

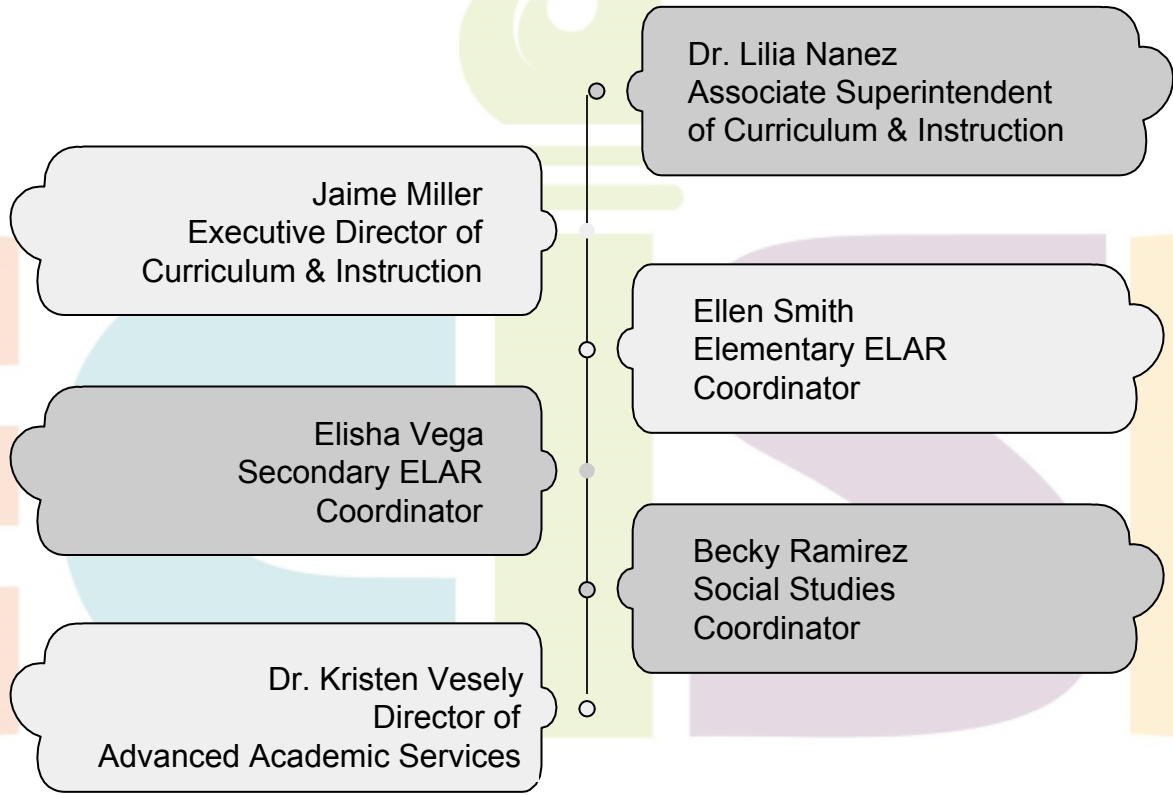
# Humanities in



“A Journey of 1,000 miles  
begins with a single  
step.”

Lao Tzu

# Introductions



# Components of ECISD Humanities



# What is Humanities?



“This framework helps classes flow in a timely and sequential manner.”

# ELAR Framework

“The LLI resources that curriculum and instruction provided for our campus have been a huge blessing!!! We are still working toward developing the comfort level of some of our teachers in using the LLI lessons. Our campus did not have any differentiated resources before these were provided. We are currently using them with ELL's, SPED, New comers, dyslexia, and our struggling readers. They allow us to provide small group instruction to close student gaps more rapidly.”

The Literacy Breakdown is based on TEA ELAR [K-2](#) and [3rd-5th](#) grade minutes to be implemented **daily** in classrooms. The [Literacy Schedule Breakdown](#), [Tools for Planning Instruction](#), and [Approved Resources for Whole and Small Group](#) are required components in every classroom. These components must be included in the [K-2](#) and [3-5 ECISD Lesson Plan Template](#).

**\*\*All whole group (Tier 1) instructional materials should be on or above grade level\*\***

GRADE LEVELS	LITERACY SCHEDULE BREAKDOWN:	TOOLS FOR PLANNING INSTRUCTION	APPROVED INSTRUCTIONAL RESOURCES FOR WHOLE GROUP	APPROVED INSTRUCTIONAL RESOURCES FOR SMALL GROUP	
K-2nd Grade  ELAR Minutes: 120	<p><a href="#">K-2 HMH Literacy Breakdown</a></p> <p><b>Scheduled Daily ELAR Minutes</b></p> <p>Foundational Skills: 25 min Vocabulary 10 min Reading Workshop 15 min Guided Reading/ Literacy Centers 50 min Writing Workshop 15 min Demonstrate Knowledge 5 min</p> <p>RTI is outside of the Literacy time frame 30 minutes daily LLI Please see gold column</p> <p><b>Scheduled Daily SLAR ELAR Minutes</b></p> <p>Vocabulary: 10 Minutes</p> <p>Reading Workshop/Writing Workshop: 30 minutes Includes: -Whole Group Reading -Shared Reading -Shared Writing -Whole Group Writing -Independent Writing</p>	<ul style="list-style-type: none"> <li>ECISD Lesson Plan</li> <li>ECISD K-2 Lesson</li> <li>First 21 Days</li> <li>ELAR YAG</li> <li>Module Pre-Plans</li> <li>HMH Scope and Sequence</li> <li>Inte. E. writing</li> <li>Reading Academics</li> <li>Teaching Reading</li> <li>Running Records</li> <li>Records</li> <li>Continue Guidance</li> <li>Data PLC Process</li> <li>Monitor Spelling</li> <li>-Phases of Writing</li> <li>Create an Action data</li> <li>What Resources do you have?</li> <li>What tools or products do you use to monitor?</li> <li>When will you check for understanding?</li> <li>What resources will you use to monitor?</li> <li>Give students a choice</li> </ul>	<p>As an MCL I am using the ELAR Instructional Framework on a daily basis. All of our lessons are time stamped and follow the framework. We ensure that our direct teach instruction is on grade level and we provide differentiated guided comprehension instruction during small group time. Last year was the first year that we implemented the framework with fidelity. Our students made significant gains and I attribute it to the ELAR Instructional Framework. The framework forces us to be very focused and intentional with our time. It allows for on grade level instruction in addition to differentiated instruction”</p>	<p>Tools for Planning Instruction</p> <p>Lesson Plan Template</p> <p>Support Plan Slides</p> <p>Reading Frequency Distribution Chart</p> <p>7th grade Writing Frequency Distribution</p> <p>TEKS Document</p> <p>Grade Reading</p> <p>Grade Writing</p> <p>Scope &amp; Sequence</p> <p>Grade</p> <p>Grade</p> <p>2021 Unit Overviews</p> <p>on suggested texts</p> <p>ed in unit overviews that</p> <p>TRIS scope and</p> <p>trial</p>	<p>Tools for Planning Instruction</p> <p>Lesson Plan Template</p> <p>Support Plan Slides</p> <p>Reading Frequency Distribution Chart</p> <p>7th grade Writing Frequency Distribution</p> <p>TEKS Document</p> <p>Grade Reading</p> <p>Grade Writing</p> <p>Scope &amp; Sequence</p> <p>Grade</p> <p>Grade</p> <p>2021 Unit Overviews</p> <p>on suggested texts</p> <p>ed in unit overviews that</p> <p>TRIS scope and</p> <p>trial</p>

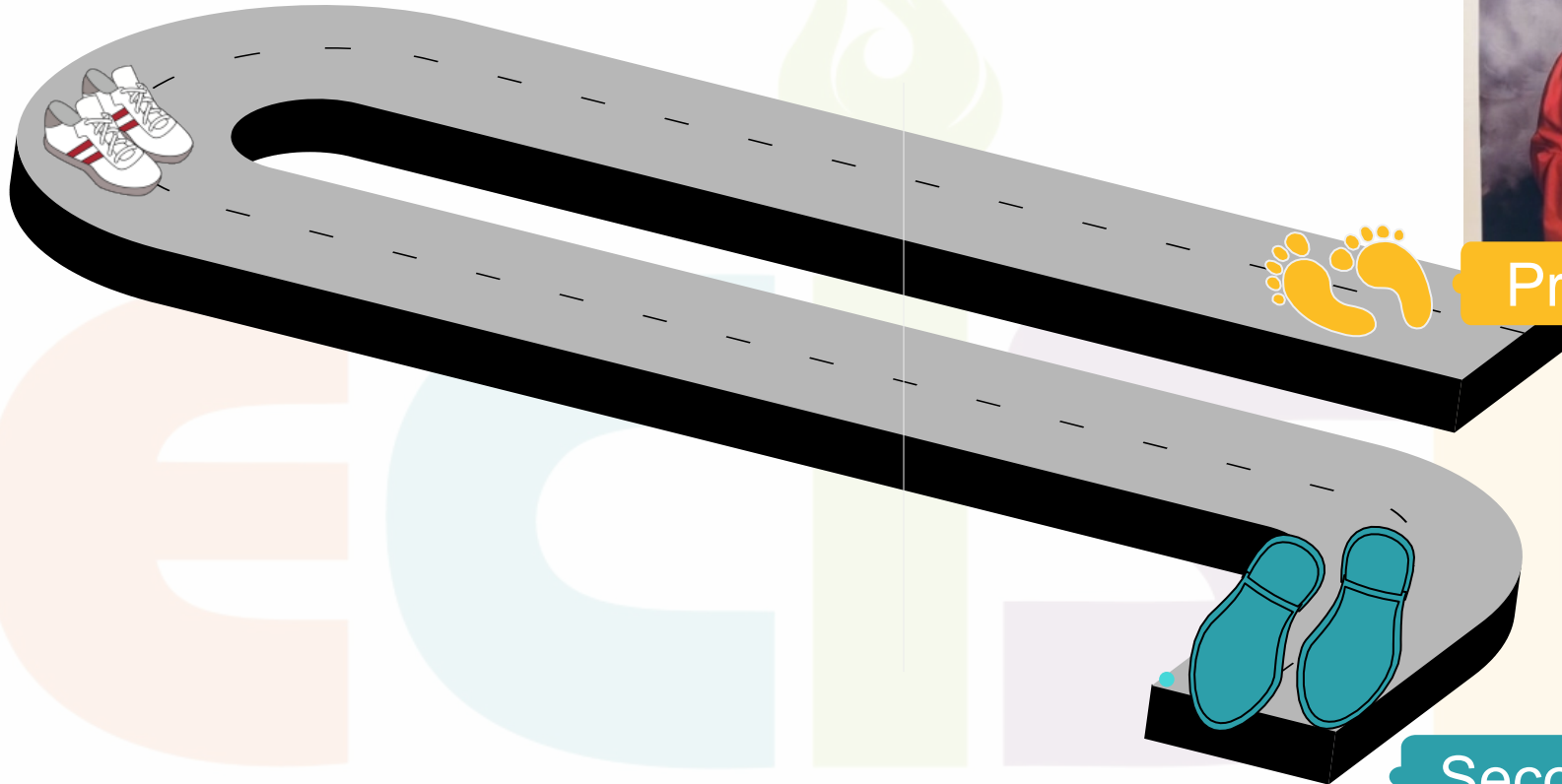
Elementary

“As an MCL I am using the ELAR Instructional Framework on a daily basis. All of our lessons are time stamped and follow the framework. We ensure that our direct teach instruction is on grade level and we provide differentiated guided comprehension instruction during small group time. Last year was the first year that we implemented the framework with fidelity. Our students made significant gains and I attribute it to the ELAR Instructional Framework. The framework forces us to be very focused and intentional with our time. It allows for on grade level instruction in addition to differentiated instruction”

Teacher's Pay Teachers / Pinterest resources should not be used in any part of the framework.

# Journey of a Graduate

Elementary

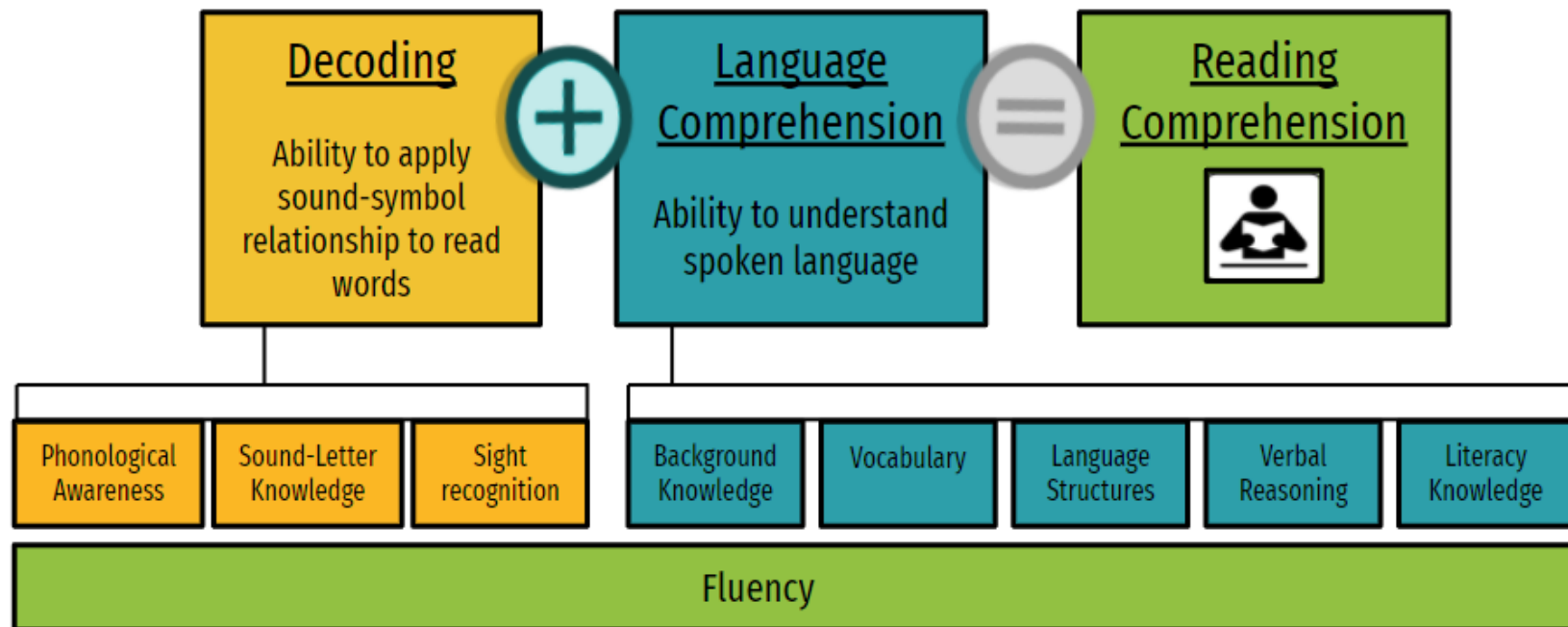


Pre-K

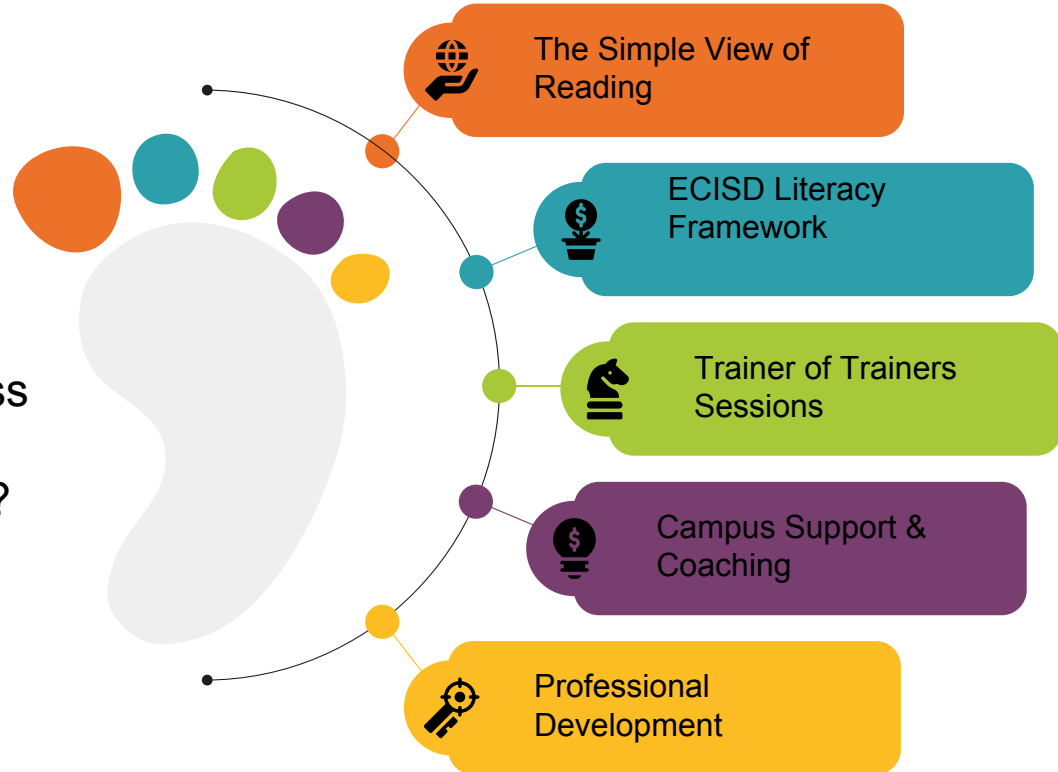


Secondary

## Simple View of Reading



How is ECISD supporting student success on the journey of 1,000 miles?



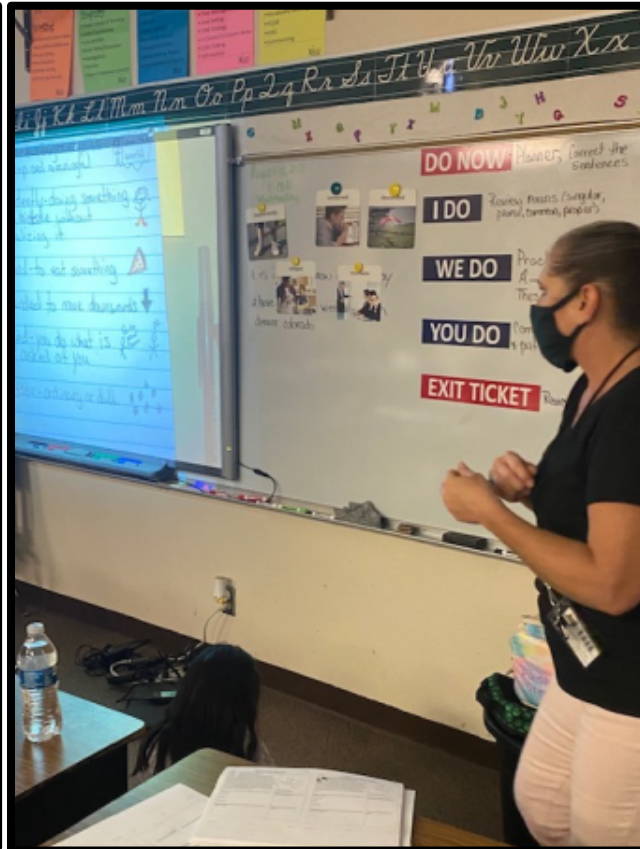
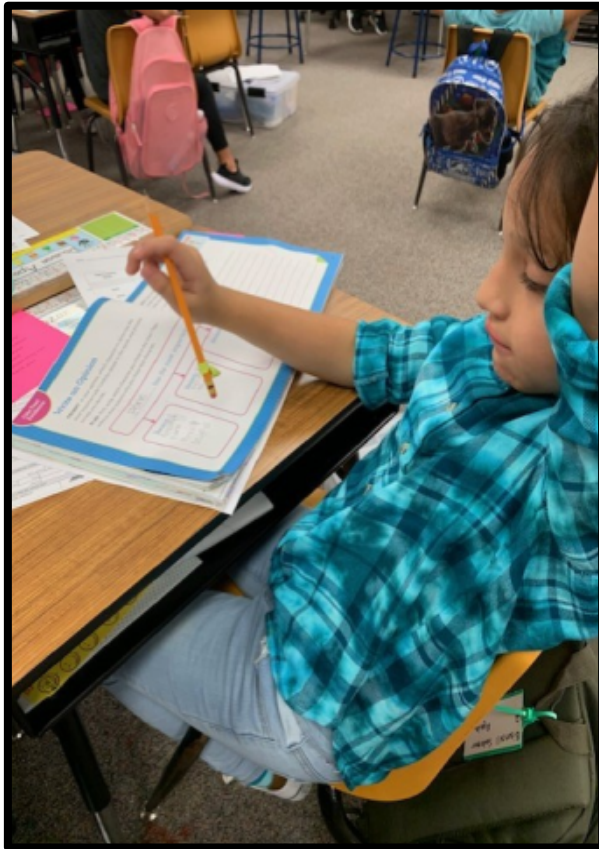
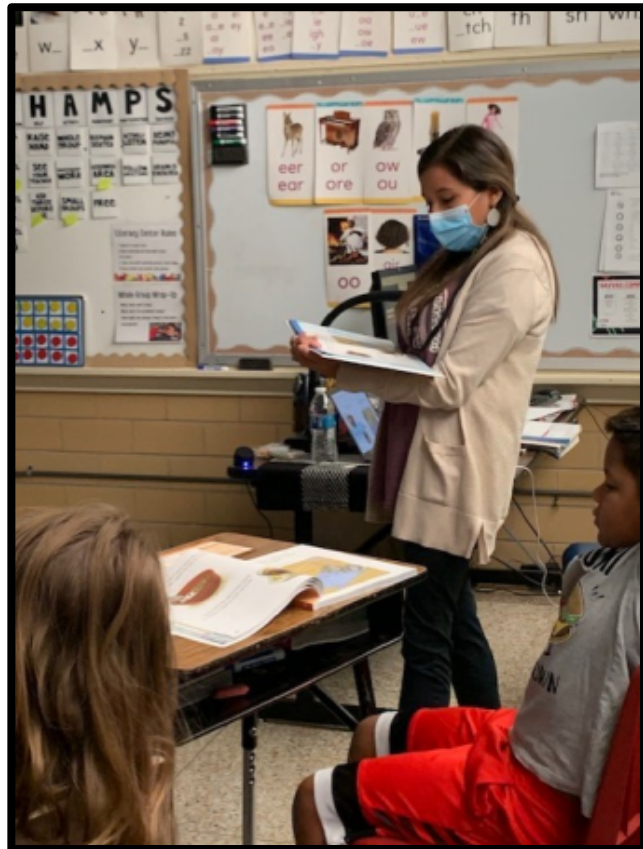


The **Literacy Breakdown** is based on **TEA ELAR K-2** and **3rd-5th** grade minutes to be implemented **daily** in classrooms. The **Literacy Schedule Breakdown**, **Tools for Planning Instruction**, and **Approved Resources for Whole** and **Small Group** are required components in every classroom. These components must be included in the **K-2** and **3-5 ECISD** Lesson Plan Template.

**\*\*All whole group (Tier 1) instructional materials should be on or above grade level\*\***

GRADE LEVELS	LITERACY SCHEDULE BREAKDOWN:	TOOLS FOR PLANNING INSTRUCTION	APPROVED INSTRUCTIONAL RESOURCES FOR WHOLE GROUP	APPROVED INSTRUCTIONAL RESOURCES FOR SMALL GROUP
<p><b>K-2 HMH Literacy Breakdown</b></p> <p><b><u>Scheduled Daily ELAR Minutes</u></b></p> <p>Foundational Skills 25 min            Vocabulary 10 min            Reading Workshop 15 min            Guided Reading/ Literacy Centers 50 min            Writing Workshop 15 min            Demonstrate Knowledge 5 min</p> <p>RTI is outside of the Literacy time frame            30 minutes daily LLI            Please see gold column</p>	<p>Reading Workshop/Writing Workshop: 30 minutes  <b>Includes:</b>            -Whole Group Reading            -Shared Reading            -Shared Writing            -Whole Group Writing            -Independent Writing</p>	<p><a href="#">ECISD Lesson Plan Template</a>  <a href="#">ECISD K-2 Lesson Plan Resources</a>  <a href="#">First 21 Days</a>  <a href="#">ELAR YAG</a>  <a href="#">Module Pre-Planning Mats</a>            HMH Scope and Sequences  <ul style="list-style-type: none"> <li>o <a href="#">Foundational Skills</a></li> <li>o <a href="#">Into Reading</a> (includes writing)</li> </ul>           Reading Academy/ Science of Teaching Reading            Running Records/Oral Reading Records            Continue Guidance on <a href="#">MAP Growth Data PLC Process</a>  <a href="#">Monster Spelling Test</a>            -Phases of Writing</p> <p>Create an <a href="#">Action Plan</a> using MAP data</p> <p>What Resources Do I need?  <ul style="list-style-type: none"> <li>o What tools or practices will you use to monitor?</li> <li>o When will you check for progress?</li> <li>o What evidence will indicate success?</li> <li>o Give an example of a completed form</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Goal Setting with Students</a></li> </ul> </p>	<p>HMH Into Reading</p> <ul style="list-style-type: none"> <li>o Foundational Skills</li> <li>o Vocabulary</li> <li>o Reading Workshop &amp; Small Group Instruction</li> <li>o Writing</li> </ul> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• NewsELA</li> <li>• Kid Writing</li> <li>• Reading Academy</li> <li>• Foundational Skills Strategies</li> </ul> <p><b>Teacher's Pay Teachers /Pinterest resources should not be used in any part of the framework.</b></p> <p><a href="#">District Approved Resources List</a></p>	<p><a href="#">District LLI Expectations</a></p> <p><b>LLI Odd Lessons- 30 min.</b></p> <ul style="list-style-type: none"> <li>■ 5 min. Re-reading</li> <li>■ 5 min. Phonics/Word Work</li> <li>■ 15 min. Reading a New Book</li> <li>■ 5 min. Letter/Word Work</li> </ul> <p><b>LLI Even Lessons- 30 min.</b></p> <ul style="list-style-type: none"> <li>■ 5 min. Re-reading and Assessment</li> <li>■ 5 min. Phonics/Word Work</li> <li>■ 15 min. Writing about Reading</li> <li>■ 5 min. Reading a New Book</li> <li>■ <a href="#">Running Records</a></li> </ul> <p><b>Literacy Small Groups</b></p> <ul style="list-style-type: none"> <li>• HMH Rigby Readers</li> <li>• HMH Take &amp; Teach Lessons</li> <li>• HMH Tabletop Mini Lessons</li> <li>• HMH Word Study Studio</li> <li>• HMH Genre Study</li> </ul> <p><b>Istation</b></p> <ul style="list-style-type: none"> <li>• MAP Student Data</li> </ul>

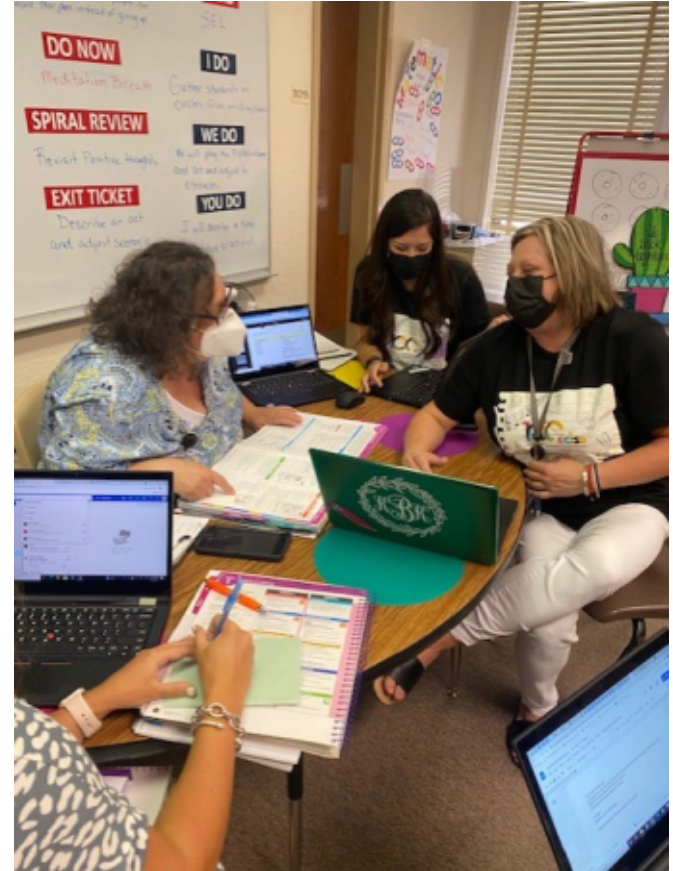
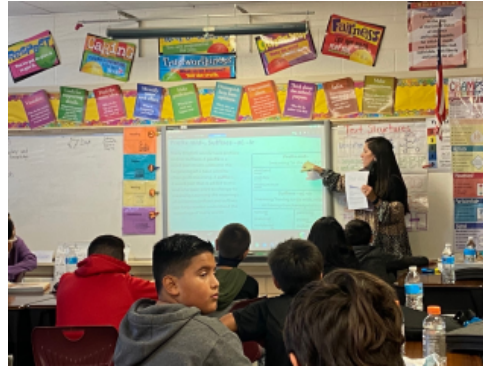
# Literacy Framework in Action



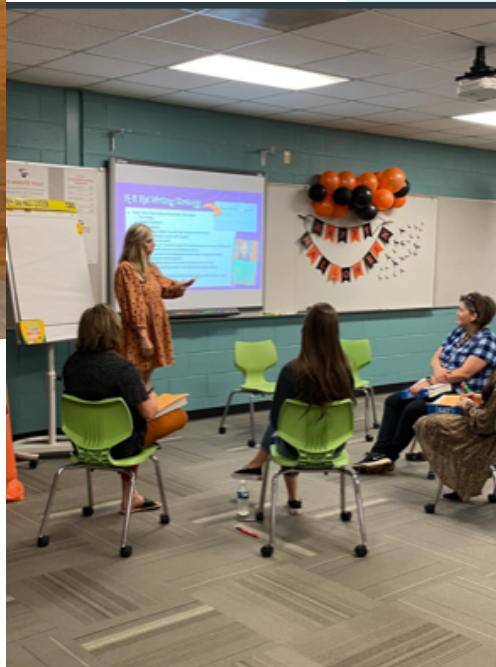
# Trainer of Trainers



# Job Embedded Professional Learning

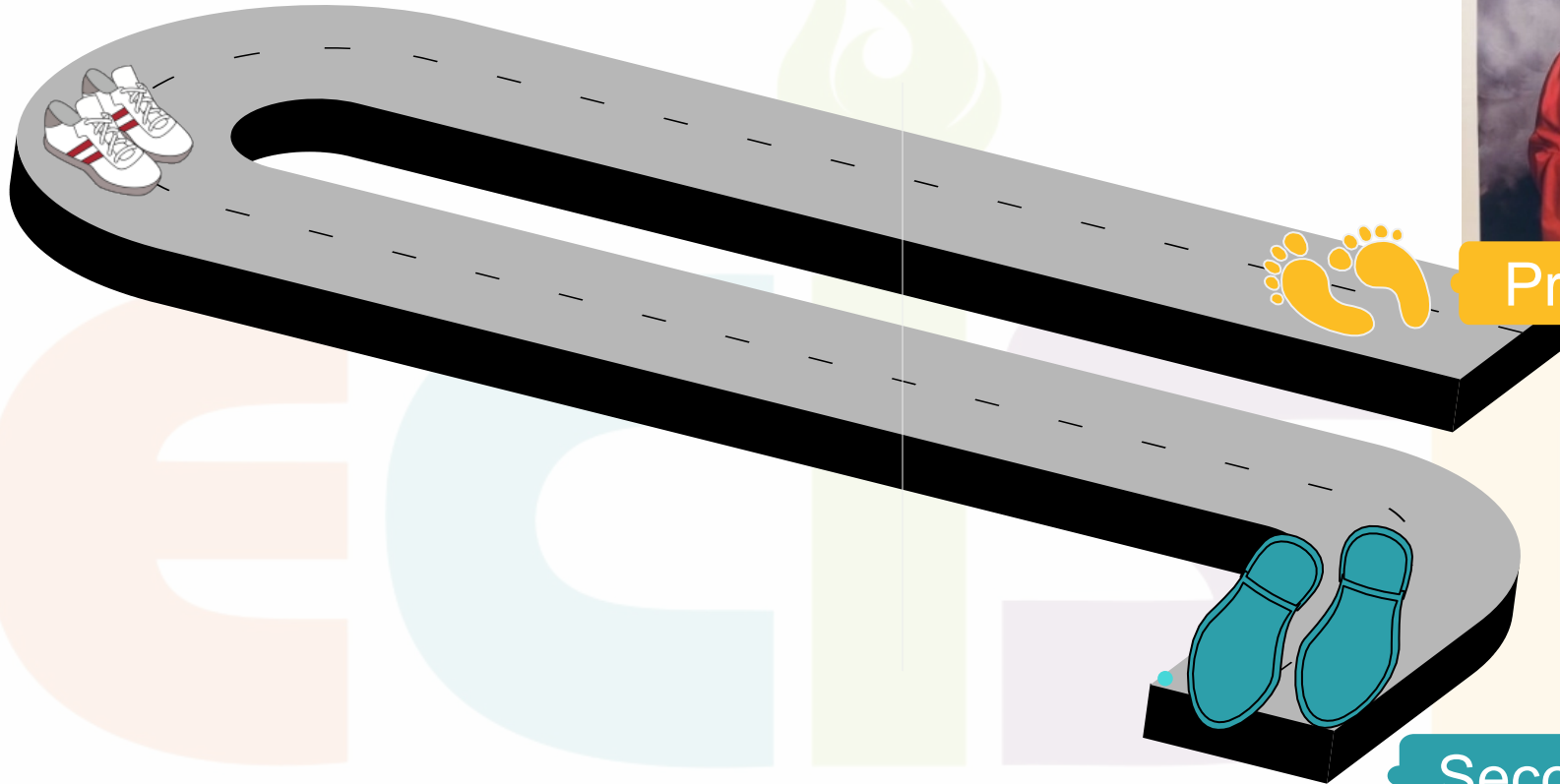


# Professional Development



# Journey of a Graduate

Elementary



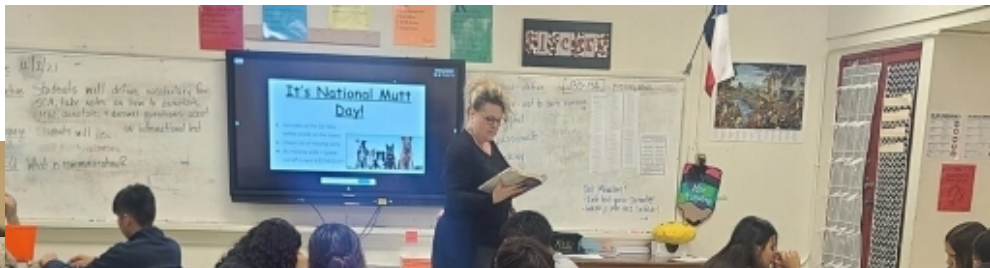
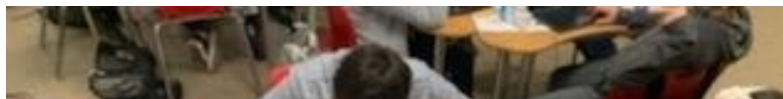
Pre-K



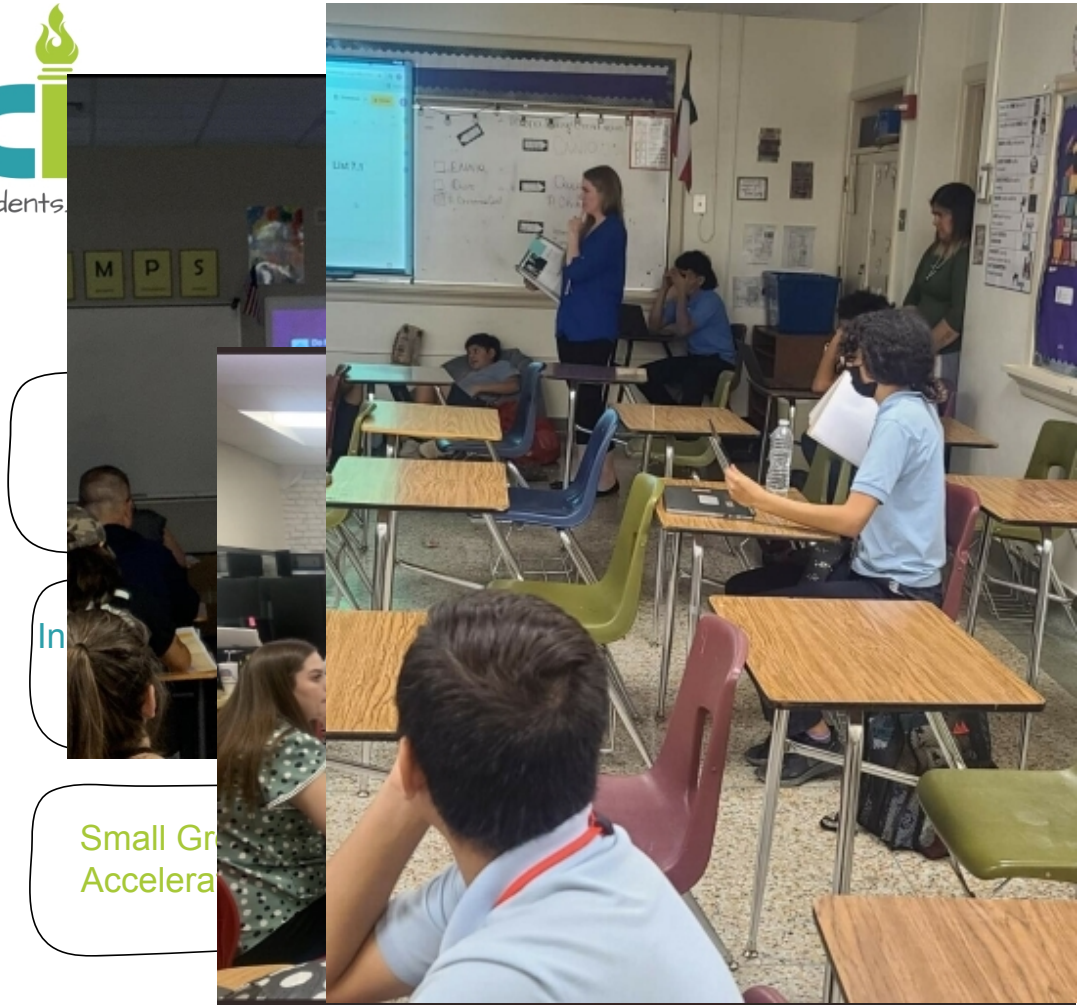
14

Secondary

GRADE LEVELS	ACCELERATION SCHEDULE BREAKDOWN :	TOOLS FOR PLANNING INSTRUCTION	APPROVED INSTRUCTIONAL RESOURCES FOR WHOLE GROUP	ACCELERATION SCHEDULE BREAKDOWN :
<p>6-7th grade</p> <p>ELAR Minutes: 90</p>	<p><u>Literacy Framework</u></p> <p>Scheduled Daily ELAR Minutes:</p> <p><u>Monday &amp; Friday</u></p> <p>Readers Workshop: 50 min. (total)</p> <ul style="list-style-type: none"> <li>Mini Lesson/Word Study: 10 min.</li> <li>Read Aloud and/or Shared Reading: 20 min.</li> <li>Independent Reading/Conference: 20 min.</li> </ul> <p>Guided Comprehension/ Workstations: Introduce stations for the week on Monday's: 10 min.</p> <p>Writer's Workshop: 30 min.</p> <ul style="list-style-type: none"> <li>Mini-Lesson: 10 min.</li> <li>Independent/Conference: 15 min.</li> <li>Debrief/Share: 5 min</li> </ul> <p>Demonstrate Knowledge: Wrap up 5 (min) Examples-Exit tickets; Quick checks</p> <p><u>Tuesday, Wednesday, &amp; Thursday</u></p> <p>Readers Workshop: 20 min. (total)</p> <ul style="list-style-type: none"> <li>Mini Lesson/Word Study: 10 min.</li> <li>Read Aloud and/or Shared</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ECISD Lesson Plan Template</a></li> <li><a href="#">Teacher Support Plan Slides</a></li> <li><a href="#">Lead4ward Frequency Distribution Chart</a></li> <li><a href="#">Lead4ward 7th grade Writing Frequency Distribution</a></li> <li>Eligible TEKS Document <a href="#">6th Grade</a> <a href="#">7th Grade Reading</a> <a href="#">7th Grade Writing</a></li> <li>TRS Scope &amp; Sequence <a href="#">6th Grade</a> <a href="#">7th Grade</a></li> <li>2020-2021 Unit Overviews</li> <li>Pearson (suggested texts provided in unit overviews that follow TRS scope and sequence)</li> <li>Continue Guidance on <a href="#">MAP Growth Data PLC Process</a></li> </ul>	<ul style="list-style-type: none"> <li>Pearson <ul style="list-style-type: none"> <li>Reading Workshop &amp; Small Group Instruction</li> <li>Writing Workshop &amp; Small Group Instruction</li> <li>Writing Coach</li> </ul> </li> <li>Istation</li> <li>Discovery Education</li> <li>NewsELA</li> <li>Commonlit</li> <li>Writable</li> <li>Gretchen Bernabei <ul style="list-style-type: none"> <li><a href="#">Trail of Breadcrumbs</a></li> <li><a href="#">Grammar Keeper</a></li> </ul> </li> <li>Sirus Zingers: Reading &amp; Writing</li> </ul> <p><a href="#">District Approved Resource List</a></p> <p>Teacher's Pay Teachers /Pinterest resources should not be used any part of the framework.</p>	<p>Do-Now/Warm-Up: 5 Minutes</p> <p>Whole Group Instruction 2-3x a week: 40 minutes</p> <p>Small Group &amp; Learning Stations 2-3x a week: 40 Minutes</p> <p><b>* 2 Twenty-Minute Blocks</b> -Small Group Instruction (reinforce standards that data supports the need) -Collaborative Learning Stations</p> <p>Demonstrate Knowledge: 5 Minutes -Exit tickets -Quick checks</p>







In

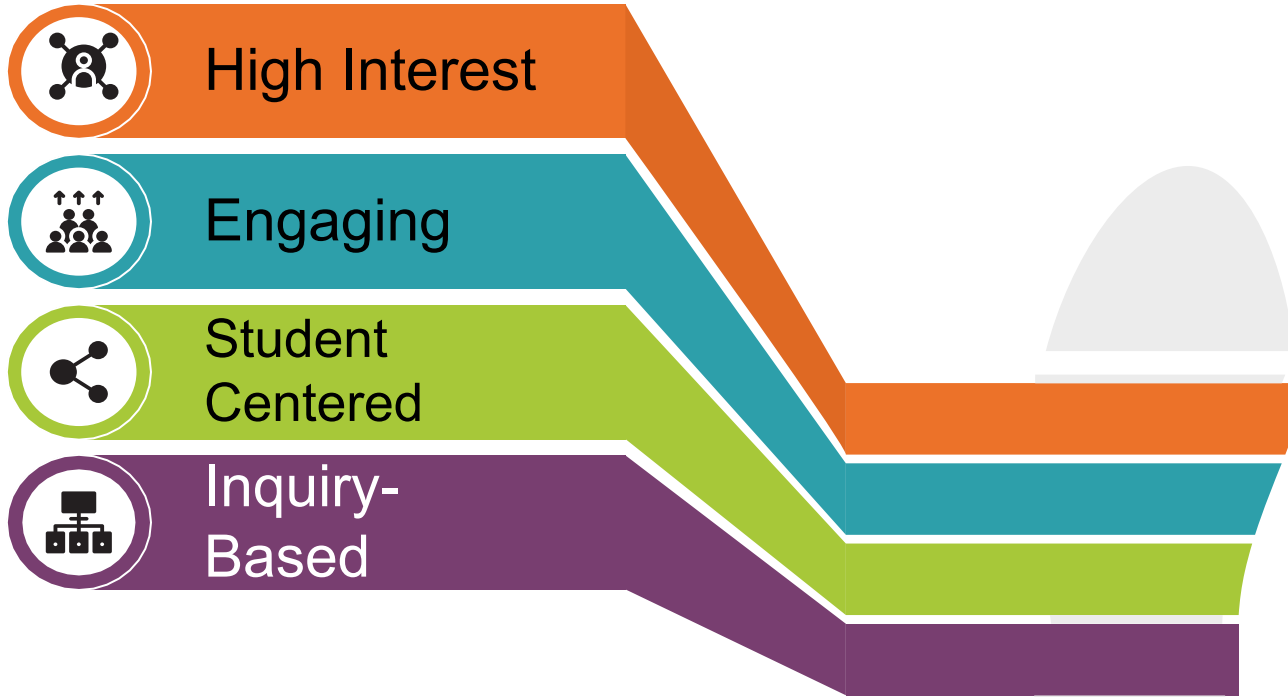
Small Gr  
Accelera

Collaborative  
Groups

Trainer of  
Teachers

Job embedded  
professional  
learning

# How Are We Building Historians THROUGH OUR sSOCIAL sTUDIES cOURSES IN ECISD?



# What is the DBQ [document-based questioning]

## Project?

Future citizens will  
experienced in looking at  
various issues and  
perspectives, listening to both  
sides, and creating their own  
conclusions

### Historical Thinking + Reading & Writing

Students need more  
support in reading and  
**UNDERSTANDING**  
informational texts to  
become better analytical  
thinkers.

### Document-Based Question

We use real questions to  
anchor our units in Social  
Studies. Each unit has  
different readings, writings,  
and interviews students use  
to answer a big question.



## Why Was the Equal Rights Amendment Defeated?



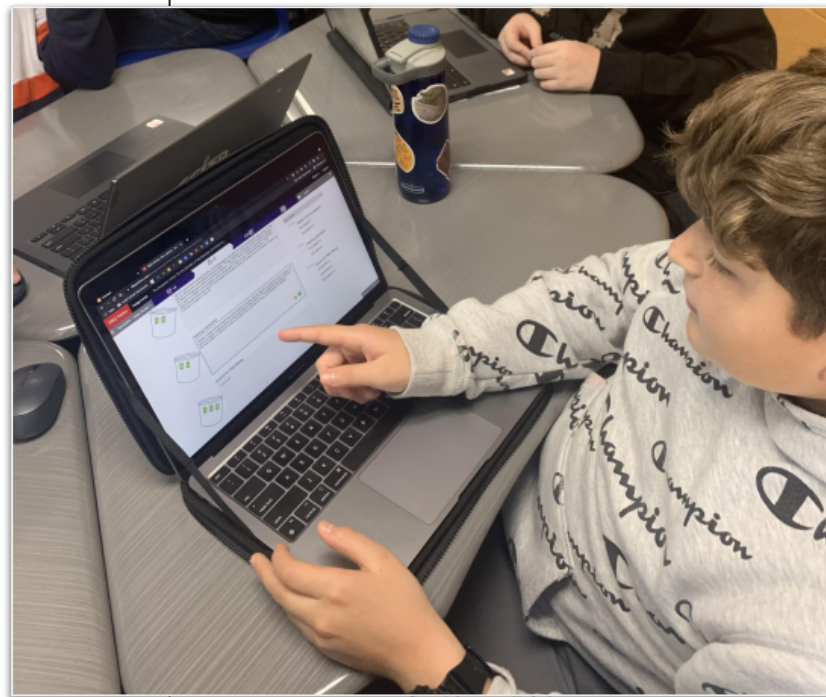
**Proposed 27th Amendment (ERA)  
Section 1**

*Equality of rights under the law shall not be denied  
or abridged by the United States or by any state  
on account of sex.*

A Document Based Question (DBQ)

## What Is Driving China's Water-Scarcity Crisis?

20



Document F: Water Pricing Policy (text)

A Mini Document Based Question (Mini-Q)

# December Rate of Improvement

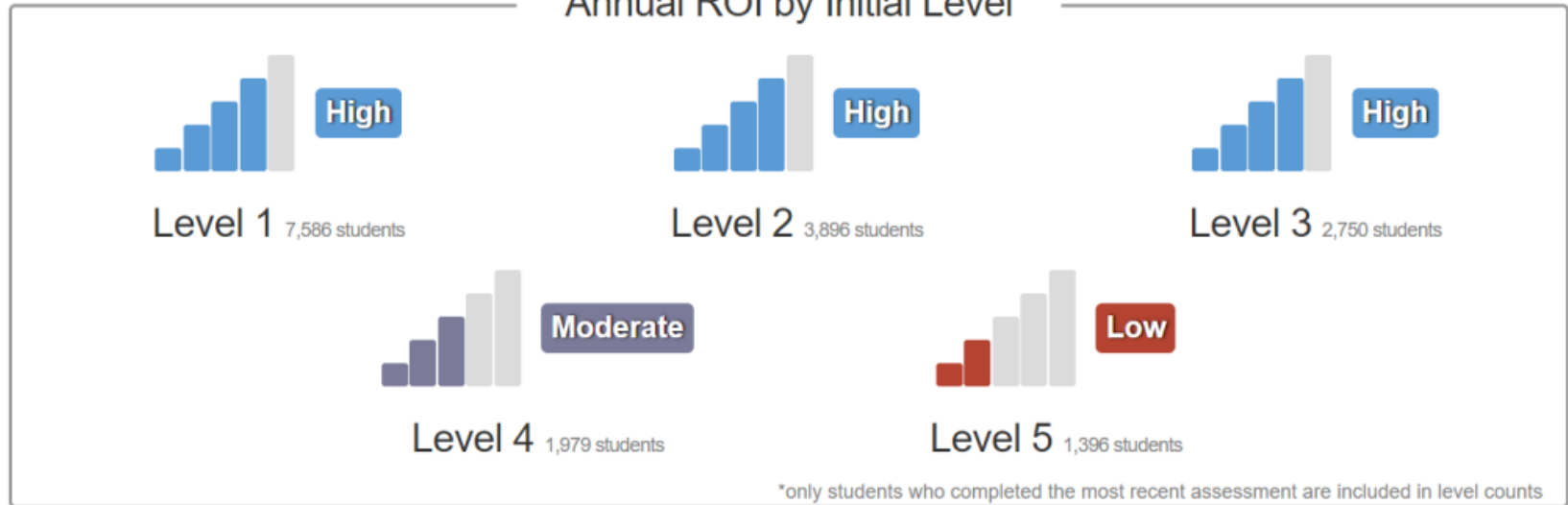
## Rate of Improvement (ROI)

[Edit Report](#) [Save Report](#) [Print](#)

ISIP™ Reading results for **Ector County ISD**

School Year 2021/2022

### Annual ROI by Initial Level



\*only students who completed the most recent assessment are included in level counts

# January Rate of Improvement

## Rate of Improvement (ROI)

Edit Report

Save Report

Print

ISIP™ Reading results for Ector County ISD

School Year 2021/2022

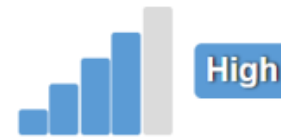
### Annual ROI by Initial Level



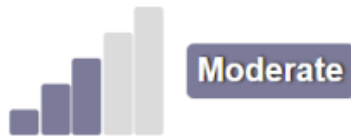
Level 1 7,964 students



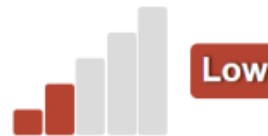
Level 2 4,048 students



Level 3 2,807 students



Level 4 2,052 students



Level 5 1,434 students

\*only students who completed the most recent assessment are included in level counts

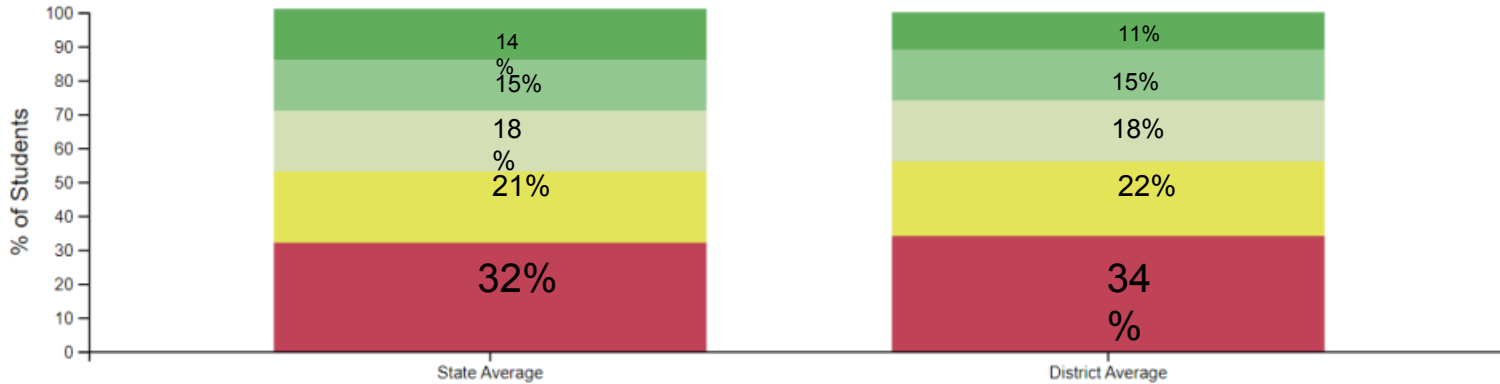
# Comparison to the State

## Comparison

[Edit Report](#) [Save Report](#) [Print](#)

### ISIP™ Reading results for Ector County ISD

School Year 2021/2022



[Understanding Comparisons](#)



Our Students ...  
the Future