

#1 **STOP AND DO**

Rank the Language Essentials considerations in order from what you value most.

- _____ the Arizona ELPS
- _____ the AZELLA blueprint
- _____ the AZELLA item specifications for each grade level
- _____ the need for explicit teaching of and practice for all items assessed on the AZELLA
- _____ varying proficiency and academic levels of English learners
- _____ the need to prepare students for spring reassessment

Then explain why you ranked them in this order.

#2 **STOP AND DO**

Go to page 7 of your Teacher's Guide and access your digital resources.

Accessing the Digital Learning Resources

Throughout the lessons in this resource, references are made to Digital Learning Resources that will enhance your teaching. The Digital Learning Resources can be downloaded by following these steps:

1. Locate the Digital Learning Resources label in the *Practicing for Success: Language Essentials* kit.
2. Follow the directions on the label.
3. Choose the Digital Learning Resources you would like to download. You can download all the files at once, or you can download a specific group of files.

Please note: Some files provided for download are large. Download times for these larger files will vary based on your download speed.

#3 **STOP AND DO**

Please locate and then open each of the following from the lesson of your choice. Put the title of each file in the blank.

- Task Type Practice Audio File: _____
- Task Type Practice Student Page File: _____
- Test Practice File: _____
- Test Practice Data Chart File: _____

#4



Utilizing the sample pacing plan in the teacher's guide please share a suggested pacing that you will try in your classroom.

Monday	Tuesday	Wednesday	Thursday	Friday

#5



How will you use the Welcome Letter to help introduce the AZELLA and the resource to your students?

#6



Why is it so important for students to understand what is expected of them on the AZELLA in the four language domains?



#7 STOP AND DO

Select a Listening Task Type Practice to explore.

1. Select a Listening Activity Task Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this task type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	



#8 STOP AND DO

Select a Listening TEST Type Practice to explore.

1. Select a Listening Activity TEST Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this TEST type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	



#9

STOP AND DO

Select a Speaking Task Type Practice to explore.

1. Select a Speaking Activity Task Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this task type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	



#10

STOP AND DO

Select a Speaking TEST Type Practice to explore.

1. Select a Speaking Activity TEST Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this TEST type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	



#11 STOP AND DO

Select a Reading Task Type Practice to explore.

1. Select a Reading Activity Task Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this task type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	



#12 STOP AND DO

Select a Reading TEST Type Practice to explore.

1. Select a Reading Activity TEST Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this TEST type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	



#13 STOP AND DO

Select a Writing Task Type Practice to explore.

1. Select a Writing Activity Task Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this task type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	



#14 STOP AND DO

Select a Writing TEST Type Practice to explore.

1. Select a Writing Activity TEST Type.	Title
2. Open both the teacher page and the student page side by side.	Page number TG Page number SB
3. Identify which ELP is being covered.	
4. Read the Directions and walk yourself through the lesson from both your lens and the lens of the student.	
5. What scaffolds would you provide to deliver this TEST type?	
6. What differentiation would you provide for a pre-emergent vs a basic student?	