

The Emergent Bilingual Middle School Newcomer Guide is a one-pager designed for school personnel as they build class schedules for 6th-8th grade emergent bilingual (EB) students who are classified as newcomers and enrolled in ESL. This guide is a result of a collaborative effort with secondary educators from districts and charters in the Region 4 area.

The purpose of this guide is to support Local Education Agency (LEA) and Education Service Center (ESC) staff with cross-collaboration to strengthen technical assistance for EB students in the following:

- Provide supplemental aligned professional development activities
- Assist parents and families of EB students in planning a trajectory to increase academic achievement
- Enhance effective program implementation for EB newcomers

Emergent Bilingual (EB): Identified by the language proficiency assessment committee (LPAC) as a student in the process of acquiring English and has another language as the student's primary or home language.

Newcomer:

- Newcomers are typically defined as immigrant students in their first 3 years in U.S. schools AND
- TELPAS beginner-intermediate AND/OR
- LAS Links scores at a proficiency level of 1, 2 or 3 in any of the 4 domains (L,S,R,W).

Who?

When?

During the initial enrollment, the student will participate in the Onboarding Survey. EB students will also take the home literacy assessment per [Ch.89.1226d](#). Once the initial Language Proficiency Assessment Committee meeting has been completed, the appropriate 6th-8th grade newcomer pathway can be implemented.

The purpose of the 6th-8th Grade Newcomer Quick Guide is to provide a pathway for onboarding newcomers for effective scheduling based on state course requirements and high school pathways. This document provides recommended guidance for initial intake, ongoing check-ins, and progress monitoring throughout the process. Additional considerations may be applied at the discretion of the LPAC.

Why?

How?

The following resources can provide additional student demographics to help with scheduling decisions.

- [Scheduling Interview Questions](#)
- [Student Talent and Interests Form](#)
- [Questions for ongoing check-ins](#)

Assessment considerations to determine growth occur throughout the year at the beginning, middle, and end. For more information on monitoring the progress of your newcomers, [Please click here.](#)

6th-8th Newcomer Pathways				
Year	English Language Arts 	Social Studies 	Math 	Science
6th	6th grade ELAR Sheltered or ESL	6th grade Social Studies Sheltered or ESL	6th grade Math Sheltered or ESL	6th grade Science Sheltered or ESL
7th	*ELLA for 7th graders 7th ELAR for EBs 7th Reading for EBs or Reading Sheltered Course	7th grade Social Studies Sheltered or ESL	7th grade Math Sheltered or ESL	7th grade Science Sheltered or ESL
8th	*ELLA for 8th graders 8th ELAR for EBs 8th Reading for EBs or Reading Sheltered Course	8th grade Social Studies Sheltered or ESL	8th grade Math Sheltered or ESL or Algebra I	8th grade Science Sheltered or ESL
<p>Physical Education is a requirement. *ELLA is available for grades 7 -12</p> <p><i>Additional considerations at the discretion of the LEA:</i></p> <ul style="list-style-type: none"> • Language Other Than English (LOTE with possible credit) • Credit by exam are available for 7th-8th graders. • Newcomer Arrival Center (NAC) • Advancement Via Individual Accommodations (AVID) • Offer ELDA as a corequisite with (ELAR) • College, Career, and Military Readiness (CCMR) <p><i>According to TAC §74.26(b), school districts and charter schools may offer grades 9-12 courses at earlier grade levels. If a student successfully completes the ELDA course prior to high school, districts and charter schools are required to award credit and include it in the student's transcript.</i></p>				
RESOURCES				
Content-Based Language Instruction (CBLI) ESL Program Models Supporting Emergent Bilingual in TX. Newcomer Toolkit				

Standards Designed for EB students

<u>7th grade ELAR (ELLA)</u>	<u>8th grade ELAR (ELLA)</u>	<u>English Language Development Acquisition (ELDA)</u>
<p>The ELLA Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p>		<p>English Language Development Acquisition is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests.</p>