

A Framework for English Language Learners' Success

**English Language Proficiency
Standards (ELPS) Academy
Resource Supplement**

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Chapter 74.4

English Language Proficiency Standards

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners. School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for English language learners to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that English language learners acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving English language learners opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to English language learners in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. English language learners may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct English language learners commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to English language learners in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These English language learners 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.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The English language learner uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
- (F) use accessible language and learn new and essential language in the process;
- (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
- (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

(2) Cross-curricular second language acquisition/listening. The English language learner listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) distinguish sounds and intonation patterns of English with increasing ease;
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
- (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
- (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
- (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

(3) Cross-curricular second language acquisition/speaking. The English language learner speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
- (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
- (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
- (E) share information in cooperative learning interactions;
- (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
- (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
- (I) adapt spoken language appropriately for formal and informal purposes; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading. The English language learner reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

(5) Cross-curricular second language acquisition/writing. The English language learner writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the English language learner to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and

scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents;
 - (ii) using possessive case (apostrophe s) correctly; and
 - (iii) using negatives and contractions correctly;
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

(d) Proficiency level descriptors.

(1) Listening, Kindergarten-Grade 12. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of English language learners in this language domain in order to linguistically accommodate their instruction.

- (A) Beginning. Beginning English language learners have little or no ability to understand spoken English in academic and social settings. These students:
 - (i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;
 - (ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for English language learners; and
 - (iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.
- (B) Intermediate. Intermediate English language learners have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;

(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for English language learners; and

(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

(C) Advanced. Advanced English language learners have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;

(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for English language learners; and

(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(D) Advanced high. Advanced high English language learners have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;

(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and

(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of English language learners in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning English language learners have little or no ability to speak English in academic and social settings. These students:

(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;

(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary,

including key words and expressions needed for basic communication in academic and social contexts;

(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;

(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and

(v) typically use pronunciation that significantly inhibits communication.

(B) Intermediate. Intermediate English language learners have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;

(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and

(v) use pronunciation that can usually be understood by people accustomed to interacting with English language learners.

(C) Advanced. Advanced English language learners have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;

(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;

(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;

(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and

(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with English language learners.

(D) Advanced high. Advanced high English language learners have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;

(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;

(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;

(iv) make few second language acquisition errors that interfere with overall communication; and

(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

(3) Reading, Kindergarten-Grade 1. English language learners in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of English language learners in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.

(A) Beginning. Beginning English language learners have little or no ability to use the English language to build foundational reading skills. These students:

(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:

(I) read in short "chunks;"

(II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and

(III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;

(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and

(iii) have difficulty decoding most grade-appropriate English text because they:

(I) understand the meaning of very few words in English; and

(II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.

(B) Intermediate. Intermediate English language learners have a limited ability to use the English language to build foundational reading skills. These students:

(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:

(I) predictable story lines;

(II) highly familiar topics;

(III) primarily high-frequency, concrete vocabulary;

(IV) short, simple sentences; and

(V) visual and linguistic supports;

(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and

(iii) have difficulty decoding grade-appropriate English text because they:

(I) understand the meaning of only those English words they hear frequently; and

(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.

(C) Advanced. Advanced English language learners have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;

(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and

(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:

(I) understand the meaning of most grade-appropriate English words; and

(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.

(D) Advanced high. Advanced high English language learners have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;

(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and

(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

(4) Reading, Grades 2-12. English language learners in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of English language learners in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning English language learners have little or no ability to read and understand English used in academic and social contexts. These students:

(i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:

- (I) environmental print;
 - (II) some very high-frequency words; and
 - (III) concrete words that can be represented by pictures;
- (ii) read slowly, word by word;
 - (iii) have a very limited sense of English language structures;
 - (iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;
 - (v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and
 - (vi) are able to apply reading comprehension skills in English only when reading texts written for this level.

(B) Intermediate. Intermediate English language learners have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:

- (i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:
 - (I) everyday oral language;
 - (II) literal meanings of common words;
 - (III) routine academic language and terms; and
 - (IV) commonly used abstract language such as terms used to describe basic feelings;
- (ii) often read slowly and in short phrases; may re-read to clarify meaning;
- (iii) have a growing understanding of basic, routinely used English language structures;
- (iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;
- (v) struggle to independently read and understand grade-level texts; and
- (vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.

(C) Advanced. Advanced English language learners have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

- (i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
 - (I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;
 - (II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and

(III) understand multiple meanings of commonly used words;

(ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;

(iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

(D) Advanced high. Advanced high English language learners have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;

(ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;

(iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

(5) Writing, Kindergarten-Grade 1. English language learners in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of English language learners in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.

(A) Beginning. Beginning English language learners have little or no ability to use the English language to build foundational writing skills. These students:

(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);

(ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;

(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and

(iv) may demonstrate little or no awareness of English print conventions.

(B) Intermediate. Intermediate English language learners have a limited ability to use the English language to build foundational writing skills. These students:

(i) know enough English to explain briefly and simply self-generated writing, including

emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;

(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;

(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and

(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.

(C) Advanced. Advanced English language learners have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;

(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and

(iv) occasionally exhibit second language acquisition errors when writing in English.

(D) Advanced high. Advanced high English language learners have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:

(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and

(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.

(6) Writing, Grades 2-12. English language learners in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of English language learners in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning English language learners lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate

writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and

(iii) exhibit writing features typical at this level, including:

(I) ability to label, list, and copy;

(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;

(III) present tense used primarily; and

(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of English language learners.

(B) Intermediate. Intermediate English language learners have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:

(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and

(iii) exhibit writing features typical at this level, including:

(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;

(II) high-frequency vocabulary; academic writing often has an oral tone;

(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;

(IV) repetition of ideas due to lack of vocabulary and language structures;

(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;

(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;

(VII) primary language features and errors associated with second language acquisition may be frequent; and

(VIII) some writing may be understood only by individuals accustomed to the writing of English language learners; parts of the writing may be hard to understand even for individuals accustomed to English language learner writing.

(C) Advanced. Advanced English language learners have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and

(iii) exhibit writing features typical at this level, including:

(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;

(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;

(III) use of a variety of common cohesive devices, although some redundancy may occur;

(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;

(V) occasional second language acquisition errors; and

(VI) communications are usually understood by individuals not accustomed to the writing of English language learners.

(D) Advanced high. Advanced high English language learners have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:

(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and

(iii) exhibit writing features typical at this level, including:

(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;

(II) occasional difficulty with naturalness of phrasing and expression; and

(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.

(e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Source: The provisions of this §74.4 adopted to be effective December 25, 2007, 32 TexReg 9615.

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Summaries of ELPS Introduction, District Responsibilities and Student Expectations* (subsection a,b,c)

ELPS Introduction

- a1:** Part of required curriculum for each subject including **proficiency standards** and **level descriptors**
- a2:** English language learners need **social and academic English** language proficiency to be successful
- a3:** Instruction must integrate social and academic English in content areas
- a4:** English language learners must read, write, listen, and speak in increasing complexity
- a5:** Student Expectations of ELPS apply to K-12 students
- a6:** Level descriptors are not grade specific and serve as a road map

District Responsibilities

- b1:** Identify students' proficiency levels using proficiency level descriptors
- b2:** Provide **linguistically accommodated** content instruction (communicated, sequenced, scaffolded)
- b3:** Provide linguistically accommodated content-based language instruction
- b4:** Focused, targeted, and systematic language instruction for beginning and intermediate English language learners (Grade 3 or higher)

Student Expectations

Learning Strategies

- c1A:** Use prior knowledge to learn new language
- c1B:** Monitor language with self-corrective techniques
- c1C:** Use techniques to learn new vocabulary
- c1D:** Speak using learning strategies
- c1E:** Use and reuse new basic and academic language to internalize language
- c1F:** Use accessible language to learn new language
- c1G:** Distinguish formal and informal English
- c1H:** Expand repertoire of language learning strategies

Listening

- c2A:** Distinguish sound and intonation
- c2B:** Recognize English sound system in new vocabulary
- c2C:** Learn new language heard in classroom interactions and instruction
- c2D:** Monitor understanding and seek clarification
- c2E:** Use visual, contextual linguistic support to confirm and enhance understanding
- c2F:** Derive meaning from a variety of media
- c2G:** Understand general meaning, main points, and details
- c2H:** Understand implicit ideas and information
- c2I:** Demonstrate listening comprehension

Speaking

- c3A:** Practice using English sound system in new vocabulary
- c3B:** Use new vocabulary in stories, descriptions, and classroom communication
- c3C:** Speak using a variety of sentence structures
- c3D:** Speak using grade level content area vocabulary in context
- c3E:** Share in cooperative groups
- c3F:** Ask and give information using high-frequency and content area vocabulary
- c3G:** Express opinions, ideas and feelings
- c3H:** Narrate, describe and explain
- c3I:** Adapt spoken language for formal and informal purposes
- c3J:** Respond orally to information from a variety of media sources

Reading

- c4A:** Learn relationships of sounds and letters in English
- c4B:** Recognize directionality of English text
- c4C:** Develop sight vocabulary and language structures
- c4D:** Use prereading supports
- c4E:** Read linguistically accommodated content area materials
- c4F:** Use visual and contextual supports to read text
- c4G:** Show comprehension of English text individually and in groups
- c4H:** Read silently with comprehension
- c4I:** Show comprehension through basic reading skills
- c4J:** Show comprehension through inferential skills
- c4K:** Show comprehension through analytical skills

Writing

- c5A:** Learn relationships between sounds and letters when writing
- c5B:** Write using newly acquired vocabulary
- c5C:** Spell familiar English words
- c5D:** Edit writing
- c5E:** Employ complex grammatical structures
- c5F:** Write using variety of sentence structures and words
- c5G:** Narrate, describe, and explain in writing

**These summaries must be used in conjunction with actual cross curricular student expectations when planning instruction. Used with permission from Canter Press, 2008.*

Summaries of ELPS: Proficiency Level Descriptors

(subsection d)

Listening (d1: K-12)

At the Beginning (A) Level

The student comprehends...

1A(i) few **simple conversations** with linguistic support

1A(ii) **modified conversation**

1A(iii) few words, **does not seek clarification**, watches others for cues

At the Intermediate (B) Level

The student comprehends...

1B(i) unfamiliar language with **linguistic supports** and adaptations

1B(ii) unmodified conversation with **key words** and phrases

1B(iii) with **requests for clarification** by asking speaker to repeat, slow down, or rephrase speech

At the Advanced (C) Level

The student comprehends...

1C(i) with some processing time, **visuals, verbal cues, and gestures; for unfamiliar conversations**

1C(ii) most unmodified interaction

1C(iii) with occasional **requests** for the speaker to slow down, repeat, rephrase, and **clarify meaning**

At the Advanced High (D) Level

The student comprehends...

1D(i) longer **discussions on unfamiliar topics**

1D(ii) spoken information nearly **comparable to native speaker**

1D(iii) with few requests for speaker to slow down, repeat, or rephrase

Speaking (d2: K-12)

At the Beginning (A) Level

The student speaks...

2A(i) using **single words and short phrases** with practiced material; tends to give up on attempts

2A(ii) using **limited bank of key vocabulary**

2A(iii) with **recently practiced familiar material**

2A(iv) with frequent **errors** that hinder communication

2A(v) with **pronunciation that inhibits communication**

At the Intermediate (B) Level

The student speaks...

2B(i) with **simple messages** and hesitation to think about meaning

2B(ii) using **basic vocabulary**

2B(iii) with **simple sentence structures** and present tense

2B(iv) with **errors** that inhibit unfamiliar communication

2B(v) with **pronunciation generally understood** by those familiar with English language learners

At the Advanced (C) Level

The student speaks...

2C(i) in conversations with some **pauses to restate, repeat, and clarify**

2C(ii) using **content-based and abstract terms** on familiar topics

2C(iii) with **past, present, and future**

2C(iv) using **complex sentences** and grammar with some errors

2C(v) with **pronunciation usually understood** by most

At the Advanced High (D) Level

The student speaks...

2D(i) in **extended discussions** with few pauses

2D(ii) using **abstract content-based vocabulary** except low frequency terms; using idioms

2D(iii) with grammar **nearly comparable to native speaker**

2D(iv) with **few errors** blocking communication

2D(v) **occasional mispronunciation**

Reading (d4: 2-12)

At the Beginning (A) Level

The student reads...

4A(i) little except recently practiced terms, **environmental print**, high frequency words, **concrete words represented by pictures**

4A(ii) **slowly, word by word**

4A(iii) with very limited sense of English structure

4A(iv) with comprehension of **practiced, familiar text**

4A(v) with need for **visuals and prior knowledge**

4A(vi) modified and **adapted text**

At the Intermediate (B) Level

The student reads...

4B(i) **wider range of topics:** and everyday academic language

4B(ii) **slowly and rereads**

4B(iii) basic language structures

4B(iv) simple sentences with **visual cues, pretaught vocabulary and interaction**

4B(v) **grade-level texts** with difficulty

4B(vi) at high level with **linguistic accommodation**

At the Advanced (C) Level

The student reads...

4C(i) abstract grade appropriate text

4C(ii) **longer phrases and familiar sentences** appropriately

4C(iii) while developing the ability to construct meaning from text

4C(iv) at **high comprehension** level with **linguistic support** for unfamiliar topics and to clarify meaning

At the Advanced High (D) Level

The student reads...

4D(i) **nearly comparable to native speakers**

4D(ii) **grade appropriate familiar text** appropriately

4D(iii) while constructing meaning at near native ability level

4D(iv) with high level comprehension with **minimal linguistic support**

Writing (d6: 2-12)

At the Beginning (A) Level

The student writes...

6A(i) with **little ability to use English**

6A(ii) **without focus** and coherence, conventions, organization, voice

6A(iii) labels, lists, and copies of printed text and **high-frequency words/phrases**, short and simple, practiced sentences primarily in **present tense with frequent errors** that hinder or prevent understanding

At the Intermediate (B) Level

The student writes...

6B(i) with **limited ability to use English** in content area writing

6B(ii) best on **topics that are highly familiar** with simple English

6B(iii) with **simple oral tone in messages**, high-frequency vocabulary, loosely connected text, repetition of ideas, **mostly in the present tense**, undetailed descriptions, and frequent errors

At the Advanced (C) Level

The student writes...

6C(i) grade appropriate **ideas with second language support**

6C(ii) with extra need for second language **support when topics are technical and abstract**

6C(iii) with a grasp of basic English usage and some understanding of complex usage with **emerging grade-appropriate vocabulary** and a more academic tone

At the Level: Advanced High (D)

The student writes...

6D(i) grade appropriate **content area ideas with little need for linguistic support**

6D(ii) develop and demonstrate **grade appropriate writing**

6D(iii) **nearly comparable to native speakers** with clarity and precision, with **occasional difficulties** with naturalness of language

*These summaries are not appropriate to use in formally identifying student proficiency levels for TELPAS. TELPAS assessment and training materials are provided by the Texas Education Agency Student Assessment Division: http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793
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Understanding the ELPS Framework: (1) Linguistically Accommodated Instruction

Curriculum for English language learners must be...

Communicated

What is it?

Comprehensible input is used to convey the meaning of key concepts to students. (Krashen, 1983)

Examples:

- Visuals, TPR (Total Physical Response) and other techniques to communicate key concepts
- Clear explanation of academic tasks
- Speech appropriate for language level
- Use of Native Language Resources (Echevarria, Vogt, Short, 2008)

Curriculum for English language learners must be...

Sequenced

What is it?

Instruction is differentiated to align with the progression of students' language development level. (Hill & Flynn, 2006)

Examples:

- Differentiating language and content instruction
- Targeted use of supplementary materials and resources
- Pre-teaching social and academic vocabulary necessary for interaction and classroom tasks (Hill & Flynn, 2006)

Curriculum for English language learners must be...

Scaffolded

What is it?

English language learners receive structured support that leads to independent acquisition of language and content knowledge. (Echevarria, Vogt, Short, 2008)

Examples:

- Oral scaffolding: recasting, paraphrasing, wait time, etc.
- Procedural scaffolding: moving from whole class, to group, to individual tasks.
- Instructional scaffolding: providing students concrete structures such as sentence and paragraph frames, patterns, and models. (Echevarria, Vogt, & Short, 2008)

Why the ELPS?

English language learners benefit from...

...content area instruction that is accommodated to their need for comprehensible input (Krashen, 1983; Echevarria, Vogt & Short, 2008).

...academic language instruction integrated into content area instruction (August & Shanahan, 2006; Chamot & O'mally, 1984; Crandall, 1987; Samway & McKeon, 2007; Snow et. al. 1989).

...programs that hold high expectations for students for academic success (Samway & McKeon 2007).

Language proficiency standards provide a common framework for integrating language and content instruction for English learners (Echevarria, Vogt & Short, 2008).

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Language Objectives Aligned to Cross-Curricular Student Expectations (subsection c)

Student Expectations

Learning Strategies

- 1A:** Use what they know about ___ to predict the meaning of ...
- 1B:** Check how well they are able to say ...
- 1C:** Use ___ to learn new vocabulary about...
- 1D:** Use strategies such as ___ to discuss...
- 1E:** Use and reuse the words/phrases ___ in a discussion/writing activity about...
- 1F:** Use the phrase ___ to learn the meaning of ...
- 1G:** Use formal/informal English to describe...
- 1H:** Use strategies such as ___ to learn the meaning of...

Listening

- 2A:** Recognize correct pronunciation of
- 2B:** Recognize sounds used in the words ...
- 2C:** Identify words and phrases heard in a discussion about ...
- 2D:** Check for understanding by/Seek help by ...
- 2E:** Use supports such as ___ to enhance understanding of...
- 2F:** Use ___ (media source) to learn/review ...
- 2G:** Describe general meaning, main points, and details heard in ...
- 2H:** Identify implicit ideas and information heard in ...
- 2I:** Demonstrate listening comprehension by...

Speaking

- 3A:** Pronounce the words ___ correctly...
- 3B:** Use new vocabulary about ___ in stories, pictures, descriptions, and/or classroom communication ...
- 3C:** Speak using a variety of types of sentence stems about ...
- 3D:** Speak using the words___ about...
- 3E:** Share in cooperative groups about ...
- 3F:** Ask and give information using the words...
- 3G:** Express opinions, ideas and feelings about ___ using the words/phrases...
- 3H:** Narrate, describe and explain
- 3I:** Use formal/informal English to say ...
- 3J:** Respond orally to information from a variety of media sources about...

Reading

- 4A:** Identify relationships between sounds and letters by...
- 4B:** Recognize directionality of English text....
- 4C:** Recognize the words/phrases...
- 4D:** Use prereading supports such as ___ to understand...
- 4E:** Read materials about ___ with support of simplified text/visuals/word banks as needed...
- 4F:** Use visual and contextual supports to read ...
- 4G:** Show comprehension of English text about ...
- 4H:** Demonstrate comprehension of text read silently by...
- 4I:** Show comprehension of text about ___ through basic reading skills such as ...
- 4J:** Show comprehension of text/graphic sources about ___ through inferential skills such as ...
- 4K:** Show comprehension of text about ___ through analytical skills such as ...

Writing

- 5A:** Learn relationships between sounds and letters when writing about ...
- 5B:** Write using newly acquired vocabulary about ...
- 5C:** Spell English words such as ...
- 5D:** Edit writing about ...
- 5E:** Use simple and complex sentences to write about ...
- 5F:** Write using a variety of sentence frames and selected vocabulary about ...
- 5G:** Narrate, describe, and explain in writing about ...

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Guidelines for Linguistic Accommodations for Each Proficiency Level

Note: Guidelines at specific proficiency levels may be beneficial for students at all levels of proficiency depending on the context of instructional delivery, materials, and students' background knowledge. Used with permission from Canter Press, 2008.

Communicating and Scaffolding Instruction

Listening

Teachers...

- Allow use of same language peer and native language support
- Expect student to struggle to understand simple conversations
- Use gestures and movement and other linguistic support to communicate language and expectations

Intermediate (B)

- Provide visuals, slower speech, verbal cues, simplified language
- Preteach vocabulary before discussions and lectures
- Teach phrases for student to request speakers repeat, slow down, or rephrase speech

Advanced (C)

- Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations
- Provide opportunities for student to request clarification, repetition and rephrasing

Advanced High (D)

- Allow some extra time when academic material is complex and unfamiliar
- Provide visuals, verbal cues, and gestures when material is complex and unfamiliar

Speaking

Teachers...

- Provide short sentence stems and single words for practice before conversations
- Allow some nonparticipation in simple conversations
- Provide word bank of key vocabulary
- Model pronunciation of social and academic language

Intermediate (B)

- Allow extra processing time
- Provide sentence stems with simple sentence structures and tenses
- Model and provide practice in pronunciation of academic terms

Advanced (C)

- Allow extra time after pauses
- Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms

Advanced High (D)

- Opportunities for extended discussions
- Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms

Reading

Teachers...

- Organize reading in chunks
- Practice high frequency, concrete terms
- Use visual and linguistic supports
- Explain classroom environmental print
- Use adapted text

Intermediate (B)

- Allow wide range of reading
- Allow grade-level comprehension and analysis of tasks including drawing and use of native language and peer collaboration
- Provide high level of visual and linguistic supports with adapted text and pretaught vocabulary

Advanced (C)

- Allow abstract grade-level reading comprehension and analysis with peer support
- Provide visual and linguistic supports including adapted text for unfamiliar topics

Advanced High (D)

- Allow abstract grade-level reading
- Provide minimal visual and linguistic supports
- Allow grade level comprehension and analysis tasks with peer collaboration

Writing

Teachers...

- Allow drawing and use of native language to express concepts
- Allow student to use high frequency recently memorized, and short, simple, sentences
- Provide short, simple sentence stems with present tense and high frequency vocabulary

Intermediate (B)

- Allow drawing and use of native language to express academic concepts
- Allow writing on familiar, concrete topics
- Avoid assessment of language errors in content area writing
- Provide simple sentence stems and scaffolded writing assignments

Advanced (C)

- Provide grade-level appropriate writing tasks
- Allow abstract and technical writing with linguistic support including teacher modeling and student interaction

- Provide complex sentence stems for scaffolded writing assignments

Advanced High (D)

- Provide complex grade-level appropriate writing tasks
- Allow abstract and technical writing with minimal linguistic support
- Use genre analysis to identify and use features of advanced English writing

ELPS-TELPAS Student Proficiency Profile

Teacher Name:

Grade Level/Course:

ELPS Cross-Curricular Student Expectations

Listening

- c2A: Distinguish sound and intonation
- c2B: Recognize English sound system in new vocabulary
- c2C: Learn new language heard in classroom interactions and instruction
- c2D: Monitor understanding and seek clarification
- c2E: Use visual, contextual linguistic support to confirm and enhance understanding
- c2F: Derive meaning from a variety of media
- c2G: Understand general meaning, main points, and details
- c2H: Understand implicit ideas and information
- c2I: Demonstrate listening comprehension

ELPS Cross-Curricular Student Expectations

Speaking

- c3A: Practice using English sound system in new vocabulary
- c3B: Use new vocabulary in stories, descriptions, and classroom communication
- c3C: Speak using a variety of sentence structures
- c3D: Speak using grade level content area vocabulary in context
- c3E: Share in cooperative groups
- c3F: Ask and give information using high-frequency and content area vocabulary
- c3G: Express opinions, ideas and feelings
- c3H: Narrate, describe and explain for formal and informal purposes
- c3I: Adapt spoken language
- c3J: Respond orally to information from a variety of media sources

ELPS Cross-Curricular Student Expectations

Reading

- c4A: Learn relationships of sounds and letters in English
- c4B: Recognize directionality of English text
- c4C: Develop sight vocabulary and language structures
- c4D: Use prereading supports
- c4E: Read linguistically accommodated content area materials
- c4F: Use visual and contextual supports to read text
- c4G: Show comprehension of English text individually and in groups
- c4H: Read silently with comprehension
- c4I: Show comprehension through basic reading skills
- c4J: Show comprehension through inferential skills
- c4K: Show comprehension through analytical skills

ELPS Cross-Curricular Student Expectations

Writing

- c5A: Learn relationships between sounds and letters when writing
- c5B: Write using newly acquired vocabulary
- c5C: Spell familiar English words
- c5D: Edit writing
- c5E: Employ complex grammatical structures
- c5F: Write using variety of sentence structures and words
- c5G: Narrate, describe, and explain in writing

Teachers can plot student names according to level.

Student Names	Student Names	Student Names	Student Names
Beginner Level 1. _____ 2. _____ 3. _____	Beginner Level 1. _____ 2. _____ 3. _____	Beginner Level 1. _____ 2. _____ 3. _____	Beginner Level 1. _____ 2. _____ 3. _____
Intermediate Level 1. _____ 2. _____ 3. _____	Intermediate Level 1. _____ 2. _____ 3. _____	Intermediate Level 1. _____ 2. _____ 3. _____	Intermediate Level 1. _____ 2. _____ 3. _____
Advanced Level 1. _____ 2. _____ 3. _____	Advanced Level 1. _____ 2. _____ 3. _____	Advanced Level 1. _____ 2. _____ 3. _____	Advanced Level 1. _____ 2. _____ 3. _____
Advanced High Level 1. _____ 2. _____ 3. _____	Advanced High Level 1. _____ 2. _____ 3. _____	Advanced High Level 1. _____ 2. _____ 3. _____	Advanced High Level 1. _____ 2. _____ 3. _____

ELPS Cross-Curricular Student Expectations summaries used with permission ©Canter Press.

Performance-Based Activities

The following performance-based listening, speaking, reading, and writing activities are recommended for teachers to implement in their instruction as ways to gather information on how students are progressing in English language development. The suggested list of activities is not intended to be exhaustive.

Grades K-12 Listening Activities

- Reacting to oral presentations
- Responding to text read aloud
- Following directions
- Cooperative group work
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Individual student conferences

Grades K-12 Reading Activities

- Paired reading
- Sing-alongs and read-alongs, including chants and poems
- Shared reading with big books, charts, overhead transparencies, and other displays
- Guided reading with leveled readers
- Reading subject-area texts and related materials
- Independent reading
- Cooperative group work
- Reading-response journals
- Read and think aloud, using high-interest books relating to student's background

Grades K-12 Speaking Activities

- Cooperative group work
- Oral presentations
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Classroom discussions
- Articulation of problem-solving strategies
- Individual student conferences

Grades K-12 Writing Activities

- Shared writing for literacy and content area development
- Language experience dictation
- Organization of thoughts and ideas through prewriting strategies
- Making lists for specific purposes
- Labeling pictures, objects, and items from projects
- Descriptive writing on a familiar topic or writing about a familiar process
- Narrative writing about a past event
- Reflective writing, such as journaling
- Extended writing from language arts classes
- Expository or procedural writing from science, mathematics, and social studies classes

Excerpted from the TEA Educator Guide to TELPAS

ELPS Linguistic Instructional Alignment Guide

The **ELPS Linguistic Instructional Alignment** Guide allows teachers to see the connections between the ELPS, College and Career Readiness Standards (CCRS), TELPAS Proficiency Level Descriptors, and linguistic accommodations. The integration of these components is critical in lesson planning in order to meet the linguistic needs of English language learners.

To utilize these documents, print each set according to the grade span(s) taught.

This guide will assist you in identifying additional support needed for English language learners in your lesson design and delivery. By listing students' names according to their individual language ratings, you can align your students' proficiency levels with suggested accommodations.

ELPS Linguistic Instructional Alignment Guide

Grades K-12 Listening

ELPS-TELPAS Proficiency Level Descriptors, Grades K-12 Listening

Beginning Level

Beginning English language learners have little or no ability to understand spoken English used in academic and social settings.

At the Beginning Level students

- struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)
- struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for English language learners
- may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues

Intermediate Level

Intermediate English language learners have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.

At the Intermediate Level students

- usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)
- often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for English language learners
- have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech

Advanced Level

Advanced English language learners have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings

At the Advanced Level students

- usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding
- understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for English language learners
- occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Advanced High Level

Advanced high English language learners have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.

At the Advanced High Level students

- understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used
- understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions
- rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

ELPS Linguistic Instructional Alignment Guide

Grades K-12 Listening

Linguistic Accommodations

Using the PLDs as a formative assessment tool, teachers can determine individual student's proficiency levels to differentiate instruction and provide appropriate linguistic accommodations.

Suggested Teacher Behaviors

If a student is at the Beginning Level, it is suggested that teachers

- Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.
- Provide and/or allow clarification in their native language, including assistance from peers.
- Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.
- Frequently check for understanding since most students will not have the ability to seek clarification.

If a student is at the Intermediate Level, it is suggested that teachers

- Extensively use visual and verbal cues to reinforce spoken or written words.
- Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.
- Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.
- Provide students with phrases or simple sentence frames to seek clarification.

If a student is at the Advanced Level, it is suggested that teachers

- Utilize some visuals, verbal cues, and gestures to support understanding.
- Take into account that students may need increased wait time to process information.
- Expect to occasionally have to rephrase, repeat, or slow down at student's request.

If a student is at the Advanced High Level, it is suggested that teachers

- Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.
- Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.
- Allow student to seek clarification as needed.

Student Names at the Beginning Level

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Student Names at the Intermediate Level

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Student Names at the Advanced Level

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Student Names at the Advanced High Level

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ELPS Linguistic Instructional Alignment Guide

Grades K-12 Listening

ELPS Student Expectations for Listening, 19 TAC 74.4(c)(2)

(2) Cross-curricular second language acquisition/listening. The English language learner listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

The student is expected to:

- (A) distinguish sounds and intonation patterns of English with increasing ease;
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
- (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
- (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
- (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

College and Career Readiness Standards (CCRS): Cross-Disciplinary Standards

The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as, in a wide range of majors and careers.

I. Key Cognitive Skills

A. Intellectual curiosity

- (1) Engage in scholarly inquiry and dialogue.
- (2) Accept constructive criticism and revise personal views when valid evidence warrants.

B. Reasoning

- (1) Consider arguments and conclusions of self and others.

C. Problem solving

- (1) Analyze a situation to identify a problem to be solved.

D. Academic behaviors

- (1) Self-monitor learning needs and seek assistance when needed.

II. Foundational Skills

C. Research across the curriculum

- (1) Understand which topics or questions are to be investigated.

D. Use of data

- (1) Identify patterns or departures among data.

ELPS Linguistic Instructional Alignment Guide

Grades K-12 Listening

Performance-Based Activities

The following performance-based listening activities are recommended for teachers to implement in their instruction as ways to gather information on how students are progressing in English language development. *The suggested list of activities is not intended to be exhaustive.*

Grades K-12 Listening Activities

- Reacting to oral presentations
- Responding to text read aloud
- Following directions
- Cooperative group work
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Individual student conferences

Excerpted from the TEA Educator Guide to TELPAS

ELPS Linguistic Instructional Alignment Guide

Grades K-12 Speaking

ELPS-TELPAS Proficiency Level Descriptors, Grades K-12 Speaking

Beginning English language learners have little or no ability to speak English in academic and social settings.

Students at the Beginning Level

- mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate
- speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts
- lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material
- exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material
- typically use pronunciation that significantly inhibits communication

Intermediate English language learners have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.

Students at the Intermediate Level

- are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning
- speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail
- exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense
- exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English
- use pronunciation that can usually be understood by people accustomed to interacting with English language learners

Advanced English language learners have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.

Students at the Advanced Level

- are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning
- discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics
- have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features
- make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions
- may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with English language learners

Advanced high English language learners have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.

Students at the Advanced High Level

- are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses
- communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers
- can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers
- make few second language acquisition errors that interfere with overall communication
- may mispronounce words, but rarely use pronunciation that interferes with overall communication

ELPS Linguistic Instructional Alignment Guide

Grades K-12 Speaking

Linguistic Accommodations

Using the PLDs as a formative assessment tool, teachers can determine individual student’s proficiency levels to differentiate instruction and provide appropriate linguistic accommodations.

If a student is at the Beginning Level, it is suggested that teachers

- Respect a student’s silent period and do not force them to speak if the student is hesitant to participate.
- Accept responses consisting of single words and phrases from highly familiar or memorized vocabulary.
- Frequently model intonation and correct pronunciation in a variety of social and academic contexts.
- Expect pronunciation errors that may inhibit communication.

Student Names at the Beginning Level

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If a student is at the Intermediate Level, it is suggested that teachers

- Allow sufficient wait time so a student can process and communicate their response.
- Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.
- Focus on the content of student’s response and not on pronunciation or grammatical errors.
- Realize that students may speak mostly in simple, present tense sentences and rarely with any details.

Student Names at the Intermediate Level

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If a student is at the Advanced Level, it is suggested that teachers

- Assign oral presentations to practice using content-based terms and common abstract vocabulary.
- Use graphic organizers to develop student’s ability to use present, past, and future tenses and provide details while speaking.
- Have student participate in cooperative group work to support peer interactions.

Student Names at the Advanced Level

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If a student is at the Advanced High Level, it is suggested that teachers

- Ask students to narrate and describe problem-solving strategies using complex sentences.
- Introduce, model, practice, and review the use of idioms and colloquialisms in a variety of social and academic contexts.
- Encourage students to participate in a variety of extended social and academic discussions.

Student Names at the Advanced High Level

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ELPS Linguistic Instructional Alignment Guide

Grades K-12 Speaking

ELPS Student Expectations for Speaking K-12, 19 TAC 74.4(c)(3)

(3) Cross-curricular second language acquisition/speaking. The English language learner speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;

(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

(E) share information in cooperative learning interactions;

(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

(I) adapt spoken language appropriately for formal and informal purposes; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

College and Career Readiness Standards (CCRS): Cross-Disciplinary Standards

The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as, in a wide range of majors and careers.

I. Key Cognitive Skills

A. Intellectual curiosity

- (1) Engage in scholarly inquiry and dialogue.
- (2) Accept constructive criticism and revise personal views when valid evidence warrants.

B. Reasoning

- (2) Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

D. Academic behaviors

- (1) Self-monitor learning needs and seek assistance when needed.

F. Academic integrity

- (1) Include the ideas of others and the complexities of the debate, issue, or problem.

II. Foundational Skills

C. Research across the curriculum

- (8) Present final product.

D. Use of data

- (3) Present analyzed data and communicate findings in a variety of formats.

E. Technology

- (3) Use technology to communicate and display findings in a clear and coherent manner.

ELPS Linguistic Instructional Alignment Guide

Grades K-12 Speaking

Performance-Based Activities

The following performance-based speaking activities are recommended for teachers to implement in their instruction as ways to gather information on how students are progressing in English language development. *The suggested list of activities is not intended to be exhaustive.*

Grades K-12 Speaking Activities

- Cooperative group work
- Oral presentations
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Classroom discussions
- Articulation of problem-solving strategies
- Individual student conferences

Excerpted from the TEA Educator Guide to TELPAS

ELPS Linguistic Instructional Alignment Guide

Grades K-1 Reading

ELPS-TELPAS Proficiency Level Descriptors, Grades K-1 Reading

Beginning English language learners have little or no ability to use the English language to build foundational reading skills.

Students at the Beginning Level

- derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are
 - read in short “chunks”
 - controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced
 - accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech
- begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)
- have difficulty decoding most grade-appropriate English text because they
 - understand the meaning of very few words in English
 - struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English

Note: The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

Intermediate English language learners have a limited ability to use the English language to build foundational reading skills.

Students at the Intermediate Level

- demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include
 - predictable story lines
 - highly familiar topics
 - primarily high-frequency, concrete vocabulary
 - short, simple sentences
 - visual and linguistic supports
- regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)
- have difficulty decoding grade-appropriate English text because they
 - understand the meaning of only those English words they hear frequently
 - struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English

Note: The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

Advanced English language learners have the ability to use the English language, with second language acquisition support, to build foundational reading skills.

Students at the Advanced Level

- demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning
- recognize some basic English vocabulary and high-frequency words in isolated print
- with second language acquisition support, are able to decode most grade-appropriate English text because they
 - understand the meaning of most grade-appropriate English words
 - have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English

Note: The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

Advanced high English language learners have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.

Students at the Advanced High Level

- demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English
- with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers
- with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers

Note: The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

Excerpted from the TEA Educator Guide to TELPAS.

ELPS Linguistic Instructional Alignment Guide

Grades K-1 Reading

Linguistic Accommodations

Using the PLDs as a formative assessment tool, teachers can determine individual student's proficiency levels to differentiate instruction and provide appropriate linguistic accommodations. Note: Since K-1 students are in varying developmental stages of decoding written text, some linguistic accommodations may not apply to all students (TEA Educator Guide to TELPAS page 30)

Suggested Teacher Behaviors

If the student is at the Beginning Level, it is suggested that teachers

- Provide multiple opportunities for shared reading, read-alongs and sing-alongs, including chants and poems.
- Use big books and charts with extensive visuals such as illustrations, gestures, pantomime and objects.
- Read stories in chunks, adjust enunciation, and use slower speech to stress sound-symbol relationships.
- Display many examples of environmental print such as alphabet cards, signs, and labeling.

If the student is at the Intermediate Level, it is suggested that teachers

- Read predictable patterned books that may include rhyming words and repetition of key words.
- Display environmental print including word walls, labeled pictures/ items, and logos.
- Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.
- Expect first language interference with some sound-symbol relationships in English.

If the student is at the Advanced Level, it is suggested that teachers

- Read and think aloud to focus on main points and details to provide visual and linguistic support.
- Vary cooperative groups including partners, small groups, and whole class for shared reading.
- Utilize guided reading with leveled readers to check student's comprehension, recognition of basic vocabulary, and difficulty with sound-symbol relationships.

If the student is at the Advanced High Level, it is suggested that teachers

- Read and think aloud using subject-area texts and related materials.
- Check for student's comprehension of explicit and implicit ideas in stories read aloud in English.
- Assign independent reading of grade-appropriate English text.

*Since K-1 students are in varying developmental stages of decoding written text, some linguistic accommodations may not apply to all students (TEA Educator Guide to TELPAS page 23).

Student Names at the Beginning Level

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Student Names at the Intermediate Level

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Student Names at the Advanced Level

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Student Names at the Advanced High Level

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ELPS Linguistic Instructional Alignment Guide

Grades K-1 Reading

ELPS Student Expectations for Reading K-1, 19 TAC 74.4(c)(4)

(4) Cross-curricular second language acquisition/reading. The English language learner reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

College and Career Readiness Standards (CCRS): Cross-Disciplinary Standards

The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as, in a wide range of majors and careers.

I. Key Cognitive Skills

B. Reasoning

- (1) Consider arguments and conclusions of self and others.
- (3) Gather evidence to support arguments, findings, or lines of reasoning.
- (4) Support or modify claims based on the results of an inquiry.

D. Academic behaviors

- (1) Self-monitor learning needs and seek assistance when needed.

F. Academic integrity

- (2) Evaluate sources for quality of content, validity, credibility, and relevance.

II. Foundational Skills

A. Reading across the curriculum

- (1) Use effective prereading strategies.
- (2) Use a variety of strategies to understand the meanings of new words.
- (3) Identify the intended purpose and audience of the text.
- (4) Identify the key information and supporting details.
- (5) Analyze textual information critically.
- (6) Annotate, summarize, paraphrase, and outline texts when appropriate.
- (7) Adapt reading strategies according to structure of texts.
- (8) Connect reading to historical and current events and personal interest.

D. Use of data

- (1) Identify patterns or departures from patterns among data.
- (2) Use statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data.

E. Technology

- (1) Use technology to gather information.
- (2) Use technology to organize, manage, and analyze information.

ELPS Linguistic Instructional Alignment Guide

Grades K-1 Reading

Performance-Based Activities

The following performance-based reading activities are recommended for teachers to implement in their instruction as ways to gather information on how students are progressing in English language development. *The suggested list of activities is not intended to be exhaustive.*

Grades K-1 Reading Activities

- Paired reading
- Sing-alongs and read-alongs, including chants and poems
- Shared reading with big books, charts, overhead transparencies, and other displays
- Guided reading with leveled readers
- Reading subject-area texts and related materials
- Independent reading
- Cooperative group work
- Reading-response journals

Excerpted from the TEA Educator Guide to TELPAS

ELPS Linguistic Instructional Alignment Guide

Grades 2-12 Reading

ELPS-TELPAS Proficiency Level Descriptors, Grades 2-12 Reading

Beginning English language learners have little or no ability to read and understand English used in academic and social contexts.

Students at the Beginning Level

- read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes
 - environmental print
 - some very high-frequency words
 - concrete words that can be represented by pictures
- read slowly, word by word
- have a very limited sense of English language structures
- comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text
- are highly dependent on visuals and prior knowledge to derive meaning from text in English
- are able to apply reading comprehension skills in English only when reading texts written for this level

Intermediate English language learners have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.

Students at the Intermediate Level

- read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes
 - everyday oral language
 - literal meanings of common words
 - routine academic language and terms
 - commonly used abstract language such as terms used to describe basic feelings
- often read slowly and in short phrases; may re-read to clarify meaning
- have a growing understanding of basic, routinely used English language structures
- understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension
- struggle to independently read and understand grade-level texts
- are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level

Advanced English language learners have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.

Students at the Advanced Level

- read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
 - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words
 - demonstrate an emerging ability to understand words and phrases beyond their literal meaning
 - understand multiple meanings of commonly used words
- read longer phrases and simple sentences from familiar text with appropriate rate and speed
- are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text
- are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics

Advanced high English language learners have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.

Students at the Advanced High Level

- read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used
- generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression
- are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text
- are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text

ELPS Linguistic Instructional Alignment Guide

Grades 2-12 Reading

Linguistic Accommodations

Using the PLDs as a formative assessment tool, teachers can determine individual student's proficiency levels to differentiate instruction and provide appropriate linguistic accommodations.

Suggested Teacher Behaviors

If a student is at the Beginning Level, it is suggested that teachers

- Display multiple examples of environmental print including but not limited to labels, signs, and logos.
- Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.
- Read aloud to model enunciation and the use of English language structures.
- Use simplified, decodable texts with visuals and highly-familiar English they have learned.

If a student is at the Intermediate Level, it is suggested that teachers

- Allow students to read independently providing them with additional time to read slowly and reread for clarification.
- Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.
- Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.

If a student is at the Advanced Level, it is suggested that teachers

- Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.
- Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.
- Use varied cooperative groups to encourage and provide student with oral reading opportunities.

If a student is at the Advanced High Level, it is suggested that teachers

- Use grade-appropriate texts that will promote vocabulary development of low-frequency or specialized, content-specific words.
- Assign research projects that are grade and/or content specific.
- Have students read texts that require higher-order comprehension skills such as understanding expository text, drawing conclusions and constructing meaning of unfamiliar concepts.

Student Names at the Beginning Level

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Student Names at the Intermediate Level

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Student Names at the Advanced Level

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Student Names at the Advanced High Level

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ELPS Linguistic Instructional Alignment Guide

Grades 2-12 Reading

ELPS Student Expectations for Reading 2-12, 19 TAC 74.4(c)(4)

(4) Cross-curricular second language acquisition/reading. The English language learner reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the English language learner to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

College and Career Readiness Standards (CCRS): Cross-Disciplinary Standards

The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as, in a wide range of majors and careers.

I. Key Cognitive Skills

B. Reasoning

- (1) Consider arguments and conclusions of self and others.
- (3) Gather evidence to support arguments, findings, or lines of reasoning.
- (4) Support or modify claims based on the results of an inquiry.

D. Academic behaviors

- (1) Self-monitor learning needs and seek assistance when needed.

F. Academic integrity

- (2) Evaluate sources for quality of content, validity, credibility, and relevance.

II. Foundational Skills

A. Reading across the curriculum

- (1) Use effective prereading strategies.
- (2) Use a variety of strategies to understand the meanings of new words.
- (3) Identify the intended purpose and audience of the text.
- (4) Identify the key information and supporting details.
- (5) Analyze textual information critically.
- (6) Annotate, summarize, paraphrase, and outline texts when appropriate.
- (7) Adapt reading strategies according to structure of texts.
- (8) Connect reading to historical and current events and personal interest.

D. Use of data

- (1) Identify patterns or departures from patterns among data.
- (2) Use statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data.

E. Technology

- (1) Use technology to gather information.
- (2) Use technology to organize, manage, and analyze information.

ELPS Linguistic Instructional Alignment Guide

Grades 2-12 Reading

Performance-Based Activities

The following performance-based reading activities are recommended for teachers to implement in their instruction as ways to gather information on how students are progressing in English language development. *The suggested list of activities is not intended to be exhaustive.*

Grades 2-12 Reading Activities

- Paired reading
- Read and think aloud, using high-interest books relating to student's background
- Shared reading with books, charts, overhead transparencies, and other displays
- Guided reading with leveled readers
- Reading subject-area texts and related materials
- Independent reading
- Cooperative group work
- Reading-response journals

Excerpted from the TEA Educator Guide to TELPAS

ELPS Linguistic Instructional Alignment Guide

Grades K-1 Writing

ELPS-TELPAS Proficiency Level Descriptors, Grades K-1 Writing

Beginning English language learners have little or no ability to use the English language to build foundational writing skills.

Students at the Beginning Level

- are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)
- know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language
- cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized - *Note: This descriptor applies only to students who are at the developmental stage of generating original written text using a standard writing system.*
- may demonstrate little or no awareness of English print conventions

Intermediate English language learners have a limited ability to use the English language to build foundational writing skills.

Students at the Intermediate Level

- know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English
- can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English
- express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class - *Note: This descriptor applies only to students who are at the developmental stage of generating original written text using a standard writing system.*
- frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) - *Note: This descriptor applies only to students who are at the developmental stage of generating original written text using a standard writing system.*

Advanced English language learners have the ability to use the English language to build, with second language acquisition support, foundational writing skills.

Students at the Advanced Level

- use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing
- can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language
- although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner - *Note: This descriptor applies only to students who are at the developmental stage of generating original written text using a standard writing system.*
- occasionally exhibit second language acquisition errors when writing in English - *Note: This descriptor applies only to students who are at the developmental stage of generating original written text using a standard writing system.*

Advanced high English language learners have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.

Students at the Advanced High Level

- use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing
- can participate meaningfully in most grade-appropriate shared writing activities using the English language
- although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers - *Note: This descriptor applies only to students who are at the developmental stage of generating original written text using a standard writing system.*

Excerpted from the TEA Educator Guide to TELPAS.

ELPS Linguistic Instructional Alignment Guide

Grades K-1 Writing

Linguistic Accommodations

Using the PLDs as a formative assessment tool, teachers can determine individual student's proficiency levels to differentiate instruction and provide appropriate linguistic accommodations.

Suggested Teacher Behaviors

If a student is at the Beginning Level, it is suggested that teachers

- Implement many shared writing activities to develop student's awareness of English print conventions.
- Point to read each word when reading stories aloud and select letters and words to write on board or chart.
- Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.
- Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.

If a student is at the Intermediate Level, it is suggested that teachers

- Present, publish, and display whole-class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.
- Ask students to briefly explain their self-generated emergent writing.
- Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.

If a student is at the Advanced Level, it is suggested that teachers

- Read and think aloud to focus on main points and details using grade-appropriate English.
- Have students participate in shared writing activities by asking them to write on board or copy in journal.
- Use concept mapping with whole class for vocabulary development and making personal connections to texts.

If a student is at the Advanced High Level, it is suggested that teachers

- Have students orally present and explain their written work.
- Provide sentence strips so students can write sentences and cut them up to manipulate word order or concept.
- Use graphic organizers to introduce and practice writing first drafts.
- Assign independent writing in personal reflection journals on whole class or cooperative group tasks.

Student Names at the Beginning Level

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Student Names at the Intermediate Level

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Student Names at the Advanced Level

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Student Names at the Advanced High Level

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ELPS Linguistic Instructional Alignment Guide

Grades K-1 Writing

ELPS Student Expectations for Writing K–1, 19 TAC 74.4(c)(5)

(5) Cross-curricular second language acquisition/writing. The English language learner writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. English language learners may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the English language learner to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents;
 - (ii) using possessive case (apostrophe s) correctly; and
 - (iii) using negatives and contractions correctly.
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

College and Career Readiness Standards (CCRS): Cross-Disciplinary Standards

The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.

I. Key Cognitive Skills

A. Intellectual curiosity

- (2) Accept constructive criticism and revise personal views when valid evidence warrants.

B. Reasoning

- (2) Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.
- (3) Gather evidence to support arguments, findings, or lines of reasoning.
- (4) Support or modify claims based on the results of an inquiry.

F. Academic integrity

- (1) Attribute ideas and information to source materials and people.
- (3) Include the ideas of others and the complexities of the debate, issue, or problem.

II. Foundational Skills

B. Writing across the curriculum

- (1) Writing clearly and coherently using standard writing conventions.
- (2) Write in a variety of forms for various audiences and purposes.
- (3) Compose and revise drafts.

D. Use of data

- (3) Present analyzed data and communicate findings in a variety of formats.

E. Technology

- (1) Use technology to gather information.
- (2) Use technology to organize, manage, and analyze information.
- (3) Use technology to communicate and display findings in clear and coherent manner.
- (4) Use technology appropriately.

ELPS Linguistic Instructional Alignment Guide

Grades K-1 Writing

Performance-Based Activities

The following performance-based writing activities are recommended for teachers to implement in their instruction as ways to gather information on how students are progressing in English language development. *The suggested list of activities is not intended to be exhaustive.*

Grades K-1 Writing Activities

- Journal writing for personal reflections
- Shared writing for literacy and content area development
- Language experience dictation
- Organization of thoughts and ideas through prewriting strategies
- Publishing and presenting
- Making lists for specific purposes
- Labeling pictures, objects, and items from projects
- Cooperative group work
- First drafts

Excerpted from the TEA Educator Guide to TELPAS

ELPS Linguistic Instructional Alignment Guide

Grades 2-12 Writing

ELPS-TELPAS Proficiency Level Descriptors, Grades 2-12 Writing

Beginning English language learners lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.

Students at the Beginning Level

- have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English

Typical writing features at this level:

- ability to label, list, and copy
- high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate
- present tense used primarily
- frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of English language learners

Intermediate English language learners have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.

Students at the Intermediate Level

- have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English

Typical writing features at this level:

- simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English
- high-frequency vocabulary; academic writing often has an oral tone
- loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning
- repetition of ideas due to lack of vocabulary and language structures
- present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies
- descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas
- primary language features and errors associated with second language acquisition may be frequent
- some writing may be understood only by individuals accustomed to the writing of English language learners; parts of the writing may be hard to understand even for individuals accustomed to the writing of English language learners

Advanced English language learners have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.

Students at the Advanced Level

- are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar

Typical writing features at this level:

- grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns
- emerging grade-appropriate vocabulary; academic writing has a more academic tone
- use of a variety of common cohesive devices, although some redundancy may occur
- narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required
- occasional second language acquisition errors
- communications are usually understood by individuals not accustomed to the writing of English language learners

Advanced high English language learners have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.

Students at the Advanced High Level

- are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English

Typical writing features at this level:

- nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary
- occasional difficulty with naturalness of phrasing and expression
- errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

ELPS Linguistic Instructional Alignment Guide

Grades 2-12 Writing

Linguistic Accommodations

Using the PLDs as a formative assessment tool, teachers can determine individual student's proficiency levels to differentiate instruction and provide appropriate linguistic accommodations.

Suggested Teacher Behaviors

If a student is at the Beginning Level, it is suggested that teachers

- Present, publish, and display whole-class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.
- Utilize various graphic organizers for vocabulary development such as the Frayer model, word wall, and personal vocabulary notebook/journal.
- Implement shared writing activities such as using a visual context and familiar topics to elicit details.
- Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.

If a student is at the Intermediate Level, it is suggested that teachers

- Create an interactive word wall that students can use during independent or cooperative writing tasks.
- Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.
- Assign independent reflective writing having students make personal connections using present and past tense.
- Expect student's writing samples to have first language interference such as literal translation, word order, etc.

If a student is at the Advanced Level, it is suggested that teachers

- Use concept mapping to develop student's ability to write more detailed and narrative writing samples.
- Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.
- Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.

If a student is at the Advanced High Level, it is suggested that teachers

- Assign research projects that require the gathering of information to support or contradict their findings to present and publish.
- Expose students to multiple examples of texts that were written for a variety of purposes and audiences.

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ELPS Linguistic Instructional Alignment Guide

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- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
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ELPS Linguistic Instructional Alignment Guide

Grades 2-12 Writing

Performance-Based Activities

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Grades 2-12 Writing Activities

- Descriptive writing on a familiar topic
- Writing about a familiar process
- Narrative writing about a past event
- Reflective writing
- Extended writing from language arts classes
- Expository or procedural writing from science, mathematics, and social studies classes

Excerpted from the TEA Educator Guide to TELPAS

*This resource is available through the English Language Proficiency Standards Academy
online course in Project Share.*

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