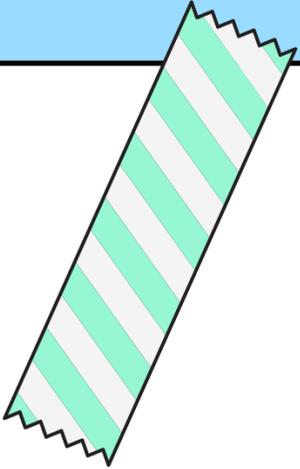
- **Vocabulary** - help students understand and decode the domain-specific vocabulary
- **Speaking/Listening** - give students opportunities to discuss the topics and use the new vocabulary, have students speak in a complete sentence as much as possible
- **Writing** - provide opportunities for students to write using complete sentences, provide sentence frames/examples
- **Reading** - provide opportunities for students to use graphic organizers, take notes, annotate the text
- **Foundational Skills** - beginner readers & writers



EL Support

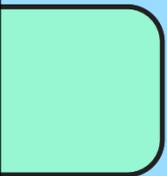
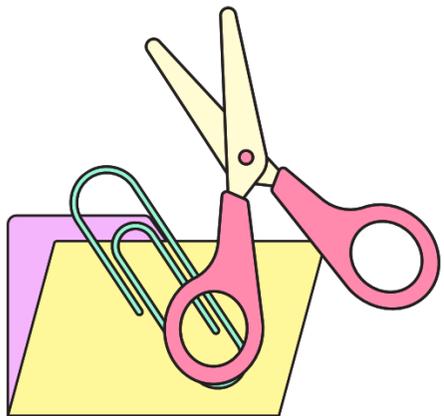
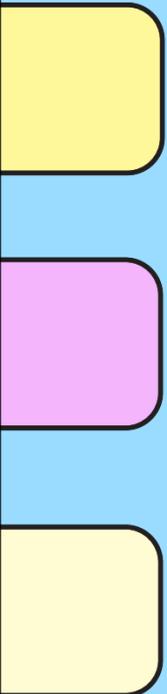
@ Tuba City
Elementary School



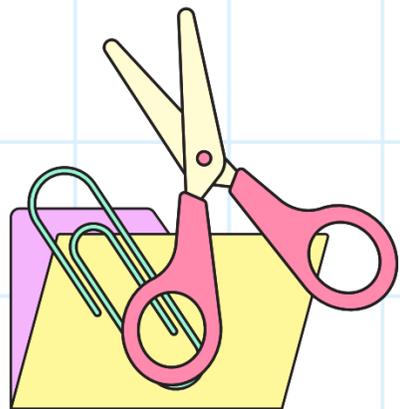
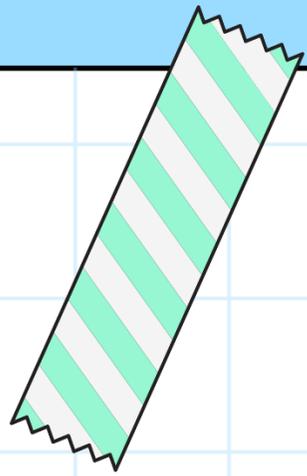


EL Support

@ Tsinaabaas Habitiin
Elementary School

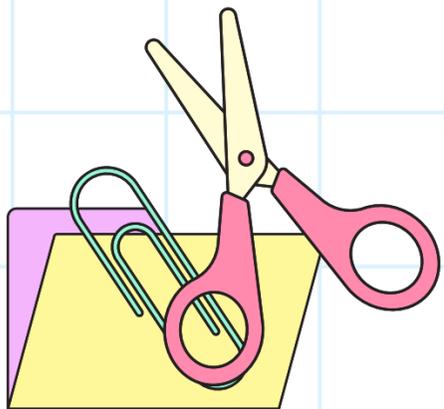
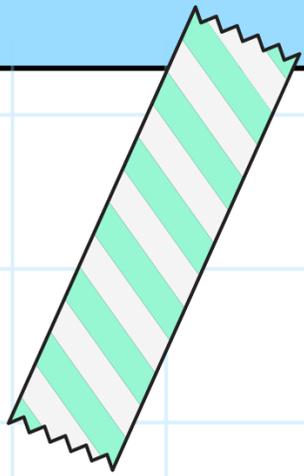


EL Support @ Tuba City Junior High School



EL Support

@ Tuba
City
High School

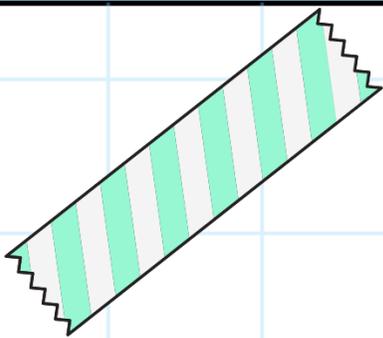


Goals

- Increase English Proficiency
- Help students succeed in all of their courses by providing tools, skills, and strategies
- Provide academic supports as needed

Help students reach English Proficiency as soon as possible!





 **TCUSD Administration Bldg, Room 9**

 **928-283-1163**

 **Phylliberty Peacock, EL Coordinator**
ppeacock@tcusd.org

thank you!

