

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

	Progress Monitoring: K: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests	Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests	Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests		
3-5	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
*3 rd 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 <i>On Our Way to English</i> 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 Progress Monitoring: OWE Unit Tests	ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts Program Type: Pull-Out EL Curr/Materials: Third-grade-level <i>On Our Way to English</i> 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 Progress Monitoring: OWE Unit Tests	ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts Program Type: Pull-Out EL Curr/Materials: Third-grade-level <i>On Our Way to English</i> 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 Progress Monitoring: OWE Unit Tests	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

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

	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
	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>Oxford Picture Dictionary</i> Beginner Level and <i>High Point</i> Level 1 materials, conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher / paraprofessional -small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p>	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>Oxford Picture Dictionary</i> Beginner Level and <i>High Point</i> Level 2; <i>True Stories</i> level 2 materials, conversation, writing and grammar supplemental activities.</p> <p>Instructional Strategies: teacher / paraprofessional -led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and</p>	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>Academic Vocabulary Toolkit</i>; Pearson's <i>Reality Central</i> grades 7-9; novels including <i>The Outsiders</i> and <i>The House on Mango Street</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and</p>	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p> <p>Curr/Materials: <i>Academic Vocabulary Toolkit</i>; Pearson's <i>Reality Central</i> grades 7-9; novels including <i>The Outsiders</i> and <i>The House on Mango Street</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and</p>	<p>ELD Standards: Grade Level Content Standards</p> <p>Program Type: Monitor for 1 to 2 years</p> <p>Curr/Materials: Mainstream materials and curriculum</p> <p>Instructional Strategies: Mainstream strategies</p> <p>Progress Monitoring: Mainstream; EL teacher monitors course grades and addresses concerns raised at grade-level meetings to suggest differentiation and scaffolds</p>

	Progress Monitoring: Vocabulary chapter tests through Oxford Picture Dictionary	listening Progress Monitoring: Vocabulary chapter tests through Oxford Picture Dictionary.	listening Progress Monitoring: Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection	listening Progress Monitoring: Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection	
--	---	---	---	---	--