



Introduction to the Arizona English Language Proficiency Standards


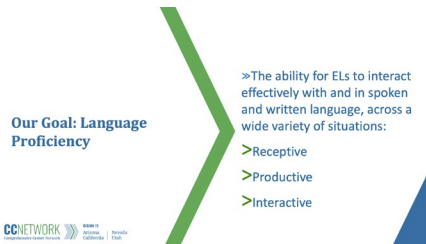
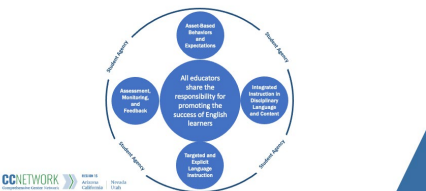
Thursday, January 28, 2021

Jennifer Blitz, jblitz@wested.org

Learning Target: Participants will deepen understanding of the 2019 Arizona English Language Proficiency Standards and how they can be used to guide instructional practice for our state's English learner students.

Agenda:

- AZ ELPS Overview and Orientation
- Shifts from the 2010 ELP Standards
- Using the ELP Standards in Integrated and Targeted ELD Settings

Slide	Notes and Ideas
<p>Why update the ELP Standards?</p> 	
<p>Pause to Reflect: Where is your LEA in the ELP Standards implementation process?</p>	
<p>Our Goal: Language Proficiency</p> 	
<p>Arizona's Language Development Approach</p> 	



The 2019 AZ English Language Proficiency Standards...

- highlight the **critical language**, **knowledge about language**, and **language skills** required by the Arizona content standards that are necessary for ELs to be *successful in school*.
- are **broad language concepts** and do not represent a curriculum or list of tasks.



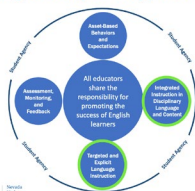
The 2019 AZ ELPS highlight the critical language, knowledge about language, and language skills required by the Arizona content standards that are necessary for ELs to be *successful in school*.



The 2019 AZ ELPS are broad language concepts and do not represent a curriculum or list of tasks.

Pause to Reflect: How do these standards support ELs to interact with language in a way they didn't before?

Arizona's Language Development Approach



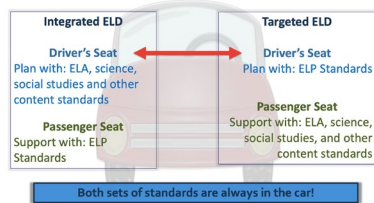


A Comprehensive Approach to ELD

Integrated ELD	Targeted ELD
<ul style="list-style-type: none"> ELA, science, social studies, art, etc. (throughout the day) All teachers with ELs in their classrooms use the ELP Standards in tandem with Arizona's ELA/Literacy and other content standards. 	<ul style="list-style-type: none"> Specialized instruction for EL students focused on language (protected time) Teachers use the ELP Standards as the focal standards in ways that build into and from content instruction.

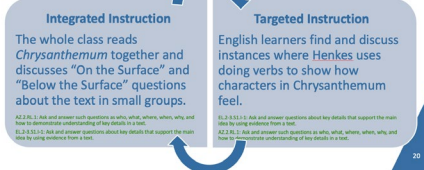
CCNETWORK
Arizona California Nevada Utah

AZ State Standards: Who's driving?



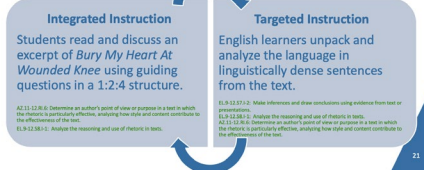
A Comprehensive Approach to Language Instruction

Grade 2



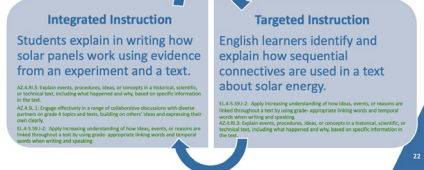
A Comprehensive Approach to Language Instruction

Grade 11



A Comprehensive Approach to Language Instruction

Grade 4





**AZ ELPS and
Targeted ELD**



CCNETWORK
Comprehensive Center Network

23

How did this teacher plan and facilitate instruction that supports an increasing understanding of how ideas, events, or reasons are linked throughout a text with linking and temporal words? (EL.4-5.S9.I-2)

How did this teacher plan and facilitate instruction that supports English learners to engage in receptive, productive, and interactive communication?

**AZ ELPS and
Integrated ELD**



CCNETWORK
Comprehensive Center Network

24

How did the targeted ELD instruction we viewed support the English learners in this classroom to explain ideas in a scientific text? (AZ.4.RI.3)

How were English learners supported to develop content knowledge and language simultaneously?



What do the ELP Standards Mean for Educators?

Creating Learning Opportunities for English learners:

- Language-focused opportunities for English learners
 - > as readers and listeners
 - > as speakers and writers
 - > as participants in interactions with others
- Rich learning opportunities in which rigorous content and disciplinary practices develop in tandem with language



Pause to Reflect: How might this affect the way teachers plan and facilitate instruction in your school/district?

For Reference:

Grades 4-5 English Language Proficiency Standards

LANGUAGE

Standards 9 and 10 are to be used across Standards 1-8

AZ ELP - Standard 9					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
create clear and coherent grade-appropriate speech and text.	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:	Writing: 4.W.1 4.W.2 4.W.3 4.W.4 5.W.1 5.W.2 5.W.3 5.W.4 Speaking and Listening: 4.SL.4 4.SL.6 5.SL.4 5.SL.6	Functions for using language include but are not limited to: describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on. Literary text types include but are not limited to: stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many) Supports include but are not limited to: context and visual aids.
	PE/E-1: apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	B-1: apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	I-1: apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).		
	PE/E-2: apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	I-2: apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words when writing and speaking.		