English Language Proficiency Standards Review Draft Recommendations

Draft Recommendations, English Language Proficiency Standards
Kindergarten–Grade 3 and Grades 4–12, Reading Domain

The English Language Proficiency Standards (ELPS) are organized in four language domains: listening, speaking, reading, and writing. This document reflects the recommendations for revisions to the ELPS that have been recommended by the State Board of Education's ELPS review work groups for the **reading domain**.

The proposed revisions for ELPS are divided into two grade bands, kindergarten–grade 3 and grades 4–12. Each domain has two sections: student expectations (SEs) and proficiency level descriptors (PLDs). The SEs in the ELPS outline what emergent bilingual (EB) students should know and be able to do as they acquire more English. The PLDs are descriptors of EB students' language acquisition across five proficiency levels: pre-production, beginning, intermediate, high intermediate, and advanced. There are general PLDs that would be applicable to any content area, and there are content-specific PLDs in English language arts and reading, mathematics, science, and social studies.

Numbering for the student expectations in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

The proposed SEs and PLDs for the reading domain are provided by grade band in side-by-side charts and labeled with a language pattern or main idea. Comments are provided in the right-hand column or denoted with an asterisk. The following notations may be used as part of the comments.

Abbreviation	Description
EB	refers to emergent bilingual
ELPS	refers to the English Language Proficiency Standards
PLD	refers to proficiency level descriptors
SE	refers to student expectation

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Proposed ELPS Student Expectations: Reading			
Language Pattern	**K–3 Student Expectations**	**Language Pattern**	**4–12 Student Expectations**
Phonological awareness	Reading ELPS 1 Identify and use relationships between sounds and letters of the English language to decode words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, or base words	Phonological awareness	Reading ELPS 1 Identify and use relationships between sounds and letters of the English language to decode words using a combination of skills such as recognizing sound-letter relationships and identifying syllable patterns, cognates, affixes, roots, or base words
Print concepts	Reading ELPS 2 Demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom		
Vocabulary	Reading ELPS 3 Use high frequency words, cognates, and newly acquired academic language and content-area vocabulary to comprehend written classroom materials	Vocabulary	Reading ELPS 2 Use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots to read and comprehend content-area vocabulary in text
Language use	Reading ELPS 4 Identify language structures and figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings	Language use	Reading ELPS 3 Evaluate the use of new language structures and figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings
Comprehension: purpose of reading	Reading ELPS 5 Use pre-reading strategies such as previewing the text, connecting to prior knowledge, and making predictions about the text to develop comprehension	Comprehension: purpose for reading	Reading ELPS 4 Use pre-reading strategies such as previewing the text, connecting to prior knowledge, organizing ideas, and making predictions to comprehend increasingly complex text
Comprehension: monitor and adjust	Reading ELPS 6 Use visual, contextual, and linguistic supports to enhance and confirm understanding of grade-appropriate content-area text	Comprehension: monitor and adjust	Reading ELPS 5 Derive meaning from and demonstrate comprehension of increasingly challenging and grade-appropriate texts read using visual, contextual, and linguistic supports
Comprehension: responding to text	Reading ELPS 7 Demonstrate reading comprehension of content-specific English text by making connections to life experience, retelling or paraphrasing material, and responding to questions	Comprehension: responding to text	Reading ELPS 6 Demonstrate reading comprehension of increasingly complex content-specific English text by retelling, paraphrasing, summarizing material, and responding to questions
Fluency	Reading ELPS 8 Read with grade-appropriate fluency and demonstrate comprehension of content-specific text	Fluency/prosody	Reading ELPS 7 Read with prosody and demonstrate comprehension of content-specific text

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Proposed ELPS Student Expectations: Reading			
Language Pattern	**K–3 Student Expectations**	**Language Pattern**	**4–12 Student Expectations**
Comprehension: text features	Reading ELPS 9 Use context and text features to identify the key information and supporting details, make inferences about unfamiliar words, and locate information	Comprehension: text features	Reading ELPS 8 Use context and interact with text features to identify key information and supporting details and make inferences about unfamiliar words to support comprehension of content-specific text
Comprehension: inference	Reading ELPS 10 Use inferential skills when reading such as predicting, making connections between ideas, drawing conclusions from text and graphic sources, and finding supporting text evidence	Comprehension: inference	Reading ELPS 9 Use inferential skills to analyze text such as predicting, identifying text features, making connections between ideas, drawing conclusions from text and graphic sources, and finding supporting text evidence

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ELPS READING: General

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
General	Retell content-specific texts using background knowledge and some information from the text using visuals or gestures with extensive teacher and peer support	Retells content-specific texts using background knowledge and some information from the text with significant teacher and peer support	Retell or paraphrase content-specific texts using background knowledge and some information from the text independently with limited teacher and peer support	Retell or paraphrase content-specific texts using background knowledge and some relevant information from the text independently	Retell or paraphrase content-specific texts using background knowledge and relevant information from the text independently with increasing complexity	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson, and opportunity to connect this to prior learning, cultural perspective, and experiences		Use phrases of information to communicate visualization and to identify text features commonly used in texts	Use simple sentences to communicate visualization and use text features commonly used in texts	Ask or write follow-up questions and reflect on and connect new concepts to prior learning Seek clarification or further explanation when encountering new academic material	These PLDs describe the general characteristics of the EB reader but they are not necessarily a thread (a one-to-one continuum)
K-3: Reading ELPS 2 Print concepts			Read orally or identify grade-level content-specific data with manipulatives or visuals with few mistakes	Read orally or identify grade-level content-specific data with/without manipulatives and limited visual and linguistic support	Read orally or identify grade-level content-specific data in accordance with grade level expectations						
K-3: Reading ELPS 2 Print concepts			Read content-specific text with limited visual and linguistic support	Reads content-specific texts independently	Read grade-level content-specific text in accordance with grade level expectations						
4-12: Reading ELPS 2 Vocabulary						Gesture and use visuals to make meaning and inferences when encountering new vocabulary and text structures	Use native language cognates to make emerging cross-linguistic connections	Read for cognates, Greek and Latin roots, and pre-taught vocabulary to make cross-linguistic connections	Read for cognates, Greek and Latin roots, and pre-taught and practiced vocabulary to make cross-linguistic connections	Read for cognates, Greek and Latin roots, and practiced vocabulary to make cross-linguistic and metalinguistic connections	
K-3: Reading ELPS 3 4-12: Reading ELPS 2 Vocabulary	Identify pre-taught content-specific vocabulary	Identify or read pre-taught content-specific vocabulary	Identify or read and apply content-specific vocabulary	Use cross-linguistic connections to identify or read and apply content-specific vocabulary	Use cross-linguistic and metalinguistic connections to identify or read and apply content-specific vocabulary	Identify pre-taught content-specific vocabulary	Identify and read pre-taught content-specific vocabulary	Identify, read, and apply content-specific vocabulary.	Use cross-linguistic connections to read and apply content-specific vocabulary	Use cross-linguistic and metalinguistic connections to read and apply content-specific vocabulary	

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	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
K-3: Reading ELPS 7 4-12: Reading ELPS 6 Comprehension: responding to text	Respond to questions about text with gestures, drawings, yes/no, and/or one-word answers	Respond to questions about text with short answers and/or simple sentences	Respond to questions about a text and participate in discussions with simple sentences and newly acquired vocabulary	Respond to questions about text and participate in discussions with increasingly complex sentences and newly acquired vocabulary	Respond to questions about a text and participate in discussions with vocabulary and sentence structures comparable to grade level	Retell content-specific texts using background knowledge and some information from the text using visuals or gestures	Retells content-specific texts using some information from the text	Paraphrase or summarize content-specific texts using some information from the text	Paraphrase or summarize content-specific texts using some relevant information from the text	Summarize content-specific texts using relevant information from the text	4-12 needs PLDS
K-3: Reading ELPS 8 Fluency	Identify important information about content-specific text read aloud using gestures or visual support	Identify important information about content-specific text read aloud using words or phrases with significant visual and linguistic support	Identify important information about content-specific text read aloud or independently and rephrase using phrases or simple sentences with limited visual and linguistic support	Identify important information about content-specific text read independently and rephrase using simple sentences independently	Identify important information about content-specific text read independently and rephrase using increasingly complex sentences						
K-3: Reading ELPS 8 Fluency		Begin to apply appropriate fluency with some rate and accuracy, when reading grade-level content-specific text with increasing frequency	Apply appropriate fluency with some rate and accuracy, when reading grade-level content-specific text with increasing frequency	Apply appropriate fluency with increasing rate and accuracy, when reading grade-level content-specific text independently	Apply appropriate fluency with rate and accuracy, or prosody when reading grade-level content-specific text independently						
K-3: Reading ELPS 9 4-12: Reading ELPS 8 Comprehension: text features K-3: Reading ELPS 6 4-12: Reading ELPS 5 Comprehension: monitor and adjust	Use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to identify some familiar words	Use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to identify some relevant key information or clarify word meanings	Use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in a content-specific text to identify some relevant key information or clarify unfamiliar word meanings	Use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to distinguish relevant key information or clarify unfamiliar word meanings	Use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to evaluate relevant key information and clarify unfamiliar word meanings	Use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to support comprehension by identifying some relevant key information or familiar words	Use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to support comprehension by identifying some relevant key information or clarifying word meanings	Use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in a content-specific text to support comprehension by identifying some relevant key information or clarifying unfamiliar word meanings	Use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to support comprehension by distinguishing relevant key information and supporting details or clarifying unfamiliar word meanings	Use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-specific text to support comprehension by evaluating relevant key information and supporting details and clarifying unfamiliar word meanings	This thread also supports the SE about monitoring and adjusting (on a content-specific text) Recommend deleting inference from the SE to make it clear about text features

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	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
K-3: Reading ELPS 10 4-12: Reading ELPS 9 Comprehension: inference	Demonstrate the use of inferential skills such as making a connection, to construct meaning from scaffolded content-specific text, images, or data	Predict or make connections to construct meaning from scaffolded content-specific text, images, or data	Predict or make connections to construct meaning from content-specific text, images, or data	Predict, make connections, or draw a conclusion to construct meaning from content-specific text, images, or data	Predict, make connections, and draw a conclusion to construct meaning from content-specific text, images, or data	Demonstrate the use of inferential skills such as predicting, making connections, and drawing a conclusion, to respond to questions from scaffolded content-specific text, images, or data by using gestures, pointing, or illustrations	Use inferential skills, such as predicting, making connections, and drawing a conclusion, to construct meaning from scaffolded content-specific text, images, or data	Use inferential skills, such as predicting, making connections, and drawing a conclusion, to construct meaning from content-specific text, images, or data	Use inferential skills, such as predicting, making connections, and drawing a conclusion, to analyze content-specific text, images, and data to construct meaning	Use inferential skills, such as predicting, making connections, and drawing a conclusion, to synthesize information from content-specific text, images, and data to construct new meaning	Removed text features from the SE to make it clearly about inferences.

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ELPS READING: English Language Arts

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
K-3: Reading ELPS 1 Phonological Awareness	Read and sing simple songs through mimicry of teacher and peers with extensive visual and linguistic support	Engage in syllabication of multisyllabic content-specific words presented in text with significant teacher and peer support	Segment and blend multisyllabic words into syllables such as triangle or rhombus	Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables comparable in accordance to grade level expectation						Only include PLDs in K-3
K-3: Reading ELPS 1 Phonological Awareness	Identifies and produces rhyming words found in text	Uses rhyming words in the content-specific text to decode similar words Imitate verbalizations of others	Decode words in isolation and context by applying common letter-sound correspondences	Decode words with short, long, or variant vowels, trigraphs, or blends; with silent letters such as line and face; compound words, contractions, and common abbreviations; words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	Identify and read high-frequency words in content-specific text						
K-3: Reading ELPS 4 4-12: Reading ELPS 3 Language use	Use pictures, manipulatives, or native language to demonstrate an understanding of familiar expressive language such as idiomatic expressions, descriptive language, or words with multiple meanings present in fiction or non-fiction text	Use pictures, manipulatives, or native language to demonstrate an understanding of expressive language such as idiomatic expressions, descriptive language, or words with multiple meanings present in fiction or non-fiction text	Read or identify expressive language such as idiomatic expressions, descriptive language, or words with multiple meanings present in fiction or non-fiction text	Read or identify expressive language such as idiomatic expressions, descriptive language, and words with multiple meanings present in fiction or non-fiction text	Read and identify expressive language such as idiomatic expressions, colloquialisms, descriptive language, and words with multiple meanings present in fiction or non-fiction text	Use pictures, or native language to demonstrate an understanding of familiar expressive language such as idiomatic expressions, colloquialisms, descriptive language, or words with multiple meanings	Use pictures to identify expressive language such as idiomatic expressions, colloquialisms, descriptive language, or words with multiple meanings	Read text from multiple genres and identify expressive language such as idiomatic expressions, colloquialisms, descriptive language, and words with multiple meanings	Read text from multiple genres and distinguish the meaning of the expressive language such as idiomatic expressions, colloquialisms, descriptive language, and words with multiple meanings	Read text from multiple genres and analyze the meaning of the expressive language such as idiomatic expressions, colloquialisms, descriptive language, and words with multiple meanings	A definition of expressive language will be needed.

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ELPS READING: Math

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
K-3: Reading ELPS 4 4-12: Reading ELPS 3 Language use	Use pictures, manipulatives, or native language to demonstrate an understanding of mathematic language structures and symbols such as sum, equal, =, greater than, >, and less than, <	Use pictures, manipulatives, or native language to demonstrate an understanding of mathematical structures and symbols such as sum, equal, =, greater than, >, and less than, < in scaffolded mathematical problems	Identify or read keywords or phrases that signal mathematical symbols such as sum, equal, =, greater than, >, and less than, < in scaffolded mathematical problems	Identify, read, or distinguish relevant information that signals mathematical symbols such as sum, equal, =, greater than, >, and less than, < in scaffolded mathematical problems	Read or distinguish relevant information that signals mathematical symbols such as sum, equal, =, greater than, >, and less than, < in scaffolded mathematical problems	Use pictures, manipulatives, or native language to demonstrate an understanding of mathematic language structures and symbols	Use pictures, manipulatives, or native language to demonstrate an understanding of mathematical language structures used in simple mathematical problems	Read mathematical problems and identify keywords or phrases that signal mathematical processes	Read, identify, or distinguish relevant information that signals mathematical processes and relationships	Read and distinguish relevant information that signals mathematical processes and relationships	Tag lines and PLDs are not aligned. The PLDs are more rigorous than the tagline. The tagline could relate to speaking but not necessarily to reading.

ELPS READING: Science

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
K-3: Reading ELPS 4 4-12: Reading ELPS 3 Language use	Use pictures, manipulatives, or native language to demonstrate an understanding of scientific and engineering descriptive language, and science safety protocols	Use pictures, manipulatives, or native language to demonstrate an understanding of the descriptive language used in scaffolded science and engineering text	Identify or read keywords or phrases in science and engineering text that describe phenomena	Read, identify, or distinguish relevant information from science and engineering texts that describe phenomena	Read science and engineering texts and distinguish relevant information from science and engineering texts that describe phenomena	Use pictures, manipulatives, or native language to demonstrate an understanding of scientific and engineering language structures, and science safety protocols	Use pictures, manipulatives, or native language to demonstrate an understanding of language structures used in scaffolded science and engineering text	Read science and engineering text and identify keywords or phrases that signal compare/contrast and cause/effect analysis	Read, identify, or distinguish relevant information from science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	Read science and engineering text and distinguish relevant information from science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	Ask the science team for the right term for science safety.

ELPS READING: Social Studies

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
K-3: Reading ELPS 4 4-12: Reading ELPS 3 Language use	Use pictures, manipulatives, or native language to demonstrate an understanding of the language structure used in social studies text	Use pictures, manipulatives, or native language to demonstrate an understanding of the language structure used in scaffolded social studies text	Identify or read keywords or phrases in social studies text that describe people, places, and events	Read, identify, or distinguish relevant information from social studies texts that describe people, places, and events	Read and distinguish relevant information from social studies texts that describe people, places, and events	Use pictures, manipulatives, or native language to demonstrate an understanding of social studies language structures and symbols	Use pictures, manipulatives, or native language to demonstrate an understanding of social studies language structures, symbols, and scaffolded text	Read social studies text and identify keywords or phrases that signal chronological order, location, and cause/effect	Read, identify, or distinguish relevant information from social studies text that signals chronological order, location, and cause/effect	Read the text and distinguish relevant information from social studies text that signals chronological order, location, and cause/effect	Ask the SS team for appropriate wording Language structures need to be define. We identified the language structures for each content at the intermediate level.

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