ILLP Guidance for Grades K-6

2013

Acronyms

AZELLA – Arizona English Language Learner Assessment

ELD – English Language Development

ELL – English Language Learner

ELP – English Language Proficiency

ILLP – Individual Language Learner Plan

OELAS – Office of English Language Acquisition Services

SEI – Structured English Immersion

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Things to Be Covered

- ILLP Planning Phase
- English Language Proficiency Standards
- ILLP Implementation Phase
- Differentiation/Strategies
- Methodologies
- Quarterly Review

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Authority

"Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for elementary or Middle and High School as appropriate for each ELL"

(Structured English Immersion ELD Models, 9/15/07)

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Completion of Required ILLP Documents

There are THREE required documents that must be completed.

- **Individual Language Learner Plan (ILLP) Document**
  - Completed in consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL Coordinator and a site administrator. This will constitute the ILLP team. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a) **Cannot be altered**

- **Attachment A**
  - Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a)

- **Attachment B**
  - Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document.

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Individual Language Learner Plan (ILLP)
Required Documentation

Student Name: _____ Date: _____
School: _____ District: _____
Grade: _____ SAIS Number: _____ Date of Birth: _____

This ILLP is for the exclusive use of schools with 20 or fewer English Language Learner (ELL) students within a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team.
- The plan will be signed by all parties of the team and will be placed in the student's ELL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English language learner.
- A copy of such plan will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.
- Documentation should be provided on Attachment B documenting the progress of the student during that instructional reporting period.
- Based on the review of Attachment A and documentation on Attachment B, modifications (if any) will be made on Attachment A.
- The ILLP will be completed annually for each student.

Most current student AZELLA composite proficiency level (circle one):
Date: _____ Pre-Emergent Emergent Basic Intermediate

Subsequent AZELLA composite result(s) (circle one):
Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient
Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient

English language learners (ELLs) must receive instruction based on all time allocations in the SEI Models (unless using exceptions for Middle/High School).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards. Time allocations for all grade and proficiency levels are listed below.

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

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Time Allocations
for All Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation and Vocabulary 60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
Standards to Use	**Listening & Speaking Domain** **Language Strand** •Vocabulary	**Language Strand** •Standard English Conventions	**Writing Domain**	**Reading Domain**

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ATTACHMENT A
WHAT SHOULD BE INCLUDED?

- **This document must be completed and signed by all teachers responsible for instruction.**

- **ELP Standards and Performance Indicators must be identified for each time allocation.**
  - Teachers strategically identify the ELP Standard(s) and Performance Indicators that will be used for differentiated instruction of ELLS in the mainstream classroom.
    - Be selective; be realistic with high expectations.
    - Collaboration between teachers on the ILLP .

- **Goal should be achievement of Performance Indicators at the High Intermediate proficiency level.**

- **It is recommended that each ILLP area address four (4) to five (5) Performance Indicators, on an average, identified for each quarter (or in accordance with reporting period).**

- **Must be reviewed quarterly (or in accordance with reporting period).**
  - Revise any Performance Indicators that have been attained. New Performance Indicators should then be identified and included, as needed.

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Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #:		*AZELLA Composite Result: *AZELLA Date:		
*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

Revised: November 2011

* Indicates required information to be included.
** Indicates if content Highly Qualified / specify content area

Original Document placed in student's cumulative file.
Copy to identified ILLP classroom teacher(s)

ATTACHMENT B
WHAT SHOULD BE INCLUDED?

- This document is used to update assessment (formative and any other data) information used to show the progress of the English language learner.

- This document will be updated quarterly (or in accordance with reporting period) for each student.

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ILLP Progress Report - Attachment B

*Name_____
*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessment Used and Results:

*Recommendations:

*Quarter: 2	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessment Used and Results:

*Recommendations:

Revised: November 2011

* Indicates required information.

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www.azed.gov/english-language-learners

PLANNING PHASE

Overall Important Considerations:

- Administration should be selective when assigning mainstream teachers to provide the instruction for ELLs on an ILLP.

- All teachers instructing ELLs through an ILLP must be highly qualified in their respective area(s).

- The mainstream teacher will collaborate on the writing of the ILLP with other teachers working with ELLs on an ILLP.

- The identification of specific ELP Standards and Performance Indicators should be selected **strategically** to assist English language learners in their language acquisition.

Kindergarten

For students enrolled in half-day kindergarten programs, ILLP time allocations may be reduced proportionately.

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A REVIEW OF THE FORMAT OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

Arizona English Language Proficiency Standards

Listening & Speaking Domain
Comprehension of Oral Communication, Delivery of Oral Communication

Reading Domain
Print Concept, Phonemic Awareness/Decoding, Fluency, Comprehending Text

Writing Domain
Writing Applications, Standard English Conventions, Writing Process, Writing Elements, Research

Language Strand
Standard English Conventions, Vocabulary

Slide 1

Stage ⟶	ELL Stage III: Grades 3-5

Language Strand (L)

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

	Proficiency Levels ⟶	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard English Conventions		The student will demonstrate knowledge of parts of speech by:				
	Nouns (N)	PE-4: N/A Pre-Req: PE-1, 2	E-4: N/A Pre-Req: E-1, 2	B-4: distinguishing between count and non-count nouns (with definite and indefinite articles, as appropriate).	LI-4: using count and non-count nouns (with definite and indefinite articles, as appropriate).	HI-4: using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (*e.g., May I have a bottle of water? – "a bottle of water"*).
		PE-5: N/A Pre-Req: PE-1, 2	E-5: N/A Pre-Req: E-1, 2	B-5: defining and listing collective nouns (with definite and indefinite articles, as appropriate).	LI-5: using collective nouns (with definite and indefinite articles, as appropriate).	HI-5: using collective nouns (with definite and indefinite articles, as appropriate).
		PE-6: N/A Pre-Req: PE-1	E-6: defining singular possessive nouns; repeating phrases with singular possessive nouns.	B-6: producing a response using a singular possessive noun (*e.g., It is Mary's book.*).	LI-6: using singular possessive nouns.	HI-6: distinguishing between plural nouns and singular possessive nouns.

Annotations: Sub-concept; Performance Indicators Numbered; Concept

Slide 2

Each Performance Indicator is a specific skill.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
Narrative	PE-1: writing a minimum of one sentence containing personal information with instructional support.	E-1: writing sentences based on real and imagined events.	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting.	HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate.

•Always look at the High Intermediate Performance Indicator as the goal.

•Scaffold back for beginning instruction, if necessary.

Slide 3

Coding for Domains (for lesson planning)

ELL Stage V: Grades 9-12					
Writing (W)					
Writing Applications	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
	Narrative	**PE-1: writing a minimum of one sentence containing personal information with instructional support.**	E-1: writing sentences based on real and imagined events. (social studies)	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting. (social studies)	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting. (social studies)	HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate. (social studies)

Stage –Domain-Standard Number: Performance Indicator

Example: **V-W-1:PE-1**

Language Strand Standard 1: Standard English Conventions
(for lesson planning)

ELL Stage II: Grades 1-2					
Language Strand (L)					
Standard 1: The student will identify and apply conventions of standard English in his or her communications.					
Standard English Conventions / Adjectives (ADJ)	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	PE-4: repeating a singular possessive adjective with a noun.	E-4: using singular possessive adjectives (my, your) with a noun.	**B-4: using singular possessive adjectives (my, your, his, her, its) with a noun.**	LI-4: using singular and plural possessive adjectives (my, your, his, her, its, our).	HI-4: using singular and plural possessive adjectives (my, your, his, her, its, our, their).

Stage –Strand-Standard Number (Sub-concept): Performance Indicator

Example: **II-L-1(Adj):B-4**

Selection and Use of the ELP Standards

The English Language Proficiency Standards provide a logical and linear ordering of concepts, standards, and performance indicators to assist teachers in the design, development, and implementation of English Language Development (ELD) instruction for English language learners.

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Choosing which ELP Standard and Performance Indicators to Use

- Identify which ELP Domain/Language Strand based on the Time Allocation

- Identify ELL's subtest proficiency level

- Identify ELL's need based on additional data available for each student

- Review ELP Performance Indicators that contribute to Content Standards to target specific matches

- Determine which level of Performance Indicator should be placed on Attachment A

- THE GOAL IS TO HAVE ELLS ATTAIN THE SKILL(S) AT THE HIGH INTERMEDIATE LEVEL

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Slide 25

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: **Basic**	
		*AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Second Grade Teacher	Y N	(II-L-2-B-1) Language. Naming and grouping common objects and pictures with self-selected categories and providing rationale. (II-L-2-B-8) Language. Identifying the meaning of common prefixes. (II-L-2-LI-11) Language. Completing synonym and antonym word pairs. (II-LS-1:HI-1) Listening & Speaking. Distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences. (II-LS-1:LI-3) Listening & Speaking. Sequencing a series of events from read-alouds using sentence frames. (II-LS-2:HI-2) Listening & Speaking. Independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression.	10/2012

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*Reading	*60 minutes	Second Grade Teacher	Y N	(II-R-4:LI-3) Reading-Comprehending Text. Answering questions about text. (II-R-4:LI-4) Reading-Comprehending Text. Asking questions to clarify text. (II-R-4:HI-5) Reading-Comprehending Text. Sequencing a story or event with a beginning, middle, and end with transition words/phrases in complete sentences. (II-R-4:LI-7) Reading-Comprehending Text. Paraphrasing the main idea and details from text using complete sentences. (II-R-4:LI-8) Reading-Comprehending Text. Locating specific information from external text features of text. (II-R-4:HI-19) Reading-Comprehending Text. Locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.	10/2012
*Writing	*60 minutes	Second Grade Teacher	Y N	(II-W-1:LI-3) Writing. Completing a written summary of the key events or ideas of informational text using simple sentences with instructional support (II-W-1:LI-8) Writing. Writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support. (II-W-2:LI-3) Writing. Using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words. (II-W-3:LI-1) Writing. Generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.	10/2012

Slide 27

*Grammar	*60 minutes	Second Grade Teacher	Y N	(II-L-1:LI-14) Language. Distinguishing between the auxiliary (helping) verb and the main verb. (II-L-1:B-1) Language. Selecting adjectives to complete a given sentence. (II-L-2:LI-2) Language. Identifying the meaning of and using sight words. (II-L-2:LI-4) Language. Using grade specific academic vocabulary and symbols with instructional support. (II-L-2-B-8) Language. Identifying the meaning of common prefixes.	10/2012

Individual Language Learner Plan (ILLP)

*Student Name:	*SAIS ID #:	*AZELLA Com... / *AZELLA Dat...
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**
*Oral English/Conversation and Vocabulary	*30 minutes	Second Grade Teacher	Y N
	*30 minutes	Itinerate Teacher	Y N
*Reading	*60 minutes	Second Grade Teacher	Y N
*Writing	*60 minutes	Second Grade Teacher	Y N
*Grammar	*60 minutes	Itinerate Teacher	Y N

Academic Content - Math

Review What You Know!

Vocabulary

Choose the best term from the box.

- addend
- factor
- array
- multiply

1. When you put together equal groups to get the total number, you __?__.

2. When numbers are multiplied, each...

13. **Writing to Explain** Is an array for 2×9 the same as or different from an array for 9×2? Draw a picture and explain your answer.

Stage III Listening and Speaking Delay Performance Indicators

Language Stage Vocabulary Performance Indicators

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: Basic / *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Ms. Brown Third Grade	Y N	(III-L-2:HI-4) Vocabulary HI-4: Explaining the meaning and usage of grade-specific academic vocabulary and symbols. (III-L-2:HI-7) Vocabulary HI-7: Using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words. (III-LS-1:LI-6) Listening and Speaking LI-6: Responding to comprehension questions by analyzing the content for relationships among facts, ideas, or events using appropriate academic vocabulary. (III-LS-2: HI-5) Listening and Speaking HI-5: Asking and responding to academic questions in complete sentences. (III-LS-2: HI-6) Listening and Speaking HI-6: Stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.	
				... sentences. / complete sentences.	...vocabulary in complete sentences.
(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	

IMPLEMENTATION PHASE

PUTTING THE PLAN INTO ACTION

Lesson Plans

Teacher's lesson plans will contain which Performance Indicator from Attachment A will be used to differentiate the instruction for the student.

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Classroom Instruction

Instruction should match ILLP Attachment A and Lesson Plans.

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STEPS TO DESIGNING LESSONS IN A CONTENT CLASSROOM

- Content standard (Big Idea) – Math, Science, History, English Language Arts
- Arizona's Common Core Standards
- ILLP Attachment A ELP Standards
- Objectives
- Learning Activities
- Differentiation
- Assessments
- Extension activities

Differentiation…

always teaches up. It's never a way out of rigor – but rather to support to achieve rigor.

Tomlinson (March 2012)

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Differentiation of Curriculum

Curriculum can be differentiated in three ways:

- By Content

- By Process

- By Product

All three methods are tied to the teacher's knowledge of the students' needs and abilities, which stems from appropriate, well-planned, and ongoing assessment.

Tomlinson (1999)

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Strategies

- Supporting or scaffolding student language development to promote success

- Interactive lessons with hands-on activities and cooperative learning

- Look at Resources provided in ILLP Guidance Document

ELL Strategies in Science - Guidance Document

- Group Work
- Graphic Organizers
- Prior Knowledge
- Academic Language Scaffolding
- Context Clues
- Realia
- Experiential Learning
- Leveled Questions
- Multiple Intelligences
- Formative Assessment

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ELL Strategies in Social Studies- Guidance Document

- Pre-Teach Reading
- Context Clues
- Word Banks
- Rehearsal Strategies
- Lecture and Note-Taking
- Role Playing
- Artifacts
- Jigsaw
- Graphic Organizers
- Analogies

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ELL Strategies in Math - Guidance Document

- Grouping Strategies
- Discussing and Understanding Word Problems
- Writing Problems
- Deciphering the Language of Math
- Graphic Organizers

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Super SEI Strategies

- Always establish the language objective

- ALWAYS use the 50/50 Rule
    - Teacher speaks 50%
    - Student speaks 50%

- ALWAYS push students to their productive discomfort level

- ALWAYS have students respond in complete sentences

- ALWAYS remember the teacher does nothing students can do themselves

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ELD Methodologies

- **Language Warm-Up**
- **Vocabulary Frames**
- **Vertical Sentences**
- **Four Picture Story/Process Re-Tell**
- **Syntax Surgery**
- **What We Know**
- **Verb Tense Study**
- **Function Junction**
- **Morph House**
- **This or That**
- **Single Picture Text Webbing**
- **Reverse Questioning**

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QUARTERLY REVIEW

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ATTACHMENT B SAMPLE

3rd Grader

ILLP Progress Report - Attachment B

*Name_____
*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:
DIBELS - ORF .55
Writing Diagnostic Prompt 28/42
Spelling Tests 33%/ 46%/ 67%/ 60%
Reading Vocab Quiz 1 - 30%   Quiz 2 - 40%   Quiz 3 – 60%   Quiz 3 – 70%
Math   Unit 1 Test- 40%   Unit 2 Test- 63%
Journal Entries 71%
Reading Program Comprehension Quiz 1 - 40%   Quiz 2 - 40%   Quiz 3 – 60%   Quiz 4 – 60%
Reading Program Unit 1 Assessment 57%

*Recommendations: Reading - Change to Low Intermediate decoding PIs; Writing – change spelling PIs to the Low Intermediate Level, add IIIW5-HI1; Oral English/Conv and Vocab – change IIILS1-B4 to HI4

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Attachment A

- Based on review:
  ◦ Changes can be documented on initial Attachment A

  -or-

  ◦ Revised Attachment A can be added to initial Attachment A

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Revised Attachment A

*Reading	*60 minutes	Second Grade Teacher	Y N	(II-R-4: LI-3) Reading-Comprehending Text. Answering questions about text. (II-R-4: LI-4) Reading-Comprehending Text. Asking questions to clarify text. (II-R-4: HI-5) Reading-Comprehending Text. Sequencing a story or event with a beginning, middle, and end with transition words/phrases in complete sentences. 1st Quarter Only (II-R-4: LI-7) Reading-Comprehending Text. Paraphrasing the main idea and details from text using complete sentences. (II-R-4: LI-8) Reading-Comprehending Text. Locating specific information from external text features of text. (II-R-2: HI-11) Decoding Reading multi-syllabic words, using syllabication rules.	Oct. 2012 Dec 2012 Dec 2012
*Writing	*60 minutes	Second Grade Teacher	Y N	(II-W-1: LI-3) Writing. Completing a written summary of the key events or ideas of informational text using simple sentences with instructional support. (II-W-1: LI-5) Writing. Writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support. (II-W-2: LI-3) Writing. Using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s, es, -ly), to spell words. (II-W-3: LI-1) Writing. Generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.	Oct. 2012 Dec 2012

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New Attachment A

Individual Language Learner Plan (ILLP) – Attachment A						2nd Quarter
*Student Name:		*SAIS ID #:		*AZELLA Composite Result: Basic *AZELLA Date:		
*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:

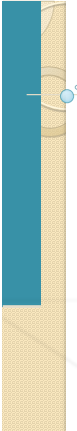| *Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered		*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Ms. Brown Third Grade	Y N	(III-L-2:HI-4) Vocabulary HI-4: Explaining the meaning and usage of grade-specific academic vocabulary and symbols.		12/15/2012
				(III-L-2:II-8) Vocabulary LI-8: stating the words represented by common/academic language abbreviations and acronyms. *changed*		12/15/2012
				(III-LS-1:LI-6) Listening and Speaking LI-6: Responding to comprehension questions by analyzing the content for relationships among facts, ideas, or events using appropriate academic vocabulary.		12/15/2012
				(III-LS-2: HI-9) Listening and Speaking HI-9: asking questions to clarify ideas and concepts. *changed*		12/15/2012
				(III-LS-2: HI-6) Listening and Speaking HI-6: Stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.		12/15/2012

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CONTACT US

General Questions
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