

Practitioners of English Language Learning (PELL)

Session: Targeted Instruction (ELD) Note Catcher

Topic 1: Principle 3 of [Arizona's Language Development Approach](#)

What I know:	New or additional characteristics:

Topic 2: SEI Models and Time Requirements

SEI Model	Targeted Instruction Time Requirements	
	Elementary (K-5)	Secondary (6-12)
Pull-Out		
Two-Hour		
Newcomer		
50/50 DLI		

Topic 3: Targeted Instruction (ELD)

Instructional Groupings:

- ELs learn alongside other _____.
- Requires student groups comprise only _____ grade level and English proficiency level to _____.
- If lower numbers indicate a need, groupings may contain students in _____ grade level within the _____ ELPS grade-band and/or within _____ adjacent proficiency levels.

Role of the Standards:

- Teachers plan with the _____ Standards.
- Teachers support learning by using _____ standards and/or content _____.

Principle 3	Questions for Consideration	Notes/Evidence
ELP Standard(s)	What ELP Standard and Performance Indicator is driving the lesson?	
	What strategies are being used to support the instruction of the standard and its performance indicators?	
	Is there evidence the teacher plans to meet the diverse language needs of ELs?	
Connection to Content	Does the language objective(s) connect to content instruction? What content area and/or content standard(s) does this lesson align to?	
	Does this lesson build into and from what is happening in the Integrated setting?	