

# Individual Language Learner Plans (ILLPs)

## In The Mainstream Classroom

Office of English Language Acquisition Services (OELAS)  
Arizona Department of Education



### Three Parts to an ILLP

#### ILLP Document

- Signed by parent/guardian, mainstream or Language Arts teacher, site administrator, and ELL Coordinator
- Original filed in the cumulative folder
- Completed yearly

#### Attachment A

- Signed by all teachers responsible for instruction
- Copy must be in the classroom
- 4-5 ELPS Performance Indicators (PIs) written for each time allocation

- Reviewed/revised at the beginning of each quarter or instructional period

#### Attachment B

- Used to update formative and benchmark assessment information and show progress of the ELL
- Copy must be in the classroom
- Completed - including recommendations - at the end of each quarter or instructional period

### 30 Days

The ILLP document and Parental Notification and Consent form must be signed within 30 days from the start of school.

### ILLP Eligibility

20 or fewer ELLs in a three grade span, including Kindergarten, may be placed on ILLPs.

### Teacher : Allocation

Self-contained teachers are generally responsible for all 4 allocations.

Departmentalized teachers may claim as many allocations as they have numbers of periods with the ELL.

1 Period = 1 Allocation

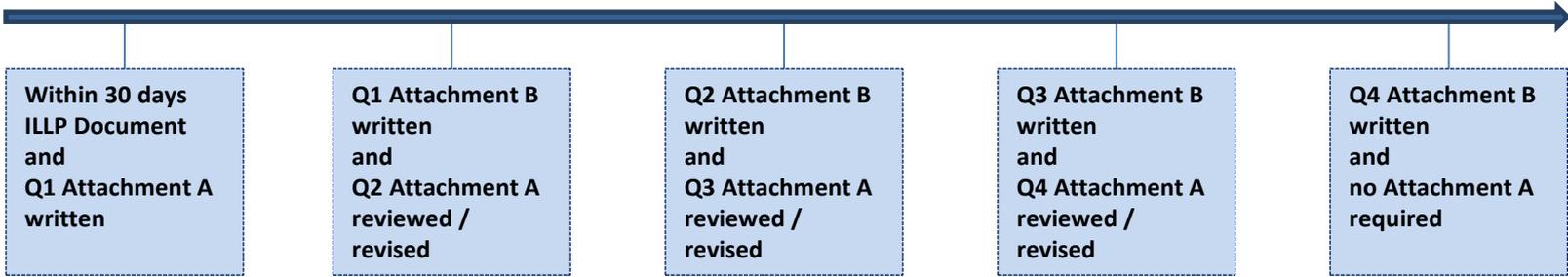
### Things to Remember for Compliance...

- ILLP document signed and in cumulative file within 30 days from the beginning of the school year
- Attachment A written/revised at the beginning of each quarter
- 4-5 PIs must be on Attachment A in each allocation
- PIs from Attachment A must be in the weekly lesson plans or posted in the room(s) of the teacher(s) responsible for instruction
- Attachment B written at the end of each quarter
- Oral English Conversation & Vocabulary allocation has both Listening & Speaking AND Language Strand 2 Vocabulary PIs
- Grammar allocation only uses Language Strand 1 Standard English Conventions PIs
- Teacher provides differentiation for ELLs based on Attachment A PIs

Beginning of school year

# Timeline for ILLP Documents

End of school year



## Sample Attachment A

## Sample Attachment B

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: <b>Jon Roget</b>		*SAIS ID #: <b>1234567</b>		*AZELLA Overall Proficiency Level: <b>Intermediate 2/12/15</b>	
*ILLP Teacher Signature/Date: <i>Wendy Breeze</i>		*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	Wendy Breeze	Y N	4-5 Performance Indicators (P.I.s) from <b>Listening &amp; Speaking and Language Strand 2 (Vocabulary)</b>	10/2016
*Reading	*60 minutes	Wendy Breeze	Y N	4-5 Performance Indicators (P.I.s) from <b>Reading</b>	10/2016
*Writing	*60 minutes	Wendy Breeze	Y N	4-5 Performance Indicators (P.I.s) from <b>Writing</b>	10/2016
*Grammar	*60 minutes	Wendy Breeze	Y N	4-5 Performance Indicators (P.I.s) from <b>Language Strand I (Standard English Conventions)</b>	10/2016

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 Vocabulary: Quiz #1 – 30% / Quiz #2 – 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 #4 – 60% Reading Program Unit 1 Assessment: 57%		
*Recommendations: Provide extra support for reading comprehension, focus on syntactical structures for writing, and continue to work on vocabulary increasing the number of words by 2 or 3 depending on complexity and content area.		

Revised: June 2013 \* Indicates required information to be included Original Document placed in student's cumulative file  
\*\* Indicates if content Highly Qualified / specify content area Copy to identified ILLP classroom teacher(s)



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### Attachment A

- Signed by all teachers responsible for instruction
- Copy must be in the classroom
- 4-5 English Language Proficiency Standards (ELPS) Performance Indicators (PIs) written for each time allocation
- Reviewed/ revised at the beginning of each quarter or instructional period

### Attachment B

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## Choosing Standards

1. Identify which ELPS to use based on the SEI time allocations
2. Review the AZELLA Student Report and other available student data
3. Select PIs that contribute to the content being taught and place them on Attachment A

## Completing Attachment B

1. Record collected data on progress and/or mastery of the PIs covered
2. Include different forms of assessment (e.g., district, classroom, state)
3. Review assessment data to decide which PIs to revise and which PIs to replace

## Lesson Planning

1. Select at least one PI from Attachment A for each allocation you are responsible for that compliments the instruction planned for the classroom. Teachers responsible for the Oral English Conversation & Vocabulary Allocation (OE/CV) will need to select at least two PIs - one from the Listening and Speaking Domain and one from the Language Strand 2 (Vocabulary)
2. Document the selected PIs in the daily/weekly lesson plan and/or post in the classroom
3. Determine how you will document progress and/or mastery of the PIs covered

## Differentiation

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)

## Strategies

### Science:

- Realia
- Prior Knowledge
- Academic Language Scaffolding
- Experiential Learning

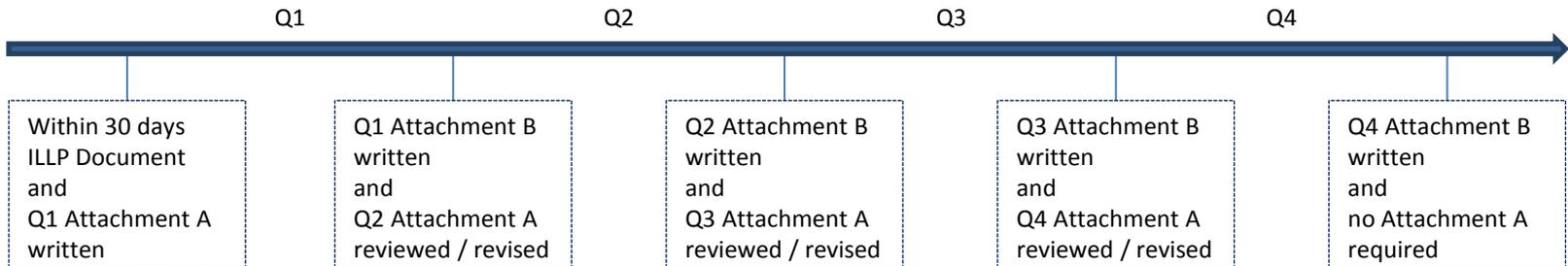
### Math:

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

### Social Studies:

- Context Clues
- Artifacts
- Role-Playing
- Lecture and Note-Taking Support

# Timeline for ILLP Documents



## Sample Attachment A

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## Sample Attachment B

ILLP Progress Report - Attachment B		
*Name _____	*SAIS ID # _____	
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## Stage I (Kindergarten)

### ELA STANDARDS:

#### Reading

1.RI.1: Ask and answer questions about key details in a text.

1.RI.7: Use the illustrations and details in a text to describe its key ideas.

#### Speaking & Listening

1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media

#### Language

1.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

#### Writing

1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### Science:

Kindergarten **Strand 1: Inquiry Process: Concept 1: Observations, Questions, and Hypotheses: PO 2** Ask questions based on experiences with objects, organisms, and events in the environment

### Social Studies:

Kindergarten **Strand 2: World History Concept 1: Research Skills for History PO 2.** Listen to recounts of historical events and people and discuss how they relate to present day.

### Math:

**K.CC.C.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)

**K.G.A.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

## Stage III (Grades 3-5)

### ELA STANDARDS:

#### Reading

- 3.RI.1.** Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Speaking & Listening

- 3.SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

#### Language

- 3.L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 3.L.2.** Use standard English capitalization, punctuation, and spelling when writing.

#### Writing

- 3.W.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.W.7.** Conduct short research projects that build knowledge about a topic.

### Science:

#### Grade 3 Strand 4: Life Science Concept 1: Characteristics of Organisms PO 1.

Describe the function of the following plant structures:

- roots – absorb nutrients
- stems – provide support
- leaves – synthesize food
- flowers – attract pollinators and produce seeds for reproduction

### Social Studies:

**Grade 4 Strand 5: Economics Concept 1: Foundations of Economics PO 3.** Give examples of how voluntary exchanges of goods and services can be mutually beneficial

### Math:

- 4.OA.A.2.** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison
- 4.NBT.A.2.** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

## Content Standards – Middle School (7<sup>th</sup> Grade)

### Social Studies

Strand 1: Concept 1: Research Skills for History

PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.

Strand 2: Concept 1: Research Skills for History

PO 1. Construct charts, graphs, and narratives using historical data.

Strand 5: Economics: Concept 1: Foundations of Economics

PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.

### Science

Strand 1: Inquiry Process: Concept 1: Observations, Questions, and Hypotheses

PO 1. Formulate questions based on observations that lead to the development of a hypothesis

Strand 1: Inquiry Process: Concept 3: Analysis and Conclusions

PO 2. Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).

Strand 2: History and Nature of Sciences: Concept 1: History of Science as a Human Endeavor

PO 2. Describe how a major milestone in science or technology has revolutionized the thinking of the time (e.g., global positioning system, telescopes, seismographs, photography).

### Mathematics

7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

7.G.B.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

7.SP.C.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

## English Language Arts/Literacy

### Reading

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(7.RL.1)**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(7.RL.4)**

### Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented. **(7.W.1)**

### Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views. **(7.SL.1)**

### Language

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. **(7.L.1)**

# CONTENT STANDARDS – HIGH SCHOOL

## SCIENCE

### **Concept 1: Observations, Questions, and Hypotheses**

**Formulate predictions, questions or hypotheses based on observations.**

**Evaluate appropriate resources.**

- PO1. Evaluate scientific information for relevance to a given problem.
- PO 4. Predict the outcome of an investigation based on prior evidence, probability, and/or modeling (not guessing or inferring).

### **Concept 2: Scientific Testing (investigating and Modeling)**

**Design and conduct controlled investigations.**

- PO5. Record observations. Notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers.

### **Concept 3: Analysis, Conclusions, and Refinements**

**Evaluate experimental design, analyze data to explain results and propose further investigations. Design models.**

- PO 2. Evaluate whether investigational data support or do not support the proposed hypothesis.

## SOCIAL STUDIES

### **Concept 1: American History. Research Skills for History**

- PO 5. Evaluate primary and secondary sources for: a. Author's main points; b. purpose and perspective.

### **Concept 2: Geography. Places and Regions**

- PO 2. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.

**Concept 3: Physical Systems. (Concept 3 High School Performance Objectives are a summary of Science Strands' skills and content for grades 9-12. These concepts are reinforced in Social Studies classes, but assessed through Science.)**

- PO2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona.

## MATH

**HS.A-SSE.B.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Connections: *9-10.WHST.1c;11-12.WHST.1c*

**HS.A-APR.C.4.** Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity  $(x^2+y^2)^2 = (x^2-y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.*

**HS.A-REI.A.1.** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

## ENGLISH LANGUAGE ARTS

**9-10.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**AZ.9-10.W.4** Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.

**11-12.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**11-12.RST.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

**11-12.RST.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.