

ELAR ELPS Grade K–5 (IMRA)

Subject: English Language Arts and Reading

Grade: KG

Expectations: 32

Breakouts: 73

Coverage is required in Teacher: K–5. Breakouts that do not require evidence of coverage in instructional materials are not included.

(a) Introduction.

1. The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). 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 ELLs 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 ELLs 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 ELLs 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 ELLs in Kindergarten-Grade 12.
6. The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs 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 ELLs commensurate with students' linguistic needs.

(b) Knowledge and Skills Statements

- (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL 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
 - (i) use prior knowledge to understand meanings in English
 - (ii) use prior experiences to understand meanings in English

- (B) monitor oral and written language production and employ self-corrective techniques or other resources
 - (i) monitor oral 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
 - (i) use strategic learning techniques 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)
 - (i) speak using learning strategies
 - (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
 - (iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment
 - (iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment
 - (F) use accessible language and learn new and essential language in the process
 - (i) use accessible language and learn new and essential language in the process
- (2) Cross-curricular second language acquisition/listening. The ELL 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. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL 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:
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
 - (i) recognize elements of the English sound system in newly acquired vocabulary
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
 - (i) learn new language structures heard during classroom instruction and interactions
 - (ii) learn new expressions heard during classroom instruction and interactions
 - (iii) learn basic vocabulary heard during classroom instruction and interactions
 - (iv) learn academic vocabulary heard during classroom instruction and interactions
 - (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
 - (i) monitor understanding of spoken language during classroom instruction and interactions
 - (ii) seek clarification [of spoken language] as needed

- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
 - (iii) use 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
 - (i) listen to and derive meaning from a variety of media to build and reinforce concept attainment
 - (ii) listen to and derive meaning from a variety of media to build and reinforce language attainment
 - (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
 - (i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs
 - (iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
 - (v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs
- (3) Cross-curricular second language acquisition/speaking. The ELL 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. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL 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:
- (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
 - (i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects
 - (ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures
 - (iii) expand and internalize initial English vocabulary 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
 - (iv) speak using a variety of 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
 - (i) speak using grade-level content area vocabulary in context to internalize new English words
 - (ii) speak using grade-level content area vocabulary in context to build academic language proficiency
 - (E) share information in cooperative learning interactions
 - (i) 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
 - (i) ask [for] 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
 - (ii) 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
 - (i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (ii) express ideas 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) narrate with increasing specificity and detail as more English is acquired
 - (ii) describe with increasing specificity and detail as more English is acquired
 - (iii) explain with increasing specificity and detail as more English is acquired
 - (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
 - (i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment
 - (ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment
- (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL 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:

- (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
 - (i) develop basic sight vocabulary used routinely in written classroom materials
 - (ii) derive meaning of environmental print
 - (iii) comprehend English vocabulary used routinely in written classroom materials
 - (iv) comprehend English 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
 - (i) use prereading supports 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
 - (i) 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
 - (i) use visual and contextual support to read grade-appropriate content area text
 - (ii) use visual and contextual support to enhance and confirm understanding
 - (iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
 - (iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language
 - (v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language
 - (vi) use support from peers and teachers to read grade-appropriate content area text
 - (vii) use support from peers and teachers to enhance and confirm understanding
 - (viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language
 - (ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language
 - (x) use support from peers and teachers to develop 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
 - (ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs
 - (iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs

- (iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL 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
 - (i) 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
 - (i) write using newly acquired basic vocabulary
 - (ii) write using 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
 - (i) spell familiar English words with increasing accuracy
 - (ii) employ English spelling pattern with increasing accuracy as more English is acquired
 - (iii) employ English spelling 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
 - (i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired
 - (ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired
 - (iii) edit writing for standard grammar and usage, including 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
 - (i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations
 - (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
 - (i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired
 - (ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired

- (iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired
- (i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired
 - (ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired
 - (iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired