

Multilingual Programming

Elementary Recommended Support

Multilingual learners thrive when districts use a coordinated approach through an Integrated Multi-Tiered System of Support (iMTSS), aligning academic, behavioral, and social-emotional strategies. The Maine DOE recommends minimum standards for ESOL direct instruction in Tier 1, guided by an Individual Language Access Plan (ILAP), to provide timely, individualized support that honors students' language needs, identities, and strengths, fostering growth and engagement.

WIDA PROFICIENCY LEVELS

1-2

ENTERING-EMERGING

Minimum: 2 periods of ESOL instruction per day

- ESOL Educators: Provide targeted ELD instruction in literacy and oral language.
- Content Teachers: Collaborate with ESOL educators to integrate language objectives and support comprehension.
- Ed Techs: Assist with classroom routines and language-rich activities.

2-3

EMERGING-DEVELOPING

Minimum: 2 periods of ESOL instruction per day

- ESOL Educators: Provide small-group instruction on vocabulary and sentence writing.
- Content Teachers: Use scaffolding strategies, such as sentence frames and graphic organizers.
- Ed Techs: Reinforce language objectives during independent work.

3-4

DEVELOPING-EXPANDING

Minimum: 1 periods of ESOL instruction per day

- ESOL Educators: Develop academic language through content-based reading and writing.
- Content Teachers: Scaffold instruction with peer interactions and collaborative learning.

4.1-4.5

EXPANDING-BRIDGING

Minimum: 1 periods of ESOL instruction per day

- ESOL Educators: Scaffold academic language and address language challenges.
- Content Teachers: Scaffold for higher-order thinking through debates, presentations, and research.

MONITORING STATUS (2 YEARS)

- ESOL Educator: Conduct periodic check-ins to monitor academic progress
- Content Teachers: Continue with an iMTSS approach and update Director/Coordinator of ML Programming; provide support as needed.



A "period" is defined as the usual amount of time allocated to any other core content area, such as math or English Language Arts.

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Middle and High School Recommended Support

Multilingual learners thrive when districts use a coordinated approach through an Integrated Multi-Tiered System of Support (iMTSS), aligning academic, behavioral, and social-emotional strategies. The Maine DOE recommends minimum standards for ESOL direct instruction in Tier 1, guided by an Individual Language Access Plan (ILAP), to provide timely, individualized support that honors students' language needs, identities, and strengths, fostering growth and engagement.

WIDA PROFICIENCY LEVELS

1-2

ENTERING-EMERGING

Minimum: 2 periods of ESOL instruction per day

- ESOL Educator: Deliver intensive ELD instruction focusing on functional everyday language and basic academic vocabulary.
- Content Teachers: Simplify language without diluting content, and use visuals and realia to aid understanding.
- Ed Techs: Support students during transitions and reinforce language learned in ESOL sessions.

2-3

EMERGING-DEVELOPING

Minimum: 2 periods of ESOL instruction per day

- ESOL Educator: Focus on teaching language structures and functions through meaningful, content-based activities that help students understand and use English in real classroom contexts.
- Content Teachers: Incorporate cooperative learning strategies and scaffolded assignments.
- Ed Techs: Assist with note-taking and organization to support language acquisition.

3-4

DEVELOPING-EXPANDING

Minimum: 1 periods of ESOL instruction per day

- ESOL Educator: Focus on refining language skills through content-based instruction.
- Content Teachers: Provide opportunities for extended writing and oral presentations

4.1-4.5

EXPANDING-BRIDGING

Minimum: 1 periods of ESOL instruction per day

- ESOL Educator: Provide targeted support for advanced language structures and academic discourse.
- Content Teachers: Encourage critical thinking and analysis through complex texts and discussions.

MONITORING STATUS (2 YEARS)

- ESOL Educator: Track academic performance and provide interventions if necessary.
- Content Teachers: Maintain high expectations and continue to support language development.



A "period" is defined as the usual amount of time allocated to any other core content area, such as math or English Language Arts.