

Intervention Plan for ELPAC OUSD

1. Write the names of the students that you have in each level:

Level 1 Receptive	Level 2 Receptive	Level 3 Receptive	Level 3 Expressive (6 and above)
Level 1 Expressive	Level 2 Expressive	Level 3 Expressive (5 and below)	Level 4

2. Write the topic/items that the students missed the most, and how is it going to be addressed/taught.

Level 1 Receptive	Level 2 Receptive	Level 3 Receptive	Level 4 Receptive
Level 1 Expressive	Level 2 Expressive	Level 3 Expressive <ul style="list-style-type: none"> • past tense, neg (didn't catch any) (1) • present perfect, neg (hasn't kicked) (2) • irregular past tense (1) • would (2) • present tense questions with 	Level 4 Expressive <ul style="list-style-type: none"> • reflexive (themselves) (1) • conditional perfect (would have, would not have) (3) • past perfect negative (hadn't gone in, wouldn't have been able to) (1)

		<p>DOES (1)</p> <ul style="list-style-type: none"> past tense question with DID (2) <p>Plan:</p> <ul style="list-style-type: none"> practice writing narratives or parts of narratives in present and then past tense sentence frames for academic discussions using DOES and DID (all subject areas) intentional use of WOULD in response to literature questions and science (predictions) small group practice with present perfect negative and past tense negative 	<ul style="list-style-type: none"> past progressive negative question (why weren't you) (1) present perfect question (have you ever gone) (1) <p>Plan:</p> <ul style="list-style-type: none"> intentional use of WOULD HAVE in response to literature questions and science (predictions) small group work with reflexive, past perfect negative, pass progression negative question, and present perfect question--tie into science curriculum (What would have happened if the water had been left out?)
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3. If the students passed, please write what sections of ELPAC the students didn't pass

Listening	Speaking	Reading	Writing

4. Write how is it going to be addressed/taught.

Listening	Speaking	Reading	Writing
			<ul style="list-style-type: none">- Individual conferences to address sentence structure and basics/mechanics of writing.- Whole class lessons on simple, compound, and complex sentences; descriptive word usage; and word study to help with spelling.