DONNA ISD *TRANSITIONAL EARLY EXIT* MODEL
TIME AND TREATMENT
--2021/2022 SCHOOL YEAR—

Pre-K - 2nd

CONTENT	Pre-K				KINDER				FIRST				SECOND			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
PHONICS	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S	S	E	E	S	S	E	E
GUIDED READING	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S	S	E	E	S	S	E	E
READING	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S	S	E	E	S	S	E	E
WRITING	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S	S	E	E	S	S	E	E
MATH	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	E	E	S/E	S/E	E	E
SCIENCE	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	E	E	S/E	S/E	E	E
SOCIAL STUDIES	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	E	E	S/E	S/E	E	E
ELECTIVE	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	S/E	E	E	S/E	S/E	E	E
ELD/SLD	S or E	S or E	S or E	S or E	S or E	S or E	S or E	S or E	E	E	S	S	E	E	S	S

3rd – 5th

CONTENT	THIRD				FOURTH				FIFTH			
	B	I	A	AH	B	I	A	AH	B	I	A	AH
PHONICS	S	S	E	E	S	S	E	E	S	S	E	E
GUIDED READING	S	S	E	E	S	S	E	E	S	S	E	E
READING	S	S	E	E	S	S	E	E	S	S	E	E
WRITING	S	S	E	E	S	S	E	E	S	S	E	E
MATH	E	E	E	E	E	E	E	E	E	E	E	E
SCIENCE	E	E	E	E	E	E	E	E	E	E	E	E
SOCIAL STUDIES	E	E	E	E	E	E	E	E	E	E	E	E
ELECTIVE	E	E	E	E	E	E	E	E	E	E	E	E
ELD/SLD	E	E	S	S	E	E	S	S	E	E	S	S

LANGUAGE PROFICIENCY LEVELS GROUPING
(FOR GROUP/LANGUAGE OF INSTRUCTION PLACEMENT, MUST MEET BOTH LANGUAGE AND READING PROFICIENCY LEVELS.)

GRADE/GROUP	BEGINNER	INTERMEDIATE	ADVANCED	ADVANCED HIGH
PRE-K	PRE-LAS 1	PREL-LAS 2/3	PRE-LAS 4	PRE-LAS 5
KINDER	PRE-LAS 1	PRE-LAS 2/3	PRE-LAS 4	PRE-LAS 5
1ST – 5TH	B/I TELPAS READING	B/I TELPAS READING	A/AH TELPAS READING	A/AH TELPAS READING

READING PROFICIENCY LEVELS FOR A AND AH GROUPING
(FOR A & AH GROUP/LANGUAGE OF INSTRUCTION PLACEMENT, MUST MEET BOTH LANGUAGE AND READING PROFICIENCY LEVELS.)

GRADE & READING LEVEL   1ST – K.6/C   2ND – 1.7/I   3RD – 2.6/M   4TH – 3.7/P   5TH – 4.6/S

**NOTE: *STUDENTS ENTERING DONNA ISD SINCE KINDER MUST BE ADVANCED HIGH IN ENGLISH AT THE END OF 2ND GRADE. ENGLISH LANGUAGE DEVELOPMENT IN ALL DOMAINS DURING LANGUAGE ARTS, ELD, MATH, SCIENCE, SOCIAL STUDIES, AND ELECTIVES IS A MUST. CONTENT AND LANGUAGE INSTRUCTIONAL PLANNING MODEL SHOULD BE USED BY TEACHERS TO ACHIEVE THIS GOAL.*

PRE-KINDER - KINDERGARTEN

1. NEW TO THE DISTRICT (FIRST TIME IN TEXAS SCHOOL SYSTEM) PRE-KINDER & KINDER/1ST-2ND STUDENTS SCORING PRE-LAS/LAS LINKS 4-5 IN ENGLISH ARE CONSIDERED TO BE NON-LEP, FOR INITIAL IDENTIFICATION AND PLACEMENT.
2. STUDENTS **PARTICIPATING IN THE BILITERACY** MODEL MUST **FOLLOW** EXPECTATIONS AND PROTOCOLS IN THE DUAL LANGUAGE **BILITERACY** MODEL **GUIDANCE DOCUMENT**.

DONNA ISD *TRANSITIONAL EARLY EXIT* MODEL
TIME AND TREATMENT
--2021/2022 SCHOOL YEAR—

1ST – 2ND GRADE

1. NEW TO THE DISTRICT (FIRST TIME IN TEXAS SCHOOL SYSTEM) 1ST & 2ND GRADE STUDENTS SCORING LAS LINKS 4-5 IN ENGLISH ARE CONSIDERED TO BE NON-LEP, FOR INITIAL IDENTIFICATION AND PLACEMENT.
2. IF STUDENTS ARE **PARTICIPATING IN THE BILITERACY** MODEL, THEY MUST **FOLLOW** EXPECTATIONS AND PROTOCOLS IN THE DUAL LANGUAGE **BILITERACY** MODEL **GUIDANCE DOCUMENT**.
3. FOR LANGUAGE OF INSTRUCTION AND GROUP PLACEMENT IN THE EARLY EXIT TRANSITIONAL MODEL, PLEASE REFER TO LANGUAGE AND READING LEVEL PROFICIENCY LEVELS ABOVE. **STUDENTS MUST MEET BOTH LANGUAGE AND READING PROFICIENCY LEVELS FOR PLACEMENT IN A & AH GROUPS.**
4. CONTENT **CLASSES** DESIGNATED FOR **SPANISH/ENGLISH** (MATH, SCIENCE, SOCIAL STUDIES, AND ELECTIVES) **INSTRUCTION** WILL **ALTERNATE ON A TWO DAY BASIS** SO STUDENTS CAN MAKE A CONNECTION; MONDAY/SPANISH, TUESDAY/SPANISH, WEDNESDAY/ENGLISH, THURSDAY/ENGLISH AND FRIDAY/ALTERNATES. ALL WEEKS START WITH SPANISH. PLEASE **REFERENCE INSTRUCTIONAL CALENDAR FOR LANGUAGE OF INSTRUCTION ROTATION**. THERE ARE **NO SPANISH VERSUS ENGLISH GRADES IN REPORTCARD**. THERE IS ONLY ONE GRADE PER CONTENT AREA AND ELECTIVE. FOR EXAMPLE: THERE IS NO SPANISH SCIENCE SIX WEEKS GRADE AND/OR AN ENGLISH SCIENCE SIX WEEKS GRADE, ONLY ONE SCIENCE SIX WEEKS GRADE. TEACHERS DIFFERENTIATE BETWEEN ENGLISH AND SPANISH WHEN INPUTING/LABELING ASSIGNMENTS IN THEIR GRADEBOOK.
5. **WEEKLY TESTING** FOR ENGLISH/SPANISH CLASSES (MATH, SCIENCE, SOCIAL STUDIES, AND ELECTIVE) WILL FOLLOW THE **ALTERNATING FRIDAY SCHEDULE**; IF FRIDAY = SPANISH THEN TESTING = SPANISH AND IF FRIDAY = ENGLISH THEN TESTING = ENGLISH. **LANGUAGE FOR SIX WEEKS TESTING IS BASED ON WEEKLY TESTING.** IF STUDENT HAS PERFORMED BETTER IN SPANISH DURING WEEKLY TESTING, SIX WEEKS TESTING WILL BE IN SPANISH. IF PERFORMANCE IS BETTER IN ENGLISH DURING WEEKLY TESTING, SIX WEEKS TESTING WILL BE IN ENGLISH. PLEASE REFER TO INSTRUCTIONAL CALENDAR FOR 4 DAY WEEK SITUATIONS. **WEEKLY TESTS ARE NOT PROVIDED IN CURRICULUM AND/OR BY CENTRAL OFFICE. WEEKLY ASSESSMENT SHOULD OCCUR VIA TEACHER MADE/SELECTED QUIZES, TEACHER/SELECTED MADE TESTS, FORMATIVE ASSESSMENT, BOOK ADOPTION ASSESSMENTS (IF AVAILABLE), ETC....**

3RD – 5TH GRADE

1. NEW TO THE DISTRICT (FIRST TIME IN TEXAS SCHOOL SYSTEM) 3RD – 5TH GRADE STUDENTS SCORING LAS LINKS 4-5 IN ENGLISH ARE CONSIDERED TO BE NON-LEP, FOR INITIAL IDENTIFICATION AND PLACEMENT.
2. FOR LANGUAGE OF INSTRUCTION AND GROUP PLACEMENT IN THE EARLY EXIT TRANSITIONAL MODEL, PLEASE REFER TO LANGUAGE AND READING LEVEL PROFICIENCY LEVELS ABOVE. **STUDENTS MUST MEET BOTH LANGUAGE AND READING PROFICIENCY LEVELS FOR PLACEMENT IN A & AH GROUPS.**
3. **LANGUAGE** OF INSTRUCTION **FOR MATH, SCIENCE, SOCIAL STUDIES, AND ELECTIVE** CLASSES IS **FOCUSED IN ENGLISH**. ANY ENGLISH INSTRUCTION MUST BE DONE **USING SHELTERED ENGLISH STRATEGIES**, INCLUDING **L1 SUPPORT AS NEEDED**. **STUDENT LEARNING MUST NOT BE SACRIFICED DUE TO LANGUAGE.**

KEY GENERAL INFORMATION

1. **ALL TEACHERS SERVING EL STUDENTS IN A BILINGUAL MODEL SHOULD BE BILINGUAL CERTIFIED.** *IT IS ALSO REQUIRED, DUE TO DISTRICT INITIATIVE, THAT ALL TEACHERS NOT SERVING ELs ALSO BE BILINGUAL CERTIFIED. THIS WILL PROVIDE THE FLEXIBILITY TO REDUCE EL-STUDENT TO TEACHER RATIOS AND PROVIDE A BOLD COMMITMENT TO BILINGUAL EDUCATION.*
2. WHEN MAKING ANY **INSTRUCTIONAL CHANGE FOR EL STUDENTS,** IT **MUST BE** A TEAM EFFORT *(LPAC DECISION)*.
3. **ELPS** ARE REQUIRED TO BE DELIVERED **IN ALL SUBJECT AREAS.** CONTENT AND LANGUAGE PLANNING INSTRUCTIONAL MODEL CAN BE UTILIZED TO FACILITATE DELIVERY.

4. **FOR STUDENTS THAT HAVE BEEN TRANSITIONED INTO THE ALL ENGLISH ENVIRIONMENT, PRIOR TO SET CRITERIA, AND HAVE RECEIVED MORE THAN ONE YEAR OF ALL ENGLISH INSTRUCTION AND ARE STILL BEGINNER AND/OR INTERMEDIATE, SHOULD NOT BE SWITCHED BACK TO SPANISH JUST BECAUSE OF THEIR TELPAS PROFICIENCY LEVEL.** THESE STUDENTS SHOULD BE **LOOKED AT HOLISTICALLY** (READLING LEVELS [ENG AND SPAN], ACADEMIC PERFORMANCE [ENG AND SPAN], preLAS/LAS LINKS [ENG AND SPAN], TELPAS, SUPPORT AT HOME, ETC…) IN ORDER **TO MAKE THE BEST INSTRUCTIONAL DECISION** FOR THIS EXTENUATING CIRCUMSTANCE. THE INSTRUCTIONAL DECISION MUST BE MADE THROUGH THE LPAC COMMITTEE; IT IS REQUIRED TO DOCUMENT THESE DECISIONS THROUGH THE LPAC PROCESS. **EL STUDENTS IN** THIS **ALL ENGLISH ENVIRONMENT** MUST **RECEIVE** ALL THE **L1 SUPPORT NEEDED** TO LEARN THE SKILL(S) BEING TAUGHT. **AN ACTION PLAN MUST BE DESIGNED DETAILING THE ACTIVITIES THAT WILL HELP THE STUDENT GET BACK ON GRADE LEVEL.** *THIS PLAN MIGHT HAVE TO BE A MULTI-YEAR PLAN.* THIS **HOLDS TRUE FOR STUDENTS** THAT HAVE BEEN **TRANSITIONED TOO SOON** AND ARE FAILING AND/OR READING BELOW GRADE LEVEL.
5. IDENTIFIED EL STUDENTS SCHEDULED INTO ALL **ENGLISH LANGUAGE ARTS (*Course ID = LA"GRADE" Course = RLAE*)** MUST BE SCHEDULED FOR **SPANISH LITERACY DEVELOPMENT (SLD: *Course ID = LC951 Course = SLD*)**. PLEASE REFER TO SLD GUIDANCE DOCUMENT FOR CODING AND INSTRUCTIONAL DELIVERY OF COURSE.
6. IDENTIFIED EL STUDENTS THAT ARE RECEIVIING SPANISH LANGUAGE ARTS (***Course ID = SLA"GRADE" Course = RLAS***) MUST BE SCHEDULED FOR **ENGLISH LITERACY DEVELOPMENT (ELD: *Course ID = LC952 Course = ELEM-ELD*)**. PLEASE REFER TO ELD GUIDANCE DOCUMENT FOR CODING AND INSTRUCTIONAL DELIVERY OF COURSE.
7. FOR EL STUDENTS PARTICIPATING IN THE TRANSITIONAL EARLY EXIT PROGRAM, THEIR **SCHEDULE SHOULD NOT REFLECT** BEING CODED FOR **BOTH ENGLISH RLA AND SPANISH RLA**.
8. EXPLICIT AND SYSTEMIC **READING AND WRITING IN ALL CONTENT AREAS** IS A MUST. **LITERACY AND LANGUAGE DEVELOPMENT ARE INTERDEPENDENT.**
9. **CAMPUSES** ARE TO KEEP TRACK AND **INCREASE BOTH SPANISH AND ENGLISH READING LEVELS**. DATA HAS SHOWN THAT STUDENTS READING ON GRADE LEVEL IN BOTH SPAN AND ENG HAVE THE HIGHEST PASSING RATES IN STAAR EXAMS, REGARDLESS OF THE LANGUAGE TESTED IN.
10. EL STUDENTS IN **ADVANCED/ADVANCED HIGH GROUP AND/OR SCHEDULED FOR ENGLISH LANGUAGE ARTS** WILL BE **TESTED** FOR **SPANISH READING** ON SEPT., OCT., DEC., FEB., APR., **AND** MAY. **ENGLISH** IS ON A MONTHLY BASIS.
11. EL STUDENTS IN **BEGINNER/INTERMEDIATE GROUP AND/OR SCHEDULED FOR SPANISH LANGUAGE ARTS** WILL BE **TESTED** FOR **ENGLISH READING** IN SEPT., OCT., DEC., FEB., APR., **AND** MAY. **SPANISH** IS ON A MONTHLY BASIS.
12. **STUDENT LEARNING MUST NOT BE SACRIFICED DUE TO LANGUAGE.** ANY ENGLISH INSTRUCTION MUST BE DONE USING **SHELTERED ENGLISH STRATEGIES**, INCLUDING L1 SUPPORT. **L1 SUPPORT** MUST BE USED **TO THE EXTENT NEEDED** FOR STUDENT TO LEARN CONCEPT/SKILL.
13. **LAP FORMS** MUST BE OPENED AT BEGINNING OF NEW SCHOOL YEAR BY TEACHER AND VERIFIED DURING BOY LPACING. THE FORMS MUST BE **MONITORED AND UPDATED EVERY SIX WEEKS** BY TEACHER AND VERIFIED BY LPAC DURING MOY (DEC.) AND EOY LPACING (MAY). THESE PROCEDURES ALSO INCLUDE DENIALS. PLEASE **REFER TO LPAC YAAG** AND **LPAC MINUTES CALENDAR** FOR FURTHER DETAILS AND DUE DATES.
14. *ALL EL STUDENTS* WILL BE **TESTED WITH A LANGUAGE PROFIENCY ASSESSMENT** (IN ENGLISH) AT THE **END OF THE SCHOOL YEAR**; PRE-K: PRE-LAS ENG & SPAN, KINDER – 5TH: TELPAS.
15. **TELPAS COMPOSITE** RATING IS **COMPOSED** OF THE FOLLOWING WEIGHTS: **25% READING, 25% WRITING, 25% LISTENING, AND 25% SPEAKING**. WHEN DISAGGREGATING DATA, IT IS MORE TELLING TO ANALYZE BY TELPAS READING AND/OR TELPAS WRITING THAN BY TELPAS COMPOSITE. **PROFICIENCY LEVELS** SHOULD BE **TRACKED ON A SIX WEEKS BASIS** USING PLDs AND **THROUGH TELPAS INVENTORY ASSESSMENT ON AWARE/EDUPHORIA.**
16. **EL STUDENTS** MUST BE **ADVANCED HIGH** ON **ALL TELPAS DOMAINS**, AS THE FIRST CRITERION, TO QUALIFY **FOR RECLASSIFICATION**. PLEASE REFER TO RECLASSIFICATION RUBRIC.
17. **ESL COMPONENT** THROUGH **BRAIN POP JR IS AVAILABLE** FOR EVERY STUDENT. MAY BE A **CENTER AT ANY CONTENT AREA** DURING SMALL GROUP INSTRUCTION AND/OR INDEPENDENT WORK.
18. **COOPERATIVE STRUCTURES** ARE **RECOMMENDED** AT LEAST TWICE A WEEK IN **EVERY CONTENT AREA**.
19. FOR **LPACING DECISIONS AND PROCEDURES,** PLEASE **REFER TO LPAC YAAG DOCUMENT**.

Updated 8/9/2021

Transitional Early Exit Model

2021-2022

1st/2nd Instructional Calendar
(Math/Science/Social Studies)

Calendar Information

Color	Meaning
Orange	Staff Work Days
Yellow	No School
Green	Staff Development
Red	Spanish Instruction
Blue	English Instruction
Red/Blue	Spanish Instruction English Testing
Blue/Red	English Instruction Spanish Testing
Orange/Yellow	Spanish Instruction/Testing Early Release/Planning
Blue/Green	English Instruction/Testing Early Release/Planning

July 21
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 21
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 21
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 21
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 21
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 21
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 22
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 22
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 22
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 22
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 22
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 22
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 22
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 22
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Updated 6/16/2021

Spanish Literacy Development - Elementary School Course/Curriculum Summary

Students that are required to take this course are EL students (1st – 5th) that are taking English Language Arts in the Transitional Early Exit Bilingual Model. Normally, these are EL students that have a TELPAS Reading proficiency rating of Advanced and/or Advanced High. Please refer to the Transitional Early Exit Model guidance document. Teacher assigned to this course should be knowledgeable and sensitive to these students' needs: linguistic, affective, and cognitive/academic.

The design of this curriculum follows the comprehension skills taught in the reading curriculum timelines. Students will practice and improve their Spanish language proficiency levels in listening, speaking, reading, and writing while experiencing RLA comprehension skills. It will build on EL's L1 to facilitate literacy development, addressing affective, linguistic and cognitive needs. Please refer to posted curriculum in SharePoint. The class is designed for a 30 to 45 minute period.

Course codes and descriptions are as follows:

PK-5TH English Literacy Development:

Service ID – 80900XXX   **Course ID – LC951**   **Short Course Description – SLD**
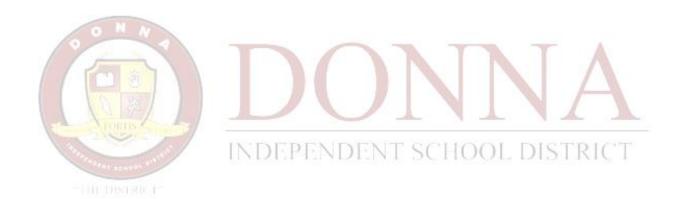
Six Weeks Grading is as follows:

SLD six weeks grade has two components: Increase in reading level (using via Istation information) and daily participation. Reading level will equal six weeks exam. Daily participation must have at least 1 letter grade posted per week (e+ to n-). Weights for the overall six weeks grade are as follows: 60% for increase in reading level and 40% for weekly participation grade.

   a. **Reading level** – Reading level of said student(s) is expected to increase at least one level (Fountas and Pinnell/GLE derived from Istation) during each respective six weeks in order for student to receive credit for that particular six weeks. Student will receive an "E+" for increasing at least one level during the six weeks and an "N-" for not increasing. Gradebook label for grade will be "Read Lvl".

b. **Participation Grade** – Weekly grade for participation will be inputted as letter from the range "E+ to N-". Gradebook label for grade will be "Participation".

Blueprint for 1st – 5th Grade are as follows:

Spanish Literacy Development - Elementary School Course/Curriculum Summary

SLD Blueprint 1st -5th

	Monday	Tuesday	Wednesday	Thursday	Friday
Oral Language & Fluency (5-7 minutes)	*Poem/ Nursery Rhyme:* *Read aloud; echo read; vary reading voices -gestures/ games*	*D.E.A.R. Time* *Reading Log*	*Poem/ Nursery Rhyme:* *Cloze read; choral read -gestures/ games*	*D.E.A.R. Time* *Reading Log*	*Poem/ Nursery Rhyme:* *Buddy read; independent read -gestures/ games*
Interaction with Literature (20 minutes)	* **Bridging:** *Preview/Review* (in Spanish) the **selection** from the English Reading class * **Bridging:** *Preview/Review* the **vocabulary** from English Reading class	* **Bridging:** *Preview/Review* the **genre** (*género*) from English Reading class * **Introduce Spanish selection** with matching genre *Share Read Spanish selection (model & echo read; TPR)	* **Bridging:** *Preview/Review* the **comprehension skill** From English Reading class *Share Read Spanish selection (echo & cloze read; TPR) *Response Activity (Comprehension Skill)	*Share Read Spanish selection (choral read & buddy read; TPR) *Response Activity (Comprehension Skill)	*Share Read Spanish selection (independent read) *Response Activity (Journal writing with sentence frames/stems)
Debrief (3-5 minutes)	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure

***As the year progresses, modify the reading scaffold (i.e. **M**- Read aloud; **T** – echo/cloze read; **W** – choral read; **TH** – cooperative/buddy read; **F** – independent read), (**M**- read aloud/echo read; **T**- cloze/ choral read; **W** – choral/ cooperative read; **TH** – cooperative/ independent read; **F** – independent read), etc.

English Literacy Development - Elementary School Course/Curriculum Summary

Students that are required to take this course are EL students that are taking Spanish Language Arts in the Transitional Early Exit Bilingual Model. Normally, these are EL students that have a TELPAS Reading proficiency rating of Beginner and/or Intermediate. Please refer to the Transitional Early Exit Model guidance document. Teacher assigned to this course should be knowledgeable and sensitive to these students' needs: linguistic, affective, and cognitive/academic.

The design of this curriculum follows the comprehension skills taught in the reading curriculum timelines and the content topic in the science curriculum timelines. Students will practice and improve their English language proficiency levels in listening, speaking, reading, and writing while experiencing English comprehension skills through science concepts. Please refer to posted curriculum in SharePoint. The class is designed for a 30 to 45 minute period.

Course codes and descriptions are as follows:

PK-5TH English Literacy Development:

Service ID – 80900XXX   **Course ID – LC952**   **Short Course Description – ELEM-ELD**

Six Weeks Grading is as follows:

ELD six weeks grade has three components: increase in reading level (via Istation information), increase in language proficiency domains (using PLDs and documenting in aware every six weeks through TELPAS Inventory), and daily participation. Reading level and language proficiency level will together equal to the six weeks exam. Daily participation must have at least 1 letter grade posted per week (E+ to N-). Weights for the overall six weeks grade are as follows: 40% for increase in reading level; 40% for increase in proficiency for any domain; and 20% for weekly participation grade.

1. Reading Level – Reading level of said student(s) is expected to increase at least one level (Fountas and Pinnell derived from Istation) during each respective six weeks in order for student to receive credit for that particular six weeks. Student will receive an "E+" for increasing at least one level during

the six weeks and an "N-" for not increasing. Gradebook label for grade will be "Read Lvl".

2. Language Proficiency – Student must increase one proficiency level in any one of the domains, per six weeks, in order to receive credit for that particular six weeks. Student will receive an "E+" for increasing at least one level (for any domain) during the six weeks and an "N-" for not increasing. Gradebook label for grade will be "Prof Lvl".

3. Participation Grade – Weekly grade for participation will be inputted as letter from the range "E+ to N-." Gradebook label for grade will be "participation".

Blueprints for Pk – 5th Grade are as follows:

English Literacy Development - Elementary School Course/Curriculum Summary

ELD Blueprint Pre-K -Kinder

	Monday	Tuesday	Wednesday	Thursday	Friday
Oral Language (5-7 minutes)	* Phonics Introduce Letter (identify L1 correspondence) *Share samples (mini-lesson)	*Poem/ Nursery Rhyme: *Read aloud; identify rhyme* **Phonemic Awareness** Practice/ Routine *Phonics: Create Picture Letter Map (draw and label)	*Poem/ Nursery Rhyme: *Read aloud; cloze read; rhythm* *Phonemic Awareness Practice/Routine *Phonics: Language Experience (Create nonsensical mini-story with words)	*Poem/ Nursery Rhyme: *Read aloud; cloze read; rhythm* *Phonemic Awareness Practice/Routine *Phonics: Revisit mini-story & identify ___ words	*Poem/ Nursery Rhyme: *Read aloud; choral read; repetition/ alliteration* *Phonemic Awareness *Phonics: Picture word sort
Interaction with Literature (20 minutes)	*Introduce text; **read** aloud *Response Activity (Comprehension Skill)	*Vocabulary; **read** aloud *Response Activity (Comprehension Skill)	*Cloze **read**; TPR *Response Activity (Comprehension Skill)	*Cloze **read**; TPR *Response Activity (Writing with sentence frames)	*Choral **Read** *Response Activity (Independent Writing)
Debrief (3-5 minutes)	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure

***As the year progresses, modify the reading scaffold (i.e. **M**- Read aloud; **T** – echo/cloze read; **W** – choral read; **TH** – cooperative/buddy read; **F** – independent read), ➡ (**M**- read aloud/echo read; **T**- cloze/ choral read; **W** – choral/ cooperative read; **TH** – cooperative/ independent read; **F** – independent read), etc.

English Literacy Development - Elementary School Course/Curriculum Summary

ELD Blueprint 1st -2nd

	Monday	Tuesday	Wednesday	Thursday	Friday
Oral Language (5-7 minutes)	*Introduce **Phonics** Skill/Sound *Generate samples	***Poem/ Nursery Rhyme**: *Read aloud; identify rhyme* ***Phonemic Awareness** Practice/ Routine ***Phonics**: Word Families	***Poem/ Nursery Rhyme**: *Read aloud; cloze read; rhythm* ***Phonemic Awareness** Practice/Routine ***Phonics**: Word Sort	***Poem/ Nursery Rhyme**: *Read aloud; cloze read; rhythm* ***Phonemic Awareness** Practice/Routine ***Phonics**: Create Sentences	***Poem/ Nursery Rhyme**: *Read aloud; choral read; repetition/ alliteration* ***Phonemic Awareness** Practice/Routine ***Phonics**: Read and identify generated samples
Interaction with Literature (20 minutes)	*Introduce text; **read** aloud ***Response** Activity (Comprehension Skill)	*Vocabulary; **read** aloud ***Response** Activity (Comprehension Skill)	*Cloze **read**; TPR ***Response** Activity (Comprehension Skill)	*Cloze **read**; TPR ***Response** Activity (Writing with sentence frames)	*Choral **Read** ***Response** Activity (Independent Writing)
Debrief (3-5 minutes)	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure

***As the year progresses, modify the reading scaffold (i.e. **M**- Read aloud; **T** – echo/cloze read; **W** – choral read; **TH** – cooperative/buddy read; **F** – independent read), ➡ (**M**- read aloud/echo read; **T**- cloze/ choral read; **W** – choral/ cooperative read; **TH** – cooperative/ independent read; **F** – independent read), etc.

English Literacy Development - Elementary School Course/Curriculum Summary

ELD Blueprint 3rd-5th

	Monday	Tuesday	Wednesday	Thursday	Friday
Oral Language/ Phonics (5-7 minutes)	*Bell Ringer: Review previous skill/concept *Introduce **Phonics** Skill/Sound Decodable passage ***Phonemic Awareness** Practice/Routine	***DEAR Time** ***Phonemic Awareness** Practice/ Routine ***Topic introduction/** Build background	***Phonics:** Skill/Sound; Practice Activity *Gallery walk, sort, create* ***Phonemic Awareness** Practice/Routine	***DEAR Time** ***Phonemic Awareness** Practice/ Routine	***Phonics** Skill/Sound: create sentences with phonics sound words ***Phonemic Awareness** Practice/Routine
Interaction with Literature (20 minutes)		* Introduce text & Vocabulary; **read** aloud (*modeled reading*) ***Response** Activity (Comprehension Skill)	**echo* and *cloze* **read**; TPR ***Response** Activity (Comprehension Skill)	**Choral* and *cooperative* **read**; TPR ***Response** Activity (Writing with sentence frames)	**Buddy* and *independent* **read** ***Response** Activity (Independent Writing)
Debrief (3-5 minutes)	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure	Cooperative Learning Talking Structure

***As the year progresses, modify the reading scaffold (i.e. **M**- Read aloud; **T** – echo/cloze read; **W** – choral read; **TH** –cooperative/ buddy read; **F** – independent read), ⟶ (**M**- read aloud/echo read; **T**- cloze/choral read; **W** – choral/ cooperative read; **TH** – cooperative/independent read; **F** – independent read), etc.