Grade	Student Group	Instructional Setting and Goals	
1	•	Beginning to Developing Oral Language and Literacy; Pull-	
(possible		out instructional setting; Explicit development of general	
classroom		vocabulary, phonics instruction with attention to language	
cluster for		transfer of phonemes, word work and fluency instruction	
collaborative		with Words Their Way for ELs. 30-45 minutes daily of	
support and		targeted ELD instruction based on data, learning goals with	
coordinated		progress monitoring to determine impact of instruction on	
service)		student growth	
1		Developing to Expanding Oral Language and Literacy; Pull-	
(possible		out instructional setting; Explicit development of general	
classroom		vocabulary, phonics instruction with attention to language	
cluster for		transfer of phonemes, word work and fluency instruction	
collaborative		with Words Their Way for ELs. Also, development of	
support and		academic language for metacognitive and comprehension	
coordinated		strategies at the intermediate level. Coordination with the	
service)		1st grade ELA curriculum (language builder cards, retell	
		cards, vocabulary cards, EL Readers.) 30-45 minutes daily of	
		targeted ELD instruction based on data, learning goals with	
		progress monitoring to determine impact of instruction on	
		student growth	
		(Coordinate with Title I regarding and specific reading or	
		math interventions that can be provided in addition to ELD)	
1	<b>Student</b> (close to proficient EL, monitor, coordinate literacy services with Title I,		
No		ting support with classroom teacher and specialists; re-enter	
classroom	for direct service if collaborating teacher sees need for language support in content		
clusters	areas)		
needed to	Student (EXIT service, proficient)		
provide ELD	<b>Student</b> (Exit service, student is a proficient with oral language and does not use any		
service:	L1 other than English. Student is struggling with meeting academic benchmarks but		
Collaborative	formative language assessments show evidence of skill gap NOT because of English		
indirect	language barriers.)		
service,	Student (SPED, consulting indirect); will collaborate with Student		
consulting	Student (SPED, collaborative and consulting indirect) Student (SPED,		
services,	collaborative and consul	ting indirect)	
monitor, or			
Exit			

Grade	Student Group	Instructional Setting and Goals	
2		Developing to Expanding Oral Language and Literacy;	
(possible		Pull-out instructional setting; Explicit development of	
classroom		general vocabulary, phonics instruction with attention to	
cluster for		language transfer of phonemes, word work and fluency	
collaborative		instruction with Words Their Way for ELs. Also,	
support and		development of academic language for metacognitive	
coordinated		and comprehension strategies at the intermediate level.	
service)		Coordination with the 2 <sup>nd</sup> grade ELA curriculum	
,		(language builder cards, retell cards, vocabulary cards,	
		EL Readers.) 45 minutes daily of targeted ELD	
		instruction based on data, learning goals with progress	
		monitoring to determine impact of instruction on	
		student growth	
2		Development of academic language for metacognitive	
(possible		and comprehension strategies at the advanced level.	
classroom		Collaboration with content teacher and coordination	
cluster for		with the 2nd grade ELA curriculum (language builder	
collaborative		cards, retell cards, vocabulary cards, EL Readers.) 30	
support and		minutes 2-3 times per week of targeted ELD instruction	
coordinated		in a push-in setting or during ELA small group	
service)		instruction. (Coordinate with Title I regarding and	
		specific reading or math interventions that can be	
		provided in addition to ELD)	
2	Student	Provided in addition to 222	
No		ther Coordination with Title I or ADSIS (Tier 3 or one-to-	
classroom		onics, literacy); Formative language assessments show a	
clusters	1	nguage gap. Monitor the student, but not assume the	
needed to	student is an EL in need of language service but rather literacy interventions. This		
provide ELD	student is an EE in fleed of language service but rather interacy interventions. This student is appearing at risk for academic benchmarks not related to language and		
service:	intensive interventions may be necessary.		
Collaborative	Student, Exit proficiency		
indirect Student, Exit proficiency			
service,	Student, Exit proficiency		
consulting			
services,	Student, SPED; indirect service through consult with specialists and classroom		
monitor, or	teacher. Student was identified as having a disability related to language production which blurs the English language assessment data. On 2014 ACCESS data he was a proficient a English reader compared to other 1 <sup>st</sup> grade EL peers, yet his speaking and		
Exit			
2			
	writing was that of a beginning EL. Continue to monitor, offer indirect service and		
	possibly add direct service if	found as beneficial	
	Student, SPED, indirect service through consult with specialists and classroom		
	teacher. Student was identified as having a disability related to language production		
	which blurs the English language assessment data. Student was able to articulate less		
	language in Spanish when prompted. Student is producing general vocabulary similar		
	to like-SPED peers and English language is not the evident barrier to success in an		
	adaptive SPED classroom.		

Grade	Student Group	Instructional Setting and Goals	
3	·	Developing to Expanding Oral Language and Literacy; Pull-out	
(possible		instructional setting; Explicit development of general vocabulary,	
classroom		phonics instruction with attention to language transfer of	
cluster for		phonemes, word work and fluency instruction with Words Their	
collaborative		Way for ELs. Also, development of academic language for	
support and		metacognitive and comprehension strategies at the intermediate	
coordinated		level. Coordination with the 3 <sup>rd</sup> grade ELA curriculum 45	
service)		minutes daily of targeted ELD instruction based on data, learning	
		goals with progress monitoring to determine impact of instruction	
		on student growth	
3		Development of academic language for metacognitive and	
(possible		comprehension strategies at the advanced level. Min 30 minutes	
classroom		2-3 times per week of targeted ELD instruction related to content	
cluster for		standards with writing and academic vocabulary. (Coordinate	
collaborative		with Title I regarding and specific reading or math interventions	
support and		that can be provided in addition to ELD)	
coordinated			
service)			
3		SPED; indirect service through consult with specialists and	
No		classroom teacher. On 2014-15 ACCESS data he was	
classroom		demonstrated proficient oral language compared to other 1 <sup>st</sup>	
clusters		grade EL peers, yet his reading and writing proficiency was that of	
needed to		an early beginner EL. This discrepancy emphasizes disability	
provide ELD		criteria of discrepancy in a particular language domain. Continue	
service:		to monitor, offer indirect service and possibly add direct service if	
Collaborative		found as beneficial	
indirect	ļ	Exit, proficient	
service,			
consulting	_		
services,	<b>Student</b> , Exit, Home Language Questionnaire all English (student's family is Liberian		
monitor, or	English speaking.) Communication home resulted in denied services from mother.		
Exit	Student is also SPED.		
	<b>Student</b> , Exit, parent refusal, student is proficient in oral language. Services are		
	coordinated with Title I for literacy interventions.		

Grade	Student Group	Instructional Setting and Goals
4		Coordinate with Title I regarding reading interventions that are
(possible		specific to linguistic needs. These students have developing to
homeroom		Expanding Oral Language and Literacy; Pull-out instructional
classroom		setting; Explicit development of general vocabulary, phonics
cluster for		instruction with attention to language transfer of phonemes,
collaborative		word work and fluency instruction with Words Their Way for ELs.
support and		Also, development of academic language for metacognitive and
coordinated		comprehension strategies at the intermediate level. Coordination
service)		with the 4 <sup>st</sup> grade ELA curriculum, specifically Academic Language,
		perhaps using Word Generation or coordinating with Writing
		block at grade level for collaborative instruction. Minimum of 45
		minutes daily of targeted ELD instruction based on data, learning
		goals with progress monitoring to determine impact of instruction
4		on student growth
4		
No classroom		
clusters		
needed:		
Students are		
proficient		
and are		
Exited from		
ELD service		
LLD JCI VICC		