

## Arizona English Language Arts (ELA) Standards Revision – Expert Panel Review

Reviewer Name

Jean Boreen

As you conduct your review of the **introduction**, please consider the following questions.

- A. Does the introduction provide sufficient information and guidance on how to read the standards?
- B. Does the introduction provide sufficient information on how the standards are structured?
- C. Is there anything missing that should be included in the introduction?

**1. Please provide feedback on the introduction section. Include strengths as well as suggestions for refinements.**

I found the introduction to be solid; anyone should be able to follow the logic of the document. The colored explanation of standard, level, etc was good. Some text in the example was a bit hard to read, but I expect that will be taken care of before publication. No concerns.

As  
you

conduct your review of the **glossary**, please consider the following questions.

- A. Does the glossary identify key terms and resources?
- B. Do the definitions provide sufficient guidance for practitioners?
- C. Is there anything missing that should be included in the glossary?

**2. Please provide feedback on the glossary section. Include strengths as well as suggestions for refinements.**

Very thorough with the foundational piece. The glossary was also thorough; I was glad to see that individual literary devices, etc. were NOT spelled out, rather were part of the larger concepts we expect the professionals in our field to know. I think parents, in particular, will be aided by the clarification of terms like text complexity into their parts as well as the foundational piece.

As

you conduct your review of the standards, please consider the following questions.

- A. Does each standard clearly state what students should know and be able to do?
- B. Can the standards be measured?
- C. Are there any ambiguous or unclear words/phrases (some, a few, follow, understand...)?
- D. Do the standards in each section have sufficient **breadth of content or skill**?

- E. Do the standards in each section have sufficient **depth of content and rigor**?
- F. Is there meaningful alignment and development of skills/knowledge across the standard from one grade level to the next?
- G. Are the standards written with clear student expectations that would be interpreted and implemented consistently across the state?

**3. Please provide feedback on the Reading Literature (RL) Strand. Include strengths as well as suggestions for refinements.**

The progression of skills is sensible and logical with scaffolds in place to support student learning. Good to see contemporary media.

No refinements. Glad to see book lists gone.

**4. Please provide feedback on the Reading Informational (RI) Text Strand. Include strengths as well as suggestions for refinements.**

These remain strong; the focus on informational text is important and necessary and I find that these standards clearly help teachers and students understand their focus in building understanding of non-fiction. However, also strong is the ability to help students move back and forth between literature and informational text language wise to increase skills in comparison.

No refinements.

**5. Please provide feedback on the Reading Foundational (RF) Skills strand (Grades K-5). Include strengths as well as suggestions for refinements.**

These all look appropriate and allow for both phonics understanding as well as contextual understanding when implemented with RL and RI.

NO refinements.

**6. Please provide feedback on the Writing (W) strand. Include strengths as well as suggestions for refinements.**

I am really pleased to see research introduced at 4<sup>th</sup> grade and really being scaffolded after that as it is certainly a skill and knowledge base that students will need throughout their academic lives as well as throughout their lives.

The Writing Strand does an excellent job throughout showing progression as well as cross-links to other standards.

No refinements.

**7. Please provide feedback on the Writing Foundational (WF) Skills strand (Grades K-3). Include strengths as well as suggestions for refinements.**

All seem logical and straightforward for the age group.

No refinements.

**8. Please provide feedback on the Speaking and Listening (SL) strand. Include strengths as well as suggestions for refinements.**

Good to see attention to formal versus informal language starting in 4<sup>th</sup> grade. Standards are clear throughout and, again, have the kind of cross-links to the other standards that clearly support those and allow students to build their knowledge base. A strong indicator of how the standards should work together.

No refinements.

**9. Please provide feedback on the Language (L) strand. Include strengths as well as suggestions for refinements.**

Standards were clearly identified. No ambiguity, and this is the area where that often happens. Case in point where comma usage discussed with plural adjectives; clearly explained.

No refinements.

**10. Please provide any additional comments about this draft that you want the revision committee to consider.**