### Instructional Model for Elementary ESL

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<th>Push-In (ESL In-Class Support)</th>
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<td>Provided by the ESL Instructional Support Specialty Teacher (ESL ISST)</td>
<td>Provided daily by grade-level ESL-certified ELA teacher</td>
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#### ESL Accommodations

A Katy ISD Linguistic Accommodations & Assessment Plan (LAAP)-Elementary should be sent home with the 1st Grading Period, 2nd Grading Period, and 3rd Grading Period report cards. The accommodations should be reflective of accommodations routinely utilized in each content area. The accommodations utilized in the classroom should represent accommodations that will be considered/recommended by LPAC for English Language Learners on assessments.

#### Daily Time Allotment

**BEGINNING PROFICIENCY LEVEL ESL STUDENTS**

- **All Beginning** proficiency level students should receive up to 90 minutes of ESL targeted instruction.
- **K ESL Beginning Students**: the 90 minutes of ESL instruction should be delivered within the classroom as many of the K curriculum skills target language acquisition.
- **1st-5th grade ESL Beginning students**: the 90 minutes of ESL instruction may be delivered through a combination of Content-Based ESL instruction provided through ESL In-Class support (45 minutes) and Pull-Out (45 minutes).

**INTERMEDIATE PROFICIENCY LEVEL ESL STUDENTS**

- **K Intermediate Students**: the 45 minutes of ESL instruction should be delivered within the classroom as many of the K curriculum skills target language acquisition.
- **1st-2nd Intermediate Students**: must receive 45 minutes of ESL instruction by an ESL ISST through In-Class support and/or grade-level ESL-certified ELA teacher.
- **3rd-5th Intermediate Students**: must receive 45 minutes of ESL instruction by an ESL ISST through In-Class support and/or limited Pull-Out when needed.

**ADVANCED & ADVANCED HIGH PROFICIENCY LEVEL ESL STUDENTS**

- **K-5th Advanced and Advanced High Students**: daily ESL instruction is delivered as an integral part of first-teach instruction and is targeted across all content areas.
- Communication between the ESL ISST and the grade level teacher is required to ensure the continued development of the academic language for Advanced and Advanced High proficiency level students. ESL ISSTs should serve as a resource to the grade level teacher.

#### Chapter 74.4

Note: **3rd-5th** ELs who are at the **Beginning** or **Intermediate** level of English language proficiency in listening, speaking, reading and/or writing as determined by the ELPS-TELPAS Proficiency Level Descriptors, require intensive and ongoing second language acquisition instruction. These ELs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English (Chapter 74.4). This “intensive” support is provided through pull-out and/or ESL ISST in-class support.

Advanced ELs have the ability to understand and speak, with second language acquisition support, grade-appropriate English. K-1 Advanced ELs have the ability to use the English language, with second language acquisition support, to build foundational reading and writing skills. 2nd – 5th Advanced ELs have the ability to read (with understanding) and write (with meaning) grade appropriate English, with second language acquisition support.

#### K-5 ESL Grade on the Report Card

ESL instruction is an integral part of content instruction, and not taught in isolation. Grades received are inclusive of the accommodations received.

*The use of EX (Exempt) may be used a maximum of 2 grading periods in any content area. EX may only be used for first year recent immigrants. Students exhibiting measurable progress prior to the end of their 2nd grading period should receive numeric grades. It is possible to have EX in one content area and a numeric grade in another content area.*

- Texas Education Agency (TEA) guidelines state that all levels of ESL students are entitled to format accommodations by the content area teachers on all assignments and tests. (EXHIBIT 15)
- The best resource for format accommodations is the home campus ESL Instructional Support Specialty Teacher. The ESL ISST will collaborate with the content area teacher to discuss upcoming content area vocabulary, general concepts to be emphasized and grading procedures for English language learners (ELs).
- On many campuses, paraprofessionals are available who speak a variety of languages. A paraprofessional may provide assistance to ELL students when needed.