

## Tier 1 Core Instructional Factors for ELLs 2019-2020

\*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).

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