## **EL Plan of Service:** The district must implement programs that address the needs of all levels of English proficiency. (IIA. English Learner Programs, IIB. Amount and Scope of Service)

Less proficient English Language Learners will receive more hours of EL instruction than those who are more proficient in English.

Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5
K-2	60 min, 5 days/week	60 min, 5 days/week	60 min, 5 days/week	30 min, 5 days/week	Monitor only
					Exit, based on ROCORI service plan
*1 <sup>st</sup> Grade On our Way to English Materials used for grades 1 and 2	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Pull-Out EL  Curr/Materials: Kindergarten-level On Our Way to English materials, mainstream classroom activities, sorts, matching activities. First- grade-level On Our Way to English materials, sorts, matching activities Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Pull-Out EL  Curr/Materials: Kindergarten-level On Our Way to English materials, mainstream classroom activities, sorts, matching activities. First- grade-level On Our Way to English materials, sorts, matching activities Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Pull-Out EL  Curr/Materials: Kindergarten-level On Our Way to English materials, mainstream classroom activities, sorts, matching activities. First- grade-level On Our Way to English materials, sorts, matching activities Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Monitor in Mainstream Classes  Curr/Materials: Mainstream materials and curriculum  Instructional Strategies: Mainstream strategies with EL assistance  Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores.	ELD Standards: Grade Level Content Standards  Program Type: Exit  Curr/Materials: Mainstream materials and curriculum  Instructional Strategies: Mainstream strategies  Progress Monitoring: Mainstream Unit Tests
	participation	participation	participation		

3-5	Progress Monitoring: K: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests  60 min, 5 days/week	Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests  60 min, 5 days/week	Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests  60 min, 5 days/week	30 min, 5 days/week	Monitor only
					Exit, based on ROCORI service plan
*3 <sup>rd</sup> Grade On our Way to English materials are used in grades 3-5.	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Pull-Out EL  Curr/Materials: Third-grade-level On Our Way to English materials, sorts, matching activities.  Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Pull-Out EL  Curr/Materials: Third-grade-level On Our Way to English materials, sorts, matching activities.  Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Pull-Out EL  Curr/Materials: Third-grade-level On Our Way to English materials, sorts, matching activities.  Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation	ELD Standards: 1—English as Social and Instructional Language; 2— English of Language Arts  Program Type: Monitor in Mainstream Classes  Curr/Materials: Mainstream materials and curriculum  Instructional Strategies: Mainstream strategies with EL assistance  Progress Monitoring: Monitor mainstream theme test scores.	ELD Standards: Grade level content standards  Program Type: Exit  Curr/Materials: Mainstream curriculum and materials  Instructional Strategies: Mainstream strategies  Progress Monitoring: Mainstream Unit Tests
	Progress Monitoring: OWE Unit Tests	Progress Monitoring: OWE Unit Tests	Progress Monitoring: OWE Unit Tests		

Middle School	180 minutes per	Academic	60 minutes per	60 minutes per	Monitor only
Grades 6-8	day	English Course	day	day	Wormon only
0.440000	day	and Structured	aay	aay	
		EL Support			
					Exit, based on
		120 minutes per			ROCORI service
		day			plan
	ELD Standards:	ELD Standards:	ELD Standards:	ELD Standards:	ELD Standards:
	1- English as	1- English as	1- English as	1- English as	LLD Standards.
	Social and	Social and	Social and	Social and	Grade Level
	Instructional	Instructional	Instructional	Instructional	Content
	Language: 2-	Language: 2-	Language: 2-	Language: 2-	Standards
	English of	English of	English of	English of	
	Language Arts	Language Arts	Language Arts	Language Arts	Program Type:
					Manitantan 4 ta O
	Program Type:	Program Type:	Program Type:	Program Type:	Monitor for 1 to 2
	Pull-out EL	Pull-out EL	Pull-out EL	Pull-out EL	years
	Curr/Materials:	Curr/Materials:	Curr/Materials:	Curr/Materials:	Curr/Materials:
	Oxford Picture	Oxford Picture	Academic	Academic	<b>.</b>
	Dictionary	Dictionary	Vocabulary	Vocabulary	Mainstream
	Beginner Level	Beginner Level	Toolkit;	Toolkit;	materials and
	and High Point	and High Point	Pearson's	Pearson's	curriculum
	Level 1	Level 2; True	Reality Central	Reality Central	Instructional
	materials,	Stories level 2	grades 7-9;	grades 7-9;	
	conversation,	materials,	mainstream	mainstream	Strategies:
	writing and	conversation,	classroom	classroom	Mainstream
	phonics activities	writing and	activities such as	activities such as	strategies
		phonics activities	History Day	History Day	Stratogics
	Instructional	la starrette a st		la starrette a sl	Progress
	Strategies:	Instructional	Instructional	Instructional	Monitoring:
	teacher /	Strategies:	Strategies:	Strategies:	
	paraprofessional	teacher /	interactive	interactive	Mainstream; EL
	-led small groups	paraprofessional	vocabulary and	vocabulary and	teacher monitors
	for individual	-led small groups	writing	writing	course grades
	leveled attention;	for individual leveled attention;	development;	development;	and addresses
	visual supports; active	visual supports;	grammar, spelling and	grammar, spelling and	concerns raised
	participation; and	active	usage stemming	usage stemming	at grade-level
	practice of all	participation; and	from their	from their	meetings to
	domains -	practice of all	writing; active	writing; active	suggest
	reading, writing,	domains -	participation and	participation and	differentiation
	speaking and	reading, writing,	practice of all	practice of all	and scaffolds
	listening	speaking and	domains -	domains -	
		listening	reading, writing,	reading, writing,	
	Progress		speaking and	speaking and	
	Monitoring:	Progress	listening	listening	
	\/ooohulo <i>m:</i>	Monitoring:	D	D	
	Vocabulary	Vocabulary	Progress	Progress	
	chapter tests	Vocabulary	Monitoring:	Monitoring:	
	through Oxford Picture	chapter tests through Oxford	Vocabulary Pre	Vocabulary Pre	
	Dictionary and	Picture	and post-tests	and post-tests	
	other formative	Dictionary and	•	•	
	other formative	Dictionary and	and	and	

	assessment tools	other formative assessment tools	comprehension questions after reading fiction or nonfiction selection	comprehension questions after reading fiction or nonfiction selection	
High School Grades 9-12	210 minutes per day	Academic English Course, Structured EL Support, and one co-taught content area course 210 minutes per day	70 minutes per day	70 minutes per day	Monitor only  Exit, based on ROCORI service plan
	ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts	ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts	ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts	ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts	ELD Standards: Grade Level Content Standards Program Type:
	Program Type: Pull-out EL	Program Type: Pull-out EL	Program Type: Pull-out EL	Program Type: Pull-out EL	Monitor for 1 to 2 years
	Curr/Materials: Oxford Picture Dictionary Beginner Level and High Point Level 1 materials, conversation, writing and phonics activities	Curr/Materials: Oxford Picture Dictionary Beginner Level and High Point Level 2; True Stories level 2 materials, conversation, writing and	Curr/Materials: Academic Vocabulary Toolkit; Pearson's Reality Central grades 7-9; novels including The Outsiders and The House	Curr/Materials: Academic Vocabulary Toolkit; Pearson's Reality Central grades 7-9; novels including The Outsiders and The House	Curr/Materials:  Mainstream materials and curriculum  Instructional Strategies:  Mainstream strategies
	Instructional Strategies: teacher /	grammar supplemental activities.	on Mango Street Instructional Strategies:	on Mango Street Instructional Strategies:	Progress Monitoring:
	paraprofessional -small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening	Instructional Strategies: teacher / paraprofessional -led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and	interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and	interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and	Mainstream; EL teacher monitors course grades and addresses concerns raised at grade-level meetings to suggest differentiation and scaffolds

	listenir	ng li	istening	listening	
Progre Monito			Progress Monitoring:	Progress Monitoring:	
Vocab chapte throug Picture Diction	r tests chapte th Oxford throug Picture	er tests and h Oxford and h Oxf	Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection	Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection	