

# Denver Public Schools - Secondary Language Allocation Guidelines

## Newcomers and Long-Term ELLs with Interrupted Schooling

Characteristics of student		Conversational Language		Academic Language		
		<ul style="list-style-type: none"> <li>Strong in first language</li> <li>Nonexistent for newcomers; some long-term ELLs may have some knowledge of conversational language in English.</li> </ul>	<ul style="list-style-type: none"> <li>Generally nonexistent in first language</li> <li>Nonexistent in English for newcomers; at varied levels for long-term ELLs</li> </ul>			
Schedule	ELD/Lang Arts (90 minute block)	Social Studies, Science (45 minute class)		Math (90 minute block)		Electives
		1 <sup>st</sup> semester	2 <sup>nd</sup> semester	1 <sup>st</sup> semester	2 <sup>nd</sup> semester	
Year 1 LAS 0-low 2's	<b>MS – Beginning level</b> <b>HS - Levels 1 &amp; 2</b> 60 Keys to Learning <b>Conversational language</b> explicitly taught (Long-term ELLs can reinforce their conversational language through grouping strategies - cooperative learning) <b>Discrete language/literacy</b> (specific phonological, literacy and grammatical knowledge) 30 Intro to Shining Star <b>Academic language</b>	40 Conceptual Development	35 Conceptual Development	80 Conceptual Development	70 Conceptual Development	45 <ul style="list-style-type: none"> <li>Explicit sheltered instruction</li> <li><b>Conversational language</b> is taught explicitly through grouping strategies (Cooperative Learning) during 45 min.</li> </ul>
		5 ELD Academic Language	10 ELD Academic Language	10 ELD Academic Language	20 ELD Academic Language	

Student Placement Form (SPF) based on content area and ELD curriculum benchmark assessments to determine progression of knowledge of content area standards and ELD standards.

Year 2 LAS High 2's-3's	<b>MS – Intermediate level</b> <b>HS - Levels 3 &amp; 4</b> 75 Shining Star (Level A – MS) (Level A & B – HS) <b>Discrete language/literacy</b> (specific phonological, literacy and grammatical knowledge) 15 Academic language (Conversational language is taught explicitly through grouping strategies during the 90 min.)	35 Conceptual Development using sheltered techniques	75 Conceptual Development using sheltered techniques	45 <ul style="list-style-type: none"> <li>Explicit sheltered instruction</li> <li><b>Conversational language</b> is taught explicitly through grouping strategies (Cooperative Learning) during the 45 min.</li> </ul>
		10 Native Language review	15 Native Language review	

Content area and ELD curriculum benchmark assessments to determine progression of knowledge of content area standards and ELD standards – ELLs who are not making satisfactory progress will need to be reviewed by the ISA team and an intervention plan put in place.

Year 3 LAS 3's, 4's, and 5's	<b>MS - Advanced</b> <b>HS - levels 5 &amp; 6</b> Shining Star (Level B – MS) (Level C – HS)	45 Conceptual Development using sheltered instruction	90 Conceptual Development using sheltered instruction	45 <ul style="list-style-type: none"> <li>Explicit sheltered instruction</li> <li><b>Conversational language</b> is taught explicitly through grouping strategies (Cooperative Learning) during the 45 min.</li> </ul>
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Transition to English Plan (TTEP) based on content area and ELD curriculum benchmark assessments to determine progression of knowledge of content area standards and ELD standards

Year 4	Mainstream instruction using sheltered techniques	Mainstream instruction using sheltered techniques	Mainstream instruction using sheltered techniques	45 <ul style="list-style-type: none"> <li>Explicit sheltered instruction</li> <li><b>Conversational language</b> is taught explicitly through grouping strategies (Cooperative Learning) during the 45 min.</li> </ul>
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Spanish – conceptual development

English Language Development Curriculum

Curriculum delivered using sheltering techniques that facilitate transition from Spanish to English in the content areas and transition from English Language Development to mainstream Language Arts

English