**Tioga Early College Bridge Program**

Tioga Early College will begin the recruitment of candidates in the 8th grade year. Interested students will be placed in a Practical Writing and Reading course for the entire year. Improving reading and writing skills will be the focus of the course. Students will also be gaining exposure to the reading and writing standards of college level work. Eliminating reading and writing barriers will be a primary goal while improving college readiness.

Upon the completion of the course, students will be tested with the ACCUPLACER exam. The ACCUPLACER exam is an exam by COLLEGEBOARD designed to measure TSI readiness. A passing score will place students into our ECHS unconditionally his or her freshmen year.

Students who are unsuccessful on the ACCUPLACER exam will continue in our bridge program under Phase 2. He or she will be allowed to take one class in the fall and one class in the spring semester of the freshmen year with continued support services to ensure success. While taking these courses, students will be enrolled in phase 2 of our bridge program. Students will be required to enroll in Practical Writing Skills (03221300) and Reading 1 (03270900). Student who are unable to enroll in this class will not be able to enroll in the first 2 introductory college courses.

Upon completion of the first semester of Phase 2 of the bridge program, students will attempt the ACCUPLACER again. If successful, students will not be required to continue Phase 2. However, students who do not receive a passing standard on the ACCUPLACER in December, will be required to complete Phase 2. After completion of Phase 2, students will retest.

Phase 3 of the Bride Program will be a summer program scheduled the first two weeks of summer. Tioga Early College High School will provide certified staff who will focus on TSI requirements and standards. Students who have not met TSI standards will be required to attend Phase 3 and test again. Unsuccessful students, will NOT be allowed to continue in the ECHS until Phase 3 is repeated the following summer.

New high school students to the district will be allowed to begin the Bridge Program in phase 2 regardless of his or her grade. After finishing the bridge program, students will attend Tioga High School Orientation.

It is Tioga ECHS responsibility to provide testing arrangements and cover all fees associated with testing.

**§110.54. Practical Writing Skills (One-Half to One Credit).**

(a)  Introduction.

(1)  The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

(2)  For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3)  Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4)  The essential knowledge and skills as well as the student expectations for Practical Writing Skills, an elective course, are described in subsection (b) of this section.

(b)  Knowledge and skills.

(1)  The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:

(A)  employ written conventions appropriately such as capitalizing and punctuating for various forms;

(B)  use correct spelling;

(C)  produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;

(D)  use varied sentence structures to express meanings and achieve desired effect; and

(E)  use appropriate vocabulary.

(2)  The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:

(A)  apply prewriting strategies to generate ideas and plan;

(B)  develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

(C)  use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D)  use effective sequence and transitions to achieve coherency;

(E)  revise drafts by rethinking content, organization, and style to better accomplish the task;

(F)  edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;

(G)  use resources such as texts and other people as needed for proofreading, editing, and revising; and

(H)  use available technology for creating, revising, editing, and publishing texts.

(3)  The student reads and writes for a variety of audiences and purposes. The student is expected to:

(A)  read a variety of informational text;

(B)  write informational text; and

(C)  practice effective, efficient note taking.

(4)  The student evaluates his/her own writing and the writing of others. The student is expected to:

(A)  evaluate how well writing achieves its purposes;

(B)  analyze and discuss published pieces as writing models; and

(C)  review written work to determine its strengths and weaknesses and to set goals as a writer.

(5)  The student analyzes informational text. The student is expected to:

(A)  use effective reading strategies to determine a written work's purpose and intended audience;

(B)  identify explicit and implicit textual information, including main ideas and author's purpose;

(C)  draw and support complex inferences from text to distinguish facts from opinions;

(D)  analyze the author's quality of evidence for an argument;

(E)  evaluate the use of both literal and figurative language;

(F)  analyze the audience and purpose of informational and persuasive text;

(G)  analyze how an author's use of language creates imagery and mood; and

(H)  analyze insights gained from text to text, text to self, and text to world.

(6)  The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:

(A)  apply knowledge of roots and affixes to infer the meanings of new words; and

(B)  use reference guides to confirm the meanings of new words and concepts.

*Source: The provisions of this §110.54 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective August 22, 2011, 35 TexReg 3261.*

**§110.47. Reading I, II, III (One-Half to Three Credits).**

(a)  Introduction.

(1)  Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

(2)  For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3)  Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4)  The essential knowledge and skills as well as the student expectations for Reading I, II, III, elective courses, are described in subsection (b) of this section.

(b)  Knowledge and skills.

(1)  The student uses a variety of word recognition strategies. The student is expected to:

(A)  apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B)  use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words.

(2)  The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A)  expand vocabulary by reading, viewing, listening, and discussing;

(B)  determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies;

(C)  recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations;

(D)  apply the knowledge of roots, affixes, and word origins to infer meanings; and

(E)  use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases.

(3)  The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:

(A)  read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions;

(B)  read to complete academic tasks;

(C)  read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions;

(D)  read to gain content/background knowledge as well as insight about oneself, others, or the world; and

(E)  read for enjoyment.

(4)  The student comprehends texts using effective strategies. The student is expected to:

(A)  use prior knowledge and experience to comprehend;

(B)  determine and adjust purpose for reading;

(C)  self-monitor reading and adjust when confusion occurs by using appropriate strategies;

(D)  summarize texts by identifying main ideas and relevant details;

(E)  construct visual images based on text descriptions;

(F)  use study skills such as previewing, highlighting, annotating, note taking, and outlining; and

(G)  use questioning to enhance comprehension before, during, and after reading.

(5)  The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:

(A)  find similarities and differences across texts such as explanations, points of view, or themes;

(B)  identify explicit and implicit meanings of texts;

(C)  support inferences with text evidence and experience;

(D)  analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence; and

(E)  distinguish facts from simple assertions and opinions.

(6)  The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:

(A)  identify and analyze the audience, purpose, and message of the text;

(B)  evaluate the credibility and relevance of informational sources;

(C)  analyze the presentation of information and the strength of quality of the evidence used by the author; and

(D)  evaluate the author's motivation, stance, or position and its effect on the validity of the text.

(7)  The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:

(A)  read silently or orally such as paired reading or literature circles for sustained periods of time; and

(B)  adjust reading rate based on purposes for reading.

(8)  The student formulates and supports responses to a wide variety of texts. The student is expected to:

(A)  respond actively to texts in both aesthetic and critical ways;

(B)  respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation;

(C)  support responses with prior knowledge and experience; and

(D)  support responses with explicit textual information.

(9)  The student reads and responds to informational texts. The student is expected to:

(A)  generate relevant and interesting questions;

(B)  use text features and graphics to form an overview to determine where to locate information;

(C)  analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution;

(D)  organize and record new information in systematic ways such as outlines, charts, and graphic organizers; and

(E)  communicate information gained from reading.

(10)  The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A)  compare text events with personal and other readers' experiences; and

(B)  recognize literary themes and connections that cross cultures.

*Source: The provisions of this §110.47 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective August 22, 2011, 35 TexReg 3261.*

**Tioga High School 2018-2019 Orientation**

**July 19th, 2018**

 9:00-10:00 Introduction to Tioga High School and Early College High School

 10:00 -11:00 On-line application to Grayson College

 11:00 – 1:00 Course Selection and Advising

 1:00 – 6:00 On Site TSI Testing (all grade levels)

**August 6th and 7th, 2018**

 10:00 Student Sign-in and Registration Turn-in

 10:15 School Policy and Procedures (Student Council Members)

 10:45 Student Expectations (Mrs. Waller and Mrs. Hamner)

 11:15 School Tour and Information (Student Council)

 11:30 Schedules and Student Advising (Mrs. Patton and Mrs. Hamner)