

Oral English/ Conversation & Vocabulary	Reading	Writing	Grammar
Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)
ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators
<i>Listening & Speaking Domain</i> <i>AND</i> <i>Language Strand Standard 2 Vocabulary</i>	<i>Reading Domain</i>	<i>Writing Domain</i>	<i>Language Strand Standard 1 Standard English Conventions</i>
Lesson	Lesson	Lesson	Lesson
ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.

Time Allocations

for All Grades and Proficiency Levels

<p><i>Time Allocation</i></p> 	<p>Oral English/ Conversation and Vocabulary</p> <p>60 minutes</p>	<p>Grammar</p> <p>60 minutes</p>	<p>Writing</p> <p>60 minutes</p>	<p>Reading</p> <p>60 minutes</p>
<p><i>ELP Standards to Use</i></p> 	<p>Listening & Speaking Domain AND Language Strand Standard 2 • <i>Vocabulary</i></p>	<p>Language Strand Standard 1</p> <ul style="list-style-type: none">• <i>Standard English Conventions</i>	<p>Writing Domain</p>	<p>Reading Domain</p>

Test Your Knowledge!

<i>Time Allocation</i>	<input type="text"/> 60 minutes	<input type="text"/> 60 minutes	<input type="text"/> 60 minutes	<input type="text"/> 60 minutes
<i>Standards to Use</i>	<input type="text"/> -and- <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Can you guess what PIs are most often omitted and/or misplaced?

SEI Schedule

7:30-7:45 – Breakfast
7:45-8:45 – Reading
8:45-9:20 – Grammar
9:20-10:20 – Writing
10:20-10:55 – Specials
10:55-11:40 – Reteach and Enrich
11:40-12:00 – Lunch
12:00-12:15 – Lunch
12:15-12:45 – L/S and Vocab
12:45-1:15 – Grammar
1:15-2:00 – L/S and Vocab

NON-EXAMPLE

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: Moby Toby	*SAIS ID #: 1234567	*AZELLA Overall Proficiency Level: Intermediate 2/2/15			
*ILLP Teacher Signature/Date: Harriet Breeze	*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	Harriet Breeze	Y N	III-LS-1:HI-2: summarizing main ideas/concepts and supporting details from read alouds (fiction and nonfiction) in complete sentences. II-LS-1:HI-3: sequencing events from read aloud presentations and conversations in complete sentences. III-LS-2:HI-4: participating in socio-functional communication tasks using complete sentences.	9.29.2015
*Reading	*60 minutes	Harriet Breeze	Y N	III-R-2:HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. III-R-2:HI-12: recognizing contractions III-R-4:HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. III-R-4:HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary. III-R-4: HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	9.29.2015
*Writing	*60 minutes	Harriet Breeze	Y N	III-W-1:HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., science text chapter, article, book, oral presentations, etc.) III-W-2:HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns. III-W-3:HI-3: using a prewriting plan to draft an essay with an introductory paragraph, body, transitions, and concluding paragraph. III-W-4:HI-1: producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres.	9.29.2015
*Grammar	*60 minutes	Harriet Breeze	Y N	III-L-1(V):HI22:differentiating between the use of simple past tense and the present perfect tense III-L-1(SC):HI-8: producing sentences in the negative construction with a subject + "to be" + adjective as the compliment, with subject-verb agreement (S-V-C). III-L-1(Q): HI-7: producing Yes/No questions in the past progressive tense. III-L-1(Q): HI-14: producing interrogative sentences beginning with "When".	9.29.2015

NON-EXAMPLE

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level: *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		

Compliance & Effectiveness

