

Join us at the Capitol – March 22, 2017

1. Arizona Education Association will be hosting Spring Break at the Capitol. Join Lake Havasu City Education Association along with other local education associations.
2. PTA Day at the Capitol. “Participate in workshops to learn more about advocacy, legislative issues, and more! Meet with your legislators, sit in the gallery if the legislature is in session, and take a capitol tour!”
 - a. To register: <http://www.azpta.org/about-arizona-pta/advocacy/DayAtCapitol.html>

Arizona State Board of Education is having Public Hearings regarding the Arizona Working Draft of Components for the A-F School Accountability

- Survey: <https://www.surveymonkey.com/r/schoolgrades>
- Arizona State Board of Education website: <https://azsbe.az.gov/>
- Contact Arizona State Board of Education: <https://azsbe.az.gov/contact-us>

District 5 Legislature

- **Senator Sonny Borelli,**
 - Room 304,
 - Phone 602-926-5051
 - **Email Link:** <http://www.azleg.gov/MemberRoster/?body=S>
- **House Rep Regina Cobb,**
 - Room 302,
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 - **Email Link:**
<http://www.azleg.gov/emailazleg/?legislatorId=1722>
- **House Rep Paul Mosley**
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 - **Email Link:**
<http://www.azleg.gov/emailazleg/?legislatorId=1751>

2016 Revised Arizona English Language Arts Standards - Overview

The purpose of this document is to outline changes in the 2016 Revision of the Arizona English Language Arts Standards document and to highlight how the changes have solved the concerns that have been expressed related to the Common Core State Standards (CCSS). Arizona thanks the educators, parents and community members for their full participation throughout this process. The new standards represent standards which will improve educational outcomes for all Arizona students.

Issue One: Literature in secondary English Language Arts courses is underemphasized in the Common Core State Standards (CCSS).

- **The arbitrary designation of time spent on informational text and literary text has been removed.** The Common Core State Standards recommended that a student's reading in elementary, middle, and high school be unequally distributed. At the elementary level, the writers of the CCSS recommended a 50% split between literary and informational texts. At the secondary level, the writers of CCSS recommended that 70% of a student's exposure to reading be focused on informational text while only 30% of the student's exposure to reading be focused on literary texts. In many cases, educators read this suggestion as a mandate to be carried out solely within the English classroom. This is inappropriate. The Revised Arizona English Language Arts Academic Standards have removed this restriction, allowing local school boards, in collaboration with their communities, to appropriate types of reading as well as the time spent engaging in the reading of both informational and literary texts.
- **The standards for Grades 6-12 Literacy in History/Social Studies, Science, and Technical Subjects (CCSS Literacy Standards) have been eliminated.** Rather, as the Department continues revision of the academic content area subject, literacy standards will be integrated into content areas where and when they are appropriate. This change removes the arbitrary nature of the placement of the Literacy in History/Social Studies, Science, and Technical Subjects with the ELA standards, allows teachers to focus on literacy as it is appropriate to the discipline, and returns control of literacy instruction to the local school board. The removal of the CCSS Literacy Standards removed 30 standards from every grade level in sixth through twelfth grades.

Issue Two: Students are not expected to learn cursive.

- **Writing Foundational Standards have been added to kindergarten through fifth grade.** Through the writing foundational standards, students will learn both print and cursive in a developmentally appropriate fashion. Arizona is the only state who has responded to the call for the return of cursive instruction to its classrooms. This change resulted in the addition of three writing foundational standards each in Kindergarten through third grade and one standard in both fourth and fifth grades, allowing students the needed time to master the skill.

Issue Three: Kindergarten CCSS are not developmentally appropriate.

- **Extra support for kindergarten students has been built into the revised standards** that did not previously contain such support. Previously, the CCSS expected kindergarteners to obtain independent mastery of many standards. While some of our learners are certainly capable of reaching this standard, it is an unreasonable expectation of all learners. As a result, either the phrase "with prompting and support" or "with guidance and support" has been added to eight of the kindergarten standards.

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- In the revised standards, one standard has been removed from kindergarten and moved to grade one upon the advice of a child development technical expert.
- Specific standards in grades K-3 were revised based on feedback from two independent educational psychologists during technical review. With the exception of these specific standards, which were addressed by the working groups, the educational psychologists each found that the standards were developmentally appropriate overall.

Issue Four: The standard for opinion writing (W.1) at the elementary level is not developmentally appropriate.

- **The standard for opinion writing (W.1) is scaffolded at younger grades to be developmentally appropriate.** To support student learning, the language of the standard progresses the student from first identifying a simple opinion about a text, to supporting a simple opinion with a single reason, to supporting an opinion with multiple reasons.
 - **Kindergarten:** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
 - **1st Grade:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
 - **2nd Grade:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- **The standard for opinion writing progresses a student to be ready for argumentative writing, which begins in sixth grade.** Argumentative writing calls for the student to put forth a claim and to defend it with evidence. These skills begin at the elementary level where a student states an opinion and supports it with reasons.
- **Other states who have either removed the CCSS or who never adopted also have a standard for opinion writing at the elementary level. For example,**
 - **Oklahoma**
 - Kindergarten: Students will use drawing, labelling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.
 - 1st Grade: Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.
 - 2nd Grade: Students will express an opinion about a topic and provide reasons as support.
 - **Indiana**
 - Kindergarten: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
 - 1st Grade: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.
 - 2nd Grade: Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.

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- The presence of opinion writing at the elementary level is supported by the work of Steve Graham from Arizona State University.
- The two independent educational psychologists who reviewed these scaffolded standards found that they are developmentally appropriate for students at each grade level.

Issue Five: Phonics is not emphasized in the CCSS.

- Phonics standards found with the reading foundational standards have been improved and phonics guidance is included in the glossary section. The improvement of the phonics standards resulted in the revision of eight of the nine phonics related standards in kindergarten through grade five.
- The new, Arizona-specific writing foundational standards compliment phonics instruction effectively linking reading to writing in a developmentally appropriate manner. Arizona will be the only state in the nation with a dedicated foundational writing strand of standards.

Issue Six: Text complexity expectations in the CCSS rely only upon a Lexile determination.

- New text complexity expectations are outlined within the revised Arizona English Language Arts standards. The text complexity expectations expand the definition of text complexity to take into account literary themes, time-period specific sentence structure and word usage, and age-appropriateness. The two text complexity standards at each grade level (grades 2-12) were revised to allow for greater control at the local level. Lexile determinations may continue to be a portion of text complexity decisions; however, this new method for determining text complexity allows the instructor, school boards and parents to evaluate the texts holistically to make better judgements about appropriateness and complexity.

Issue Seven: The CCSS dictated curriculum and instruction.

- The revised Arizona English Language Arts standards have removed many of the CCSS curriculum and instruction recommendations. Arizona is a local control state, and the inclusion of specific text recommendations was inappropriate and misleading. Though the writers of the CCSS intended these texts as examples, many interpreted these examples as mandates. This misleading inclusion of example texts resulted in the removal of many Arizona-related texts, founding documents, and classic literary pieces from curricula. By removing examples of specific works and authors, this area of confusion is eliminated and local control of curriculum choices is restored.

Issue Eight: Student achievement in English Language Arts has decreased since the adoption of CCSS.

- The National Assessment of Education Progress or NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP reading assessment measures students' reading comprehension and their ability to demonstrate comprehension through selected grade-appropriate materials.
- **Analysis of Arizona NAEP Data Trends:** Arizona students have made consistent progress in their reading scores on the National Assessment of Educational Progress. The following data/graph shows that since administration in 2002, NAEP scores in grades 4 and 8 have continued to

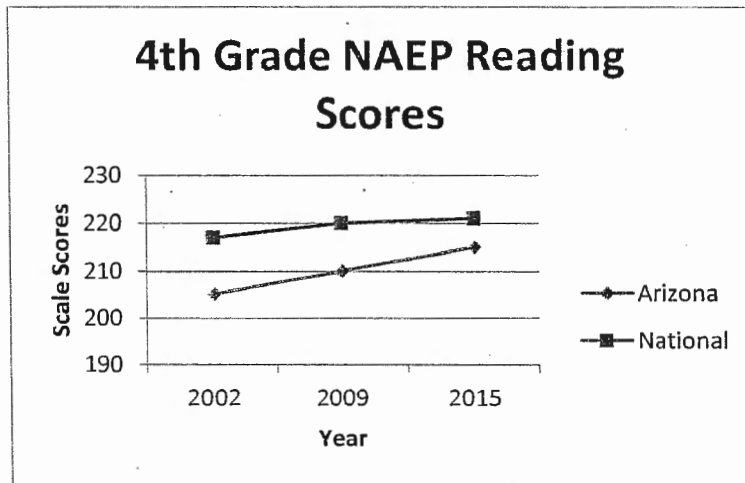
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increase. This increase over the course of years does not show a decline when new Arizona English Language Arts Standards were adopted in 2003, 2008, and 2010.

NAEP Data for 4th Grade Reading - by scale score

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008AZ4.pdf>

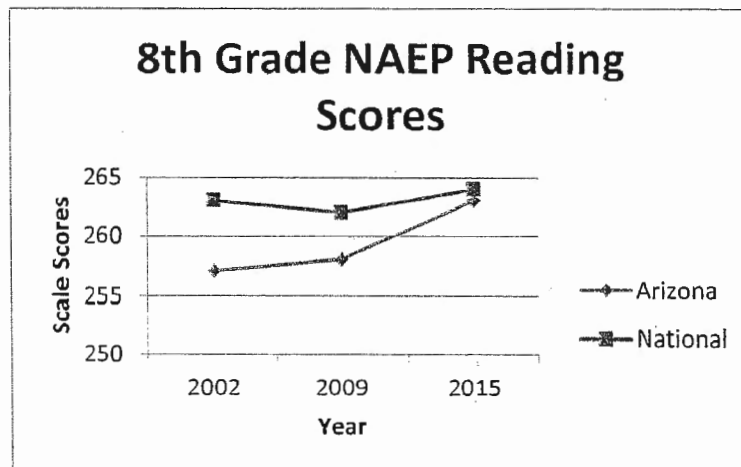
Year	Arizona 4 th grade	National 4 th Grade
2015	215	221
2009	210	220
2002	205	217



NAEP Data for 8th Grade Reading – by scale score

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008AZ8.pdf>

Year	Arizona 4 th grade	National 4 th Grade
2015	263	264
2009	258	262
2002	257	263



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Issue Nine: Once standards are in place they are not regularly reviewed.

- Next Steps for Standards: With the adoption of new academic standards comes much work. In fact, a major portion of the public comment received over the course of this unprecedented 1 ½ year revision was related directly to implementation concerns: curriculum and instruction. The K-12 Academic Standards unit will embark upon the following activities to support our educators as they implement the revised standards:
 - Create general guidance documents
 - Align guidance to changes in the standards
 - Build guidance which addresses concerns revealed through the public comment process
 - Transition and implementation timeline
 - Update and improve grade level/course parent guidance documents
 - Build professional development modules
 - Assist teachers in developing strong instructional strategies to support the teaching of the standards: developmentally appropriate instruction, differentiating instruction to meet the needs of all learners, use of text complexity to choose appropriate texts, and other areas of need.
 - Assist administrators in understanding how to support standards implementation on their campuses: scope and sequence development, professional development planning, effective communication with parents, and effective curriculum selection are a few of the areas which will be addressed by the department.

What will standards review look like in the future? The Department is fully committed to continuous review of our academic standards. Under the leadership of Superintendent of Public Instruction, Diane Douglas, we are entering a new era of standards creation and revision. Rather than the typical seven year wait, we intend to constantly keep an eye on all academic standards so that implementation concerns whether they be related to standards, curriculum or instruction can be handled in a more immediate fashion. We have begun this process with the revision of ELA and mathematics and intend to start the revision of science and social studies upon the adoption of the ELA and mathematics standards. There will always be a link on our website to provide on-going input and feedback.

Summary of Revisions:

Kindergarten: 21 of 44 of the original CCSS have been revised (48%). (Three foundational writing standards have been added.)

1st Grade: 15 of 43 of the original CCSS have been revised (35%). (Three foundational writing standards have been added.)

2nd Grade: 12 of 42 of the original CCSS have been revised (29%). (Three foundational writing standards have been added.)

3rd Grade: 14 of 44 of the original CCSS have been revised (32%). (Three foundational writing standards have been added.)

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4th Grade: 13 of 44 of the original CCSS have been revised (30%). (One foundational writing standard has been added.)

5th Grade: 11 of 44 of the original CCSS have been revised (25%). (One foundational writing standard has been added.)

6th Grade: All 30 (100%) of the CCSS Literacy Standards have been eliminated. 8 of 42 of the original CCSS have been revised (19%).

7th Grade: All 30 (100%) of the CCSS Literacy Standards have been eliminated. 9 of 42 of the original CCSS have been revised (21%).

8th Grade: All 30 (100%) of the CCSS Literacy Standards have been eliminated. 8 of 42 of the original CCSS have been revised (19%).

9-10th Grade Band: All 30 (100%) of the CCSS Literacy Standards have been eliminated. 14 of 42 of the original CCSS have been revised (33%).

11-12th Grade Band: All 30 (100%) of the CCSS Literacy Standards have been eliminated. 24 of 42 of the original CCSS have been revised (57%).

Overall Changes: 149 of 471 of the original CCSS have been revised (32%). 299 of 621 of the CCSS with the CCSS Literacy Standards have been revised (48%).