



English Language Instruction Program Plan

2025-2026

Mr. Peter Zwach
English Language Coordinator
& Instructor

Table of Contents

CHAPTER 1: INITIAL IDENTIFICATION PROCESS.....	3
FIGURE 1: INITIAL IDENTIFICATION PROCESS (IIP)	3
FIGURE 2: PROCESS OF EL PLACEMENT	4
THE WIDA SCREENER	5
FIGURE 3: WIDA SCREENER QUALIFYING SCORES.....	5
DEVELOPMENTALLY APPROPRIATE MEASURES TO DETERMINE PROFICIENCY	5
ADDITIONAL INFORMATION FOR PROGRAM PLACEMENT: FASTBRIDGE & NWEA MAP	6
FIGURE 4: WIDA PERFORMANCE DEFINITIONS FOR THE 6 WIDA LEVELS.....	7
CHAPTER 2: ONGOING IDENTIFICATION PROCESS	8
FIGURE 5: OIP A	8
FIGURE 6: OIP B	8
EL GOAL SETTING.....	9
FIGURE 7: GOALS SETTING PROCESS (SCREENER).....	9
MONITORING PROGRESS TOWARDS GOALS	9
FIGURE 8: TENTATIVE ASSESSMENT SCHEDULE	9
CHAPTER 3: PROGRAM MODEL	10
CURRICULUM AND SERVICE MINUTES.....	10
STANDARDS IN THE EL PROGRAM.....	11
FIGURE 9: SAMPLE MPI DIFFERENTIATED FOR STUDENTS.....	11
MEETING THE NEEDS OF WITHDRAWN STUDENTS	11
STUDENTS WITH LIMITED AND INTERRUPTED FORMAL EDUCATION (SLIFE)	12
FIGURE 10: SLIFE DEFINITION	12
SLIFE IDENTIFICATION.....	13
FIGURE 11: SLIFE IDENTIFICATION PROCESS	13
SLIFE SERVICES	14
STAFFING FOR EL SERVICES.....	14
CHAPTER 4: EXITING, MONITORING, AND RECLASSIFICATION	15
FIGURE 12: EXIT CRITERIA	15
RECLASSIFICATION IN MARSS	15
OTHER EXIT CONSIDERATIONS.....	15
MONITORED STUDENTS - TYPE 1	16
FIGURE 12: MONITORED STUDENTS - TYPE 1	17
MONITORED STUDENTS - TYPE 2.....	17
FIGURE 13: TYPES OF MONITORING.....	18
APPENDIX A: MINNESOTA HOME LANGUAGE SURVEY.....	19
APPENDIX B: CRITERIA FOR CLASSIFYING INCOMING ELS AS SLIFE	20
APPENDIX C: PULL-OUT OR PUSH-IN LESSON TEMPLATE	21

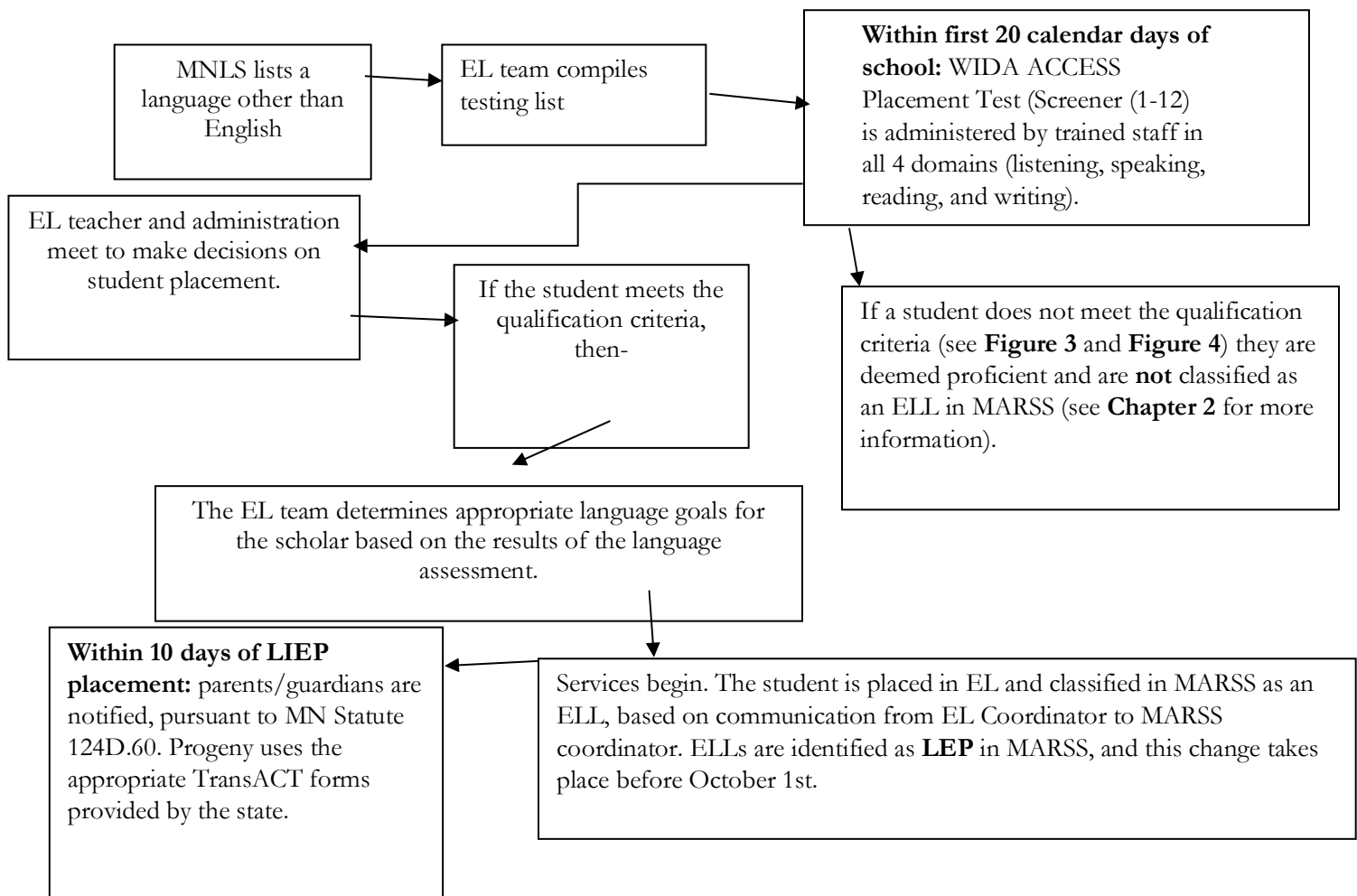
Chapter 1: Initial Identification Process

Definition: The Initial Identification Process (IIP) is the process of identifying English Language Learners (ELLs) who are newly enrolled. They may have previously attended a different school district within Minnesota, have transferred from out of state, or have newly immigrated. Should a student's MNLS identify him/her as a potential ELL, the following process will be completed.

Screening: Minnesota Home Language Survey (MNLS).

All students upon enrolling at Progeny shall complete the Minnesota Department of Education's MNLS without exception. The admissions team, together with the EL team, shall review the documents. If any student has specified a language other than English for any of the four questions, the EL team will proceed to assess that student (see *Figure 1*). If English is the only response given, the student will not be assessed, and will not be classified in MARSS as EL (for procedures in the event that a student is later identified as an EL, see **Chapter 2**). All procedures in MDE's MNLS procedures guide shall be followed.

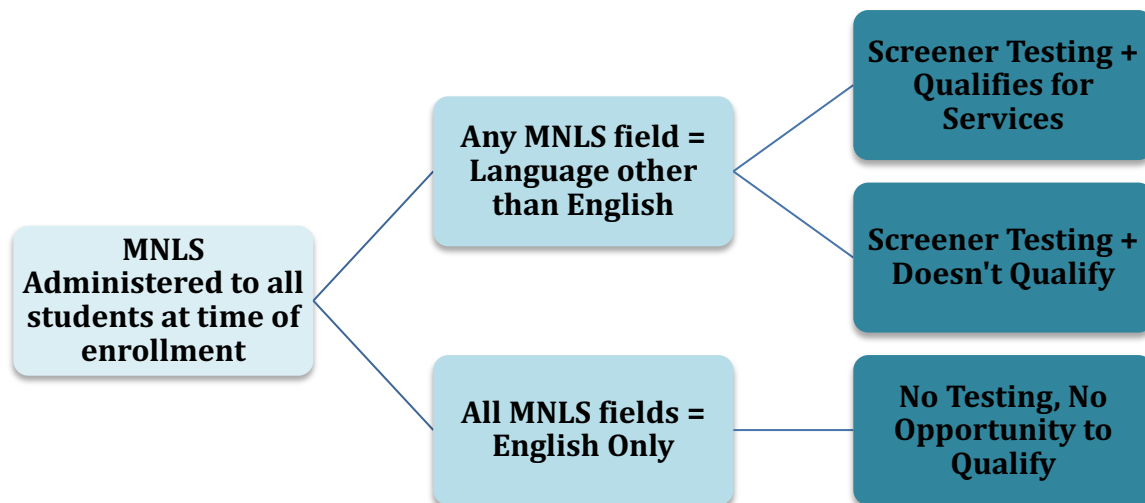
Figure 1: Initial Identification Process (IIP)



ADDENDA

- If a student should enroll mid-year, the IIP shall be completed within 10 calendar days.
- If a student is identified by the WIDA Screener as an EL, they must be identified as LEP in MARSS. Even should a student's family request to withdraw their student from services, the student's MARSS record should indicate that the student is LEP, though any EL service start date which was indicated when the student qualified for EL services should be removed.
- If a student should be dually identified as both an ELL and a student with an IEP, the EL teacher, IEP case manager, and classroom teacher shall have a joint conference to determine the best way to provide services for the student.
- At no point shall any individual employed at Progeny – including recruiters, admissions staff, or EL staff – ask a student or family to divulge their immigration status (*Plyler v. Doe*, 1982).
- A student shall only be classified as an ELL (or LEP) based on the above procedure. Pursuant to MN Statute 123B.30, a student's race, nationality, color, or social position shall not be considered.

Figure 2: Process of EL Placement

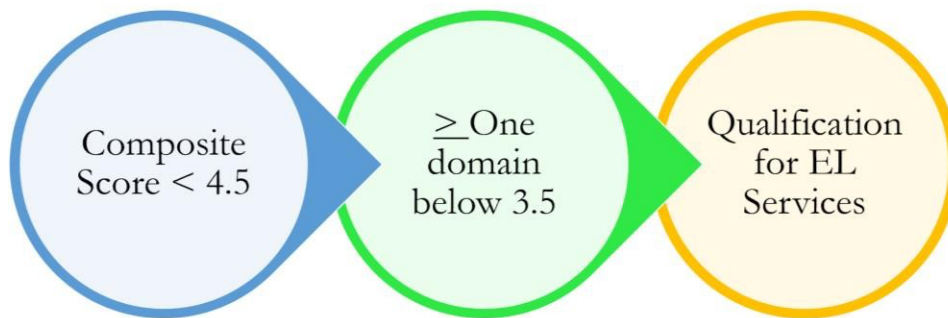


- The MNLS shall be administered to all enrolling students. The MNLS shall be provided in as many languages as possible. The MNLS shall appear on a separate section or page of the enrollment packet, and no information in any other section of the enrollment packet shall be used in determining if a student qualifies for testing.
- The WIDA Screener shall be administered to all students who have any field on the MNLS marked as a language that is not English. The administration of the test does not guarantee EL services. Services are given only to scholars who meet the state-defined eligibility requirements.

The WIDA Screener

- The WIDA Screener is a developmentally appropriate assessment for students in grades 1-12. It is administered online by default. However, if the school has foreknowledge of a student's IEP dictating that they require paper test materials, the paper version shall be used.
- Unlike the W-APT, the Screener assesses students in all four language domains (listening, speaking, reading, and writing) separately.
- Also unlike the W-APT, it does not give raw scores, but rather proficiency levels from 1 to 6.
- The qualifying score on the screener is a composite level of below a 4.5, with more than one level below a 3.5
- Training: All staff administering the WIDA Screener will be fully trained. This will include a training session with the EL Coordinator, and successfully completing the webinars on the WIDA website. The training certificate should be downloaded and sent to the District Assessment Coordinator.

Figure 3: WIDA Screener Qualifying Scores



Developmentally Appropriate Measures to Determine Proficiency

The WIDA Standard's Theoretical Framework builds towards developmentally appropriate language learning and assessment. The [Framework for English Language Proficiency Development Standards](#) – developed by WIDA in conjunction with CCSSO – discusses the Common Core State Standards Key ELA practices, and divides the language needed by students to access these practices into three sections: analytical tasks, receptive language functions, and productive language functions. The grammatical forms, conventions, and comprehension expectations associated with each of these tasks are deliberately marked as differentiated according to what is developmentally appropriate for each language learner. Furthermore, WIDA's assessments and philosophy have been designed with the understanding that acquiring oral language proficiency can take 3-5 years, but academic language proficiency can take 4-7 (Cook, Boals, Lundberg, 2011). This research and its importance to the WIDA Standards Framework has led Progeny to believe that the use of the Screener, and ACCESS assessment represent developmentally appropriate measures to determine EL proficiency in English.

Additional Information for Program Placement: FastBridge & NWEA MAP

After students are placed in the school program model, additional assessment measures are used to monitor their progress and help EL teachers make decisions about adjustments in services. For this, we use the NWEA (Northwest Evaluation Association) MAP Assessment. The MAP is administered after program placement in the fall, in the winter before ACCESS, and in the spring. The MAP is given to all students, and provides information on student comprehension in reading. These scores are used to monitor progress and provide service adjustments. The MAP scores are tracked by the EL teacher in individual student score sheets and analyzed with leadership and general education teachers to monitor overall performance. FastBridge Assessments are primarily given to students in grades K-4 and also to students in 3-8 throughout the year to evaluate content understanding, locate areas of need and plan small group instruction.

Figure 4: WIDA Performance Definitions for the 6 WIDA levels

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Chapter 2: Ongoing Identification Process

Definition: The Ongoing Identification Process (OIP) refers to the process of transitioning ELLs from one year to the next (OIP A, *Figure 5*) It is also the process by which some students can be identified after they first enroll because of language concerns that arise after they begin schooling (OIP B, *Figure 6*).

Figure 5: OIP A

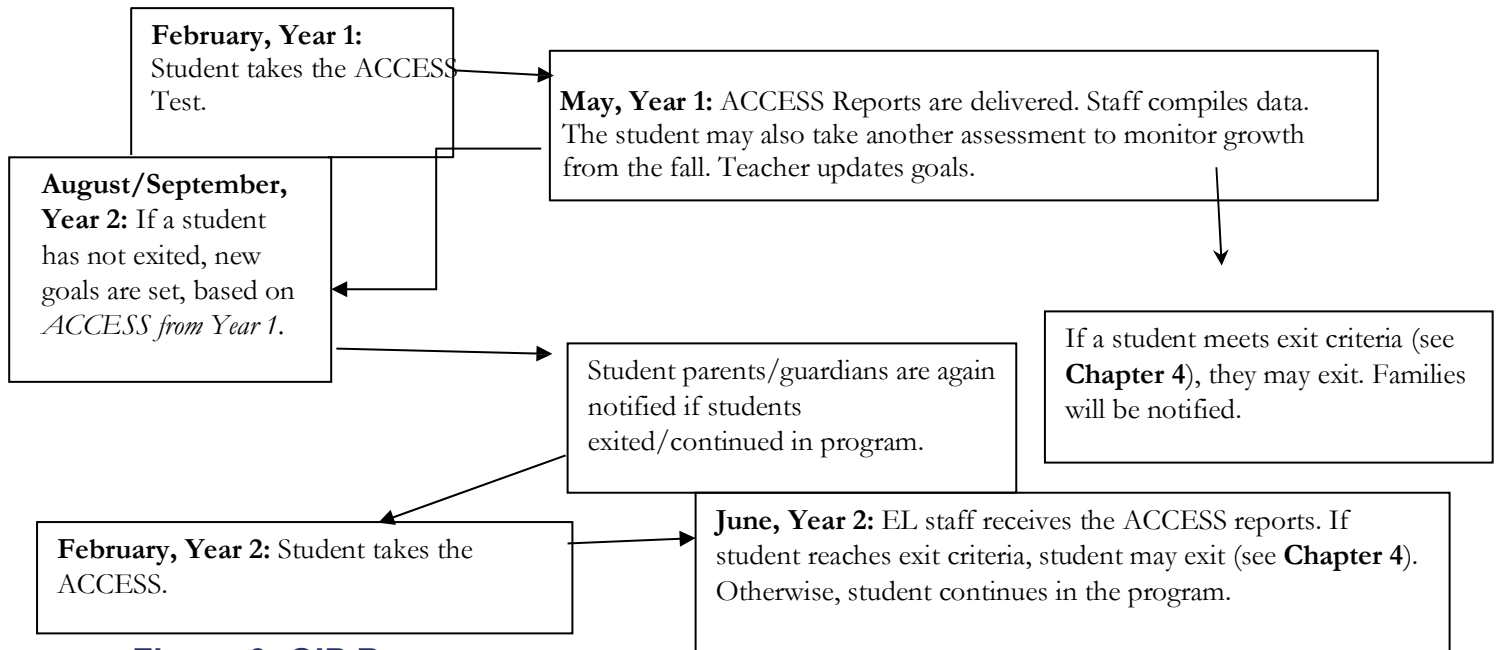
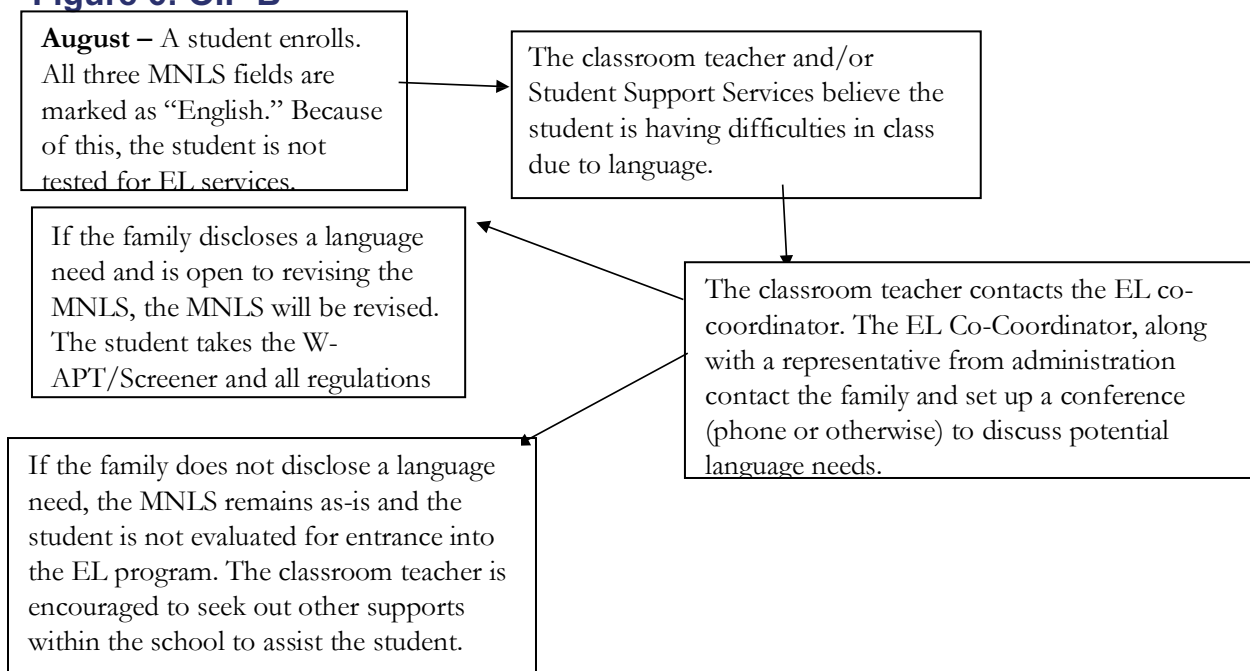


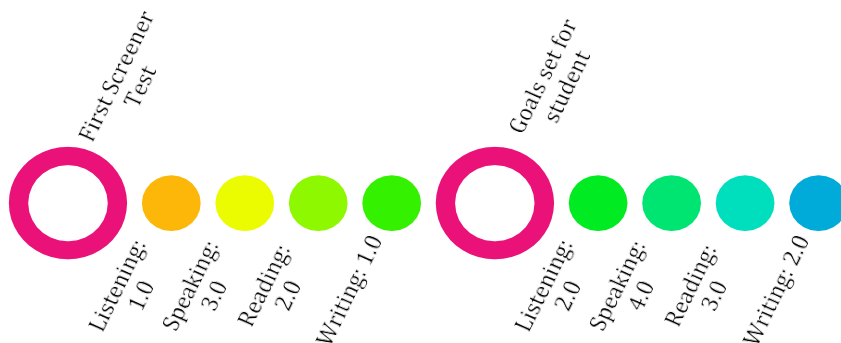
Figure 6: OIP B



EL Goal Setting

- Goals are set individually for each learner in each language Domain
- Student language progress is measured via Screener or W-APT.
- Goals are set to move the scholar up to the next successive level (ex: 1 → 2) for each domain

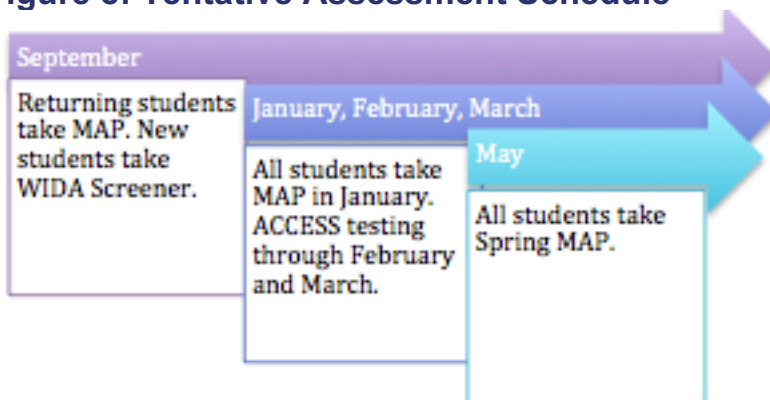
Figure 7: Goals Setting Process (Screener)



Monitoring Progress Towards Goals

- Students who are returning to Progeny will be assessed with the MAP three times during the year: Fall, Winter, and Spring.
- The MAP is an assessment that is aligned to WIDA and Minnesota State standards.
- The MAP will aid in goal-setting for students and progress monitoring outside of the ACCESS.
- Students who are new to Progeny will receive the MAP only twice a year: in the Winter and Spring. The WIDA Screener will take the place of the fall MAP.
- Students who take the Alt-ACCESS will receive an alternative assessment.

Figure 8: Tentative Assessment Schedule



Chapter 3: Program Model

Definition: The EL program is the way in which ELLs are classified as LEP in MARSS shall receive services.

After taking the WIDA Screener and qualifying for EL services, students receive services according to their scores on these placement assessments, as well as their grade levels. Progeny will use a content based sheltered English instruction ESL model of services. In a sheltered English instruction model, the teacher will use strategies that use language and context to make academic subject matter more comprehensible to ELLs. A content-based ESL model is one in which the students' language education integrates both language and content instruction in an English instructional general education classroom. This means that teachers then support language development through academic content areas. By combining these models, students are able to receive language instruction in their general education classroom which is more culturally responsive (a core value of our community), are given support that will ensure that they are able to access grade level standards, and will connect what they are learning about English to what they are learning in content areas. We have chosen this method because it aligns to the approach our community prefers, and due to staffing. The support ELs will receive will be from their classroom teachers who receive extensive professional development pertaining to teaching English language learners from a knowledgeable EL teacher.

The EL Coordinator/Teacher will provide additional professional development for teachers about ELLs, and will observe teachers' use of strategies and methods monthly with the principal. Both the Director and EL Coordinator/Teacher will use the [SIOP model](#) to observe the teachers. Professional development on the SIOP model and language objectives will support teachers as they begin the school year. Teachers will be required to plan for and have a language objective for each lesson they teach starting the first week of school. Teachers will be polled in order to learn their preferences related to professional development topics and methods (i.e. in-person workshops, online trainings).

Additionally, the EL Coordinator/Teacher will do a required in-person PD that is aligned with the professional development calendar created by school leadership.

Curriculum and Service Minutes

The EL curriculum encompasses all four domains; relates to rigorous, grade-level content; and is differentiated to students at different levels of language and academic proficiency. For development of academic listening, speaking, reading, and writing skills, PACS utilizes the Groves Literacy Curriculum, which is aligned to the WIDA standards and provides rigorous writing instruction bolstered by discussion skills and text-dependent thinking, differentiated by academic language function, academic topic, WIDA level, and with a companion guide which differentiates for grade levels. In addition, teacher developed assessments will be administered at the end of each trimester to assess EL student progress towards academic language proficiency, as well as proficiency on NWEA MAP and MN state grade-level standards.

The WIDA Protocol (PRIME Correlation) process is a process by which instructional materials

are evaluated to see how they match up with the 2012 Amplification of the WIDA English Language Development Standards.

Differentiation for Student Academic Language Proficiency Levels

All students K-8 will receive at least 60 minutes per week of direct service minutes per week, but the exact content of those service minutes is subject to change based on a student's academic language proficiency progress. At the end of each of our three trimesters, the EL teacher will administer a progress monitoring assessment to measure students' academic language progress, and may reassess service minutes as a result of these assessments.

Standards in the EL Program

According to Minnesota Administrative Rule 3501.1210 (English Language Development Standards), schools must have standards with which to teach their ELLs. Progeny utilizes [2012 Amplification of the WIDA ELD standards](#) and the [WIDA CAN-DO descriptors](#), both the Original and Key Uses editions, to plan for instruction. In addition, the Progeny program uses WIDA's format of generating Model Performance Indicators (MPIs) to develop language objectives that target each student's individual language levels. See the Sample Lesson Plan Template for Pull-Out or Push-In (**Appendix A**).

Figure 9: Sample MPI Differentiated for Students

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Identify words or phrases associated with adventures using visual support and word/phrase walls or banks	Answer WH-questions related to adventures using visual support (e.g., "Who is missing?") and share with a peer	Sequence plots of adventures using visual support and share with a peer	Summarize plots of adventures using visual support and share with a peer	Identify cause and effect of events on characters in adventure stories
Standards Reference Framework: Formative Standard: 2- The language of Language Arts Grade level cluster: 6-8 Language domain: Reading Example genre: Adventures				

Meeting the Needs of Withdrawn Students

Pursuant to MN State 124D.59, Minnesota parents/guardians have the right to withdraw their students from EL programs, Progeny does not recommend that families opt their children out for any reason. However, the Federal Department of Education has provided guidance to states about meeting the needs of these students while not providing them EL services, as detailed in the English Learner Toolkit and accompanying "Dear Colleague" letter released in 2015. As

such, Progeny will take the following steps if a parent or guardian opts their student out of our EL program in writing:

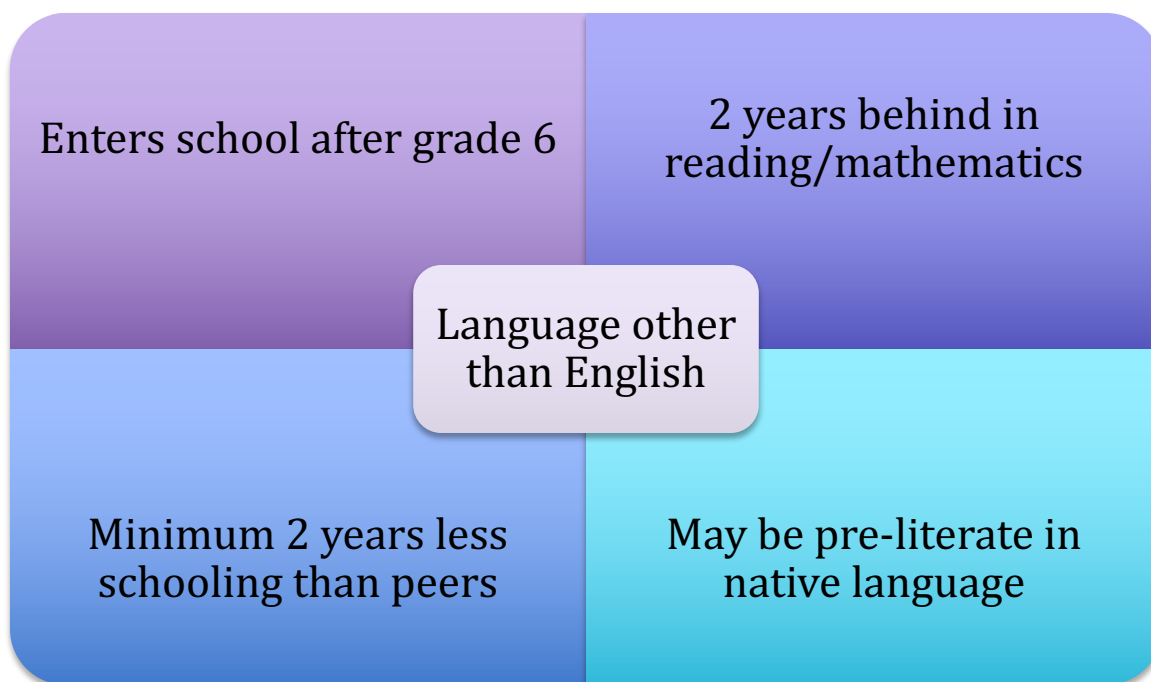
1. Immediately cease all direct EL services, and notify the MARSS coordinator to remove the start date in MARSS for EL services, though the LEP designation remains.
2. Monitor the academic progress of the student, both in the classroom and on standardized assessments. If the student is not making adequate academic progress, Progeny will notify parents in their native language and offer EL services (though families are under no obligation to accept).

All Progeny teachers will receive regular coaching from the EL Coordinator/Teacher on meeting the academic language needs of all scholars, not just ELs. Content teachers will use their training in teaching academic language to continue to support the language needs of all scholars in their classrooms.

Students with Limited and Interrupted Formal Education (SLIFE)

SLIFE (student with limited or interrupted formal education) have unique needs. MN Statute 124D.59 defines SLIFE as a student who a) comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English, b) enters school in the United States after grade 6, c) has at least two years less schooling than the English learners peers, d) functions at least two years below expected grade level in reading and mathematics, and e) may be preliterate in the English learner's native language.

Figure 10: SLIFE Definition

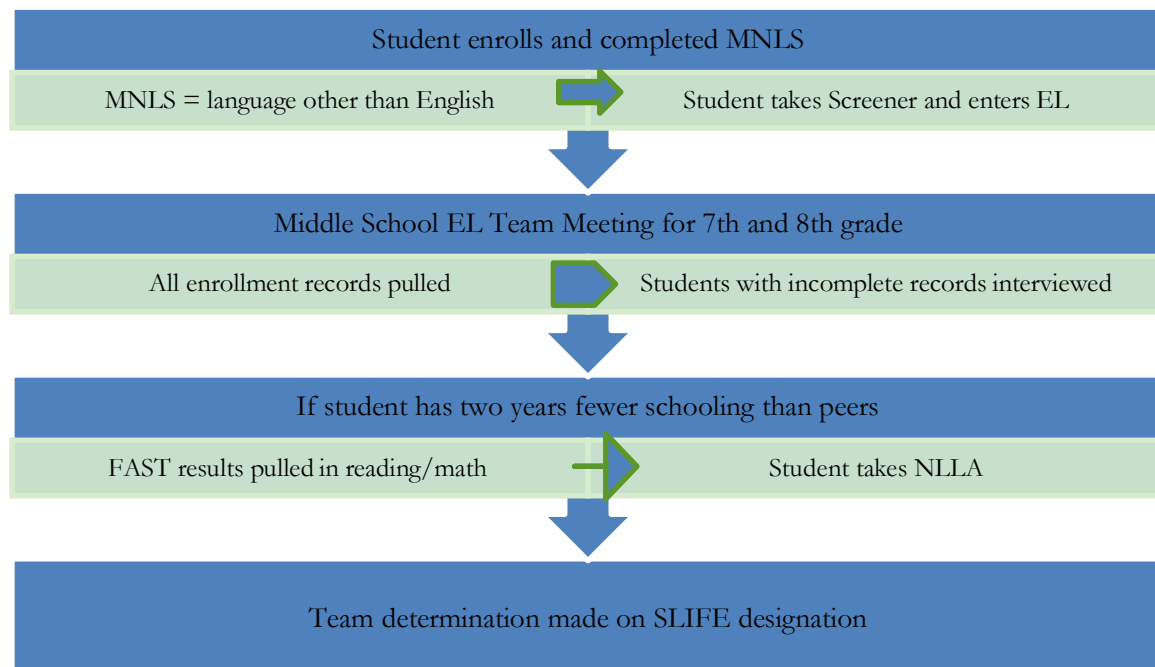


SLIFE Identification

SLIFE have different identification processes in addition to the IIP. In order to qualify for SLIFE, students must first test in to the EL program as outlined in the IIP. The EL Co-Coordinator/Teacher and a representative Middle School teacher shall meet to go over all the Screener results for students in grades 7-8 for students who are new to Progeny. The EL Co-Coordinator/Teacher shall pull the enrollment files of each of these scholars and identify students whose transfer records are incomplete. Each of these scholars shall be administered the SLIFE Student Interview by the EL Coordinator/Teacher with the help of interpreters, if necessary. If the survey results indicate that the scholar has in fact received 2 years fewer schooling than peers, the team will use an appropriate, grade-level assessment in Reading and Math in order to determine if the scholar is more than two years behind their peers. The team will also administer the Native Language and Literacy Assessment (NLLA) to determine if the scholar is potentially pre-literate in their native language.

If the scholar has met the first four criteria listed above, the scholar will qualify as SLIFE and be reported as SLIFE to the Director, who will mark the scholar as SLIFE in the Student Support Data Collection on the Minnesota Department of Education's website. The fifth criteria (proficiency in native language) neither qualifies nor disqualifies a student for being marked as SLIFE, but the assessment must be administered as part of the SLIFE identification process.

Figure 11: SLIFE Identification Process



SLIFE Services

The EL coordinator/teacher, middle school team and Director will develop a series of supports and interventions based on individual need. Parent meetings will be held (initial and progress monitoring) to explain programming and track on going performance of scholar.

Staffing for EL Services

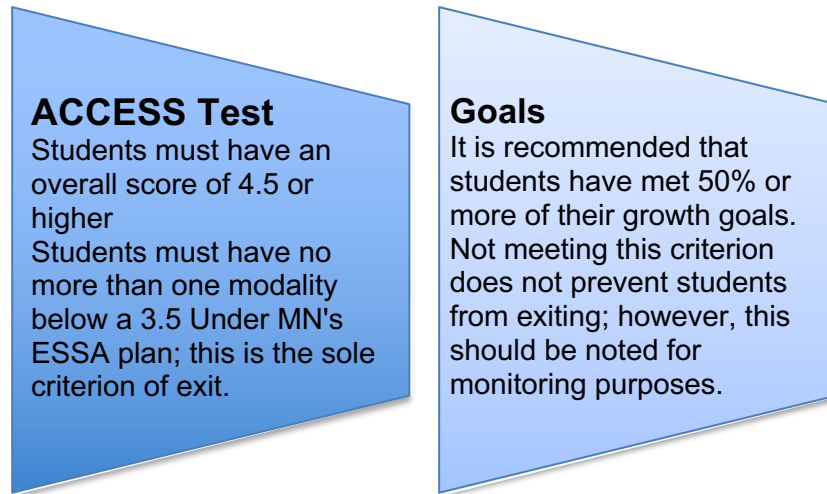
The EL program staff shall be determined by the number of ELLs at the school, combined with the number of grade level classrooms. EL teachers shall be responsible for lesson planning and delivery of services,, as well as collaborating with content teachers to support their instruction of ELLs when the EL teacher is not present in the classroom. The role of the EL Coordinator shall be to ensure that all student records are up to date, coordinate the testing of new students with the W-APT and Screener throughout the year, communicate with and train enrollment staff, train all academic staff – not just EL – in working with ELLs, develop curriculum as needed, create the ACCESS testing schedule and oversee its administration, coordinate student records with the MARSS coordinator, and manage all program notifications related to entry, exit, monitoring, and withdrawal as necessary. Newcomer students shall be serviced not by a separate Newcomer program teacher, but by the EL teacher associated with their grade level, to reduce unnecessary segregation between students and classrooms.

Chapter 4: Exiting, Monitoring, and Reclassification

Definition: This section deals with how students who exit the EL program are reclassified as no longer LEP in MARSS, and the process by which their academic progress is monitored. Multiple measures are used to determine when ELLs exit the program.

Figure 12: Exit Criteria

Students are eligible to exit the program based on the decision matrix below.



Reclassification in MARSS

Reclassification in MARSS can only take place after ACCESS scores have been reported. After ACCESS scores have been reported, should students have reached a level 4.5 (with no more than one modality lower than a 3.5) the portfolio shall be examined to see if the student has reached the exit criteria for that measure (see Figure 15). Should the criteria be met, the EL Coordinator shall, in July, notify the MARSS Coordinator, who shall reclassify the student as no longer LEP in MARSS.

It is important to note that reclassification occurs *only* at the end of the school year. It also occurs *only* after a student has met the exit criteria, and *not* after the student stops generating LEP funds.

Other Exit Considerations

If a student achieves an overall ACCESS score of 4.5 with all levels above a 3.5, then exit is automatic. The student may not be retained in the EL program under any circumstances.

If a student achieves an overall ACCESS score of 4.5 with one level below a 3.5, then the EL Coordinator/Teacher will meet to decide if additional evidence is needed to exit the student from the EL program. If the coordinators decide that additional evidence is needed, the MAP will be administered to the student with a target score of 3.5 or above. For example, if a student receives a 4.5 overall, a 3.8 in listening, a 4.7 in speaking, a 3.4 in reading, and a 3.8 in writing, then the MAP results for reading only will be considered. If the student demonstrates a proficiency level of 3.5 or above on the MAP, then their exit from the EL program will be considered automatic. If the student scores below a 3.5, the EL Coordinator/Teacher may decide to keep the student in the EL program and not reclassify them in MARSS.

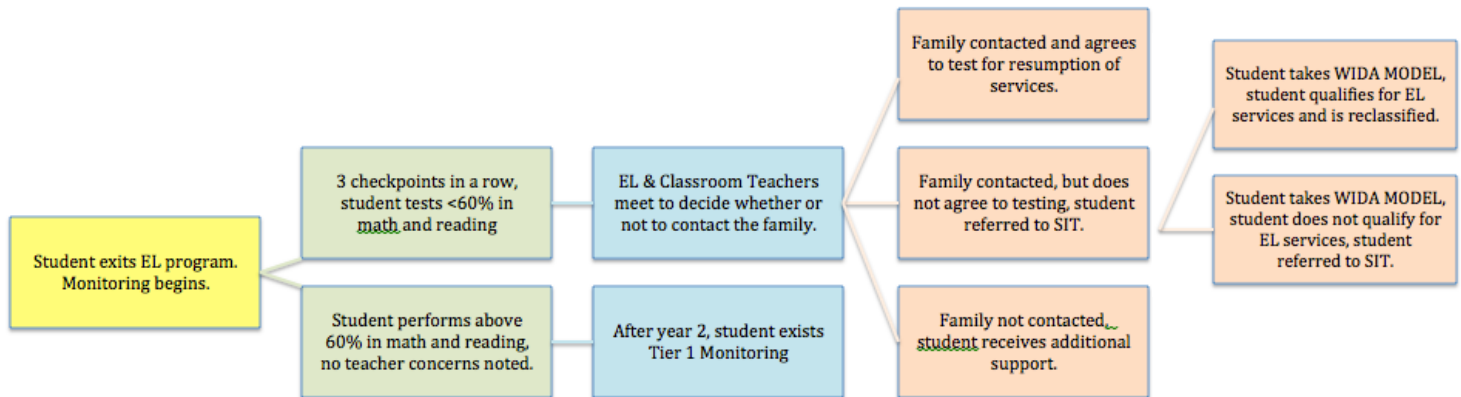
Monitored Students - Type 1

After students are reclassified in MARSS as no longer LEP, the district shall – for a period of 2 years monitor the former ELLs' academic progress. At the mid-trimester and end of trimester, the EL teacher shall send the monitoring form to the student's classroom teacher via email. The teacher shall fill out the form, which includes quantitative information on student test scores as well as qualitative information on student class performance. The EL teacher shall also complete an interview with the student in question. The information will be stored in the EL team's Google Drive for easy accessibility to all stakeholders.

If a student scores an average of below 60% on their math and reading assessments at three checkpoints in a row, and if the classroom and EL teachers share concern for that student, then a conference shall be held between the classroom and EL teachers. The classroom and EL teachers may decide to contact the family. If the family is contacted, they may or may not give consent to have the student re-tested to enter EL services. The method of re-testing shall be the WIDA MODEL. If the student qualifies and the family agrees to the re-entry, they shall be re-placed in the EL program and reclassified as LEP in MARSS.

If a student does not qualify for EL services, or a family refuses testing, the student shall be referred to the school's MTSS (Multi-Tiered Systems of Support) team, which will find other ways of supporting the student.

Should a student go through the mandated two years of monitoring and not re-qualify for EL services, the student shall be listed as "Fully Exited" in the EL Coordinator's/Teacher's records. The student shall continue to be monitored for 2 additional years, but they will be unable to resume EL services. See Monitored Students - Type 2 for more information.

Figure 12: Monitored Students - Type 1

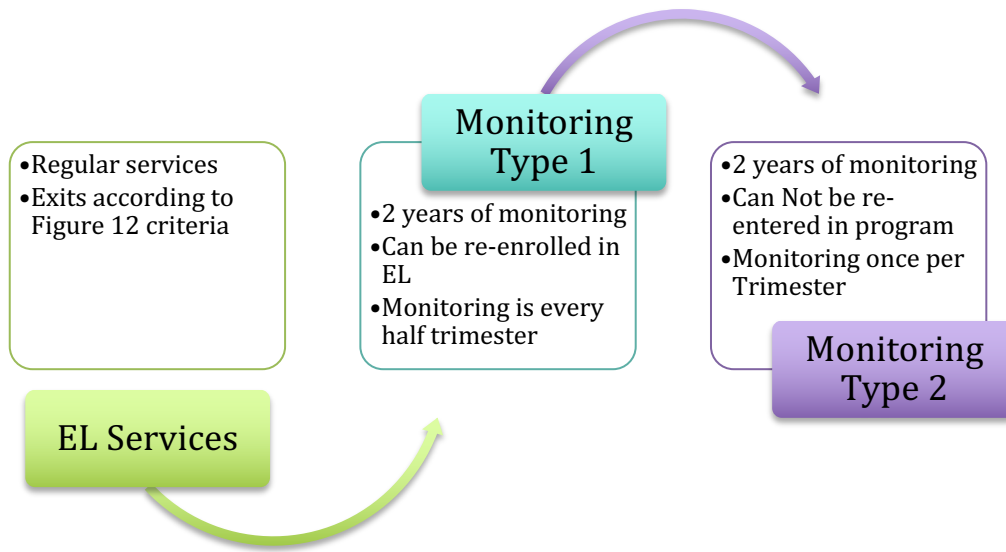
Monitored Students - Type 2

Once students exit Monitoring - Type 1, they are no longer eligible for resumption of EL services. However, under new ESSA regulations, students are counted as part of the EL subgroup for a total of 4 years after exit. Therefore, for two years after finishing the Monitoring

- Type 1 phase, students have their academic records monitored once every trimester. No teacher or student interview will take place.

The purpose of gathering data on these students is to track their progress towards academic proficiency. If the data - be that formative classroom assessments or summative MCA assessments - indicate that the student requires extra academic support, the EL teacher will pass the data on to the classroom teacher and recommend the student for consideration by the MTSS committee. The MTSS committee can provide extra interventions around math, reading, and other academic areas. At no point will a student in the Monitoring - Type 2 phase be eligible to return to the EL program. After the end of the 2-year Monitoring - Type B phase, students will be ineligible for continued monitoring.

Figure 13: Types of Monitoring



Appendix A: Minnesota Home Language Survey

Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. **Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time.** Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has consistent interaction in:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.

Parent/ Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

Appendix B: Criteria for Classifying Incoming ELs as SLIFE

(Staff/Office to complete) Date: _____		
Criteria for Classifying Incoming ELs as SLIFE		
Student First Name: _____ Last Name: _____ DOB: _____		
SLIFE Definition: Student with Limited or Interrupted Formal Education who:		
	YES	NO
1. Comes from a home where the language usually spoken is other than English; <i>Evidence: At least one question is answered other than English on the HLS</i>		
2. Enters school in the United States after grade 6; <i>Evidence: Placement grade is 7th or above</i>		
3. Has at least two years less schooling than the English learner's peers; <i>Evidence: Transcripts and/or student Oral Interview Questionnaire</i>		
4. Functions at least two years below expected grade level in reading; <i>Evidence: Reading Proficiency Level 1.0-3.4 on WIDA Screener or ACCESS for ELLs</i>		
5. Functions at least two years below expected grade level in mathematics; <i>Evidence: Below 70% of grade level questions answered correctly on Math screening Assessment</i>		
Student may be preliterate in his/her native language <i>Evidence: Native Language Pre-Literacy Assessment (see criteria)</i>	Completed	Not Completed
Student meets ALL FIVE criteria YES NO	If questions 1-5 are answered as "YES," student is identified as SLIFE	If any one of the five questions is answered as "NO," student is NOT identified as SLIFE

Appendix C: Pull-Out or Push-In Lesson Template

TEACHER'S NAME	
GRADE LEVEL/CLASS	DATE
<u>MODEL USED</u> SMALL GROUP CO-TEACHING (PUSH-IN) NEWCOMER PULL-OUT	<u>CURRICULUM USED</u> 1) 2) TEACHER CREATED

WIDA Strand	Grade + Content Area
Language Domain	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking
MN English Standard	
WIDA Standard	
WIDA Model Performance Indicator (Language Objective)	SWBAT + Bloom's Verb + Content + Language + Support

Assessment	<input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> Written	<input type="checkbox"/> Oral
	<input type="checkbox"/> Formative	<input type="checkbox"/> Summative	<input type="checkbox"/> Formal	<input type="checkbox"/> Informal

Assessment Description <ul style="list-style-type: none"> Does your assessment align to your objective? Are students actively using the strategy? Does your assessment reflect content and language objective? Do students have multiple opportunities of demonstrating mastery? Are students addressing mastery in the <u>correct</u> modality? 	Include: <ul style="list-style-type: none"> Curriculum assessment taken from (if any) Rubric for scoring assessments
--	---

LESSON SEQUENCE			
TIME	LESSON PORTION	DESCRIPTION	SUPPORTS
1 MIN	CULTURE SETTING <ul style="list-style-type: none"> • <i>What is our big goal?</i> • <i>How do we get there?</i> • <i>Why is it important?</i> • <i>Use first-language support</i> 		
2 MIN (1 MIN PER WORD)	PRE-LESSON VOCABULARY TEACHING <ul style="list-style-type: none"> • Choose 1-2 words (last day is review) *7 words per week • BECK's Model: [a. text/context reference, b. student-friendly definition, c. example, d. aural prompt, e. question prompt to assess comprehension of meaning, f. aural prompt] 		
2 MIN	OBJECTIVE & DIRECT EXPLANATION OF STRATEGY <ul style="list-style-type: none"> • <i>What will you post on the board? Good readers... Good writers... Good listeners... Good speakers...</i> • <i>What is the strategy to help Ss master that objective?</i> 		
5 MIN	MODELING <ul style="list-style-type: none"> • <i>Think aloud of strategy application to meet the objective.</i> • <i>Visual support(s)</i> • <i>Linguistic support(s)</i> *Aligned to assessment		
8-10 MIN	GUIDED PRACTICE <ul style="list-style-type: none"> • <i>How are you releasing responsibility to the students?</i> • <i>How are you giving feedback?</i> • <i>What student errors do you anticipate? How will you correct? *Script at</i> 		

7-9
MIN

INDEPENDENT
PRACTICE

- *What assistance can you give?*
- *How will you prompt students to think on your own without your assistance?*
- *What student errors do you anticipate? How will you correct? *Script at least 2 possible student errors and your response.*