

Tier 1 Core Instructional Factors for ELLs

*Collaborative Problem Solving Team (CPST) should include personnel familiar with the English Language Learner (ELL).

*The core instruction for ELLs should be delivered with teachers knowledgeable about the process of acquiring a second language, and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings will not be viewed as an intervention (Tiers 2 or 3), but rather part of ELLs' core instruction (National Center on Response to Intervention, 2011).

DEUSS (Date Entered U.S. School) ☐ First time the student enrolled in a United States school (to include transiency)	EDUCATIONAL BACKGROUND ☐ Transcripts ☐ Academic Grades ☐ Programmatic Assessment ☐ Literacy in Home Language(s) (L1) ☐ ELL Committee Recommendations ☐ Weaknesses and Strengths in L1 and/or L2	INTERRUPTED EDUCATION ☐ Transiency ☐ Lack of ESOL services ☐ Students with Limited or Interrupted Formal Education (SLIFE)	ELL RESOURCES ☐ ELlevation Strategies for Teachers ☐ InSync (Grades K-12) ☐ English to Heritage Language Translation Dictionaries ☐ English to Heritage Language Translation Content Area Glossaries ☐ English to Heritage Language Translation Picture Dictionaries ☐ Potential Impact of Syntax and Phonology of English Language Learners ☐ Free Online Resources for Language Acquisition ☐ ELL Supplemental Resources (Grades K-12) ☐ Journeys ELL Resources and Leveled Readers in Spanish (Grades K-5) ☐ Imagine Learning (PreK-8) ☐ Reading Horizons (Grades 6-12) ☐ Language Enrichment Camp (LEC) ☐ Istation (Dual Language Schools)
ESOL INSTRUCTIONAL RESOURCES ☐ ESOL Instructional Strategies Matrix ☐ ESOL Instructional Strategies Addendum	DATA ☐ FSA (R/W) (when applicable) ☐ ACCESS for ELLs ☐ IPT (Grades K-12) ☐ K-TEA (Grades 3-12) ☐ WIDA ELP Standards Report ☐ Formative Assessments ☐ Universal Design for Learning (UDL)	CROSS-CULTURAL VARIABLES ☐ Experiential (Varied life and educational experiences, Exposure to unique topics, and Diverse approaches to learning an expression) ☐ Social and Emotional (Personal interests and needs, Empathy for diverse experiences, and Knowledge of community resources) ☐ Linguistic (Familiarity of Roman/Non-Roman Alphabet Systems, Knowledge of multiple languages, Varying representations of ideas, and Diverse strategies for language learning) ☐ Cultural (Different perspectives, Practices, Beliefs, and Social norms) ☐ Ways of thinking, and Familiarity of Alphanumeric/Non-Alphanumeric Systems	
SECOND LANGUAGE ACQUISITION ☐ Second Language Acquisition Chart	ENGLISH LANGUAGE PROFICIENCY LEVELS ☐ English Language Proficiency Levels – Codes ☐ WIDA Can Do Descriptors		