

ELPS Academy

A Framework for ELL Success

LINGUISTIC INSTRUCTIONAL ALIGNMENT *Guide*

English Language Arts
Social Studies
Science
Mathematics



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.

Listening K-12	Grades K-12 Listening ELPS-TELPAS Proficiency Level Descriptors, Grades K-12 Listening ELPS Student Expectations for Listening K-12, 13 FAC 74.46(2) College and Career Readiness Standards (CCRS): Cross-Disciplinary Standards Suggested teacher behaviors...	Speaking K-12	Listening Speaking Reading Writing
Reading K-1			
Reading 2-12			
Writing K-1			
Writing 2-12			
Writing 2-12			

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.

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 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 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 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



Grades K-12 Listening

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

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

These 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 or ELLs
- may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues

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

These 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 or ELLs
- 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 ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.

These 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 or ELLs
- occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

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

These 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 Student Expectations for Listening K–12, 19 TAC 74.4(c)(2)

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.

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

Suggested teacher behaviors . . .

Beginning Level

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

Intermediate Level

- Use extensive use visual and verbal cues to reinforce spoken or written words.
- Employ simplified language and 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 student with phrases or simple sentence frames to seek clarification.

Advanced Level

- Use some visuals, verbal cues, and gestures to support understanding.
- Increase wait time in order for students to process information.
- Expect the occasional need to rephrase, repeat, or slow down at student's request.

Advanced High Level

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

Grades K-12 Speaking

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

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

These students:

- 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 ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.

These students:

- 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 ELLs

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

These students:

- 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 ELLs

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

These students:

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

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.

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

Suggested teacher behaviors . . .

Beginning Level

- Respect 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.

Intermediate Level

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

Advanced Level

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

Advanced High Level

- Ask student 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 student to participate in a variety of extended social and academic discussions.

Grades K-1 Reading

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

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

These students:

- 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

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

These students:

- 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

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

These students:

- 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

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

These students:

- 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 *

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

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.

* 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).



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.

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

Suggested teacher behaviors . . .

Beginning Level

- 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.

Intermediate Level

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

Advanced Level

- Have student 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.
- Use guided reading with leveled readers to check student's comprehension, recognition of basic vocabulary, and difficulty with sound-symbol relationships

Advanced High Level

- Have student 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.

Grades 2-12 Reading

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

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

These students:

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

These students:

- 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 or this level

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

These students:

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

These students:

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

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.

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

Beginning Level

- Display multiple examples of environmental print, including, but not limited to, labels, signs, and logos.
- Respect that student may not feel comfortable reading aloud as 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 the student has learned.

Intermediate Level

- Allow student to read independently and provide 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.

Advanced Level

- Have student 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.

Advanced High Level

- 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 student read texts that require higher-order comprehension skills, such as understanding expository text, drawing conclusions, and constructing meaning of unfamiliar concepts.

Grades K-1 Writing

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

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

These students:

- 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 *
- may demonstrate little or no awareness of English print conventions

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

These students:

- 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 *
- may demonstrate little or no awareness of English print conventions

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

These students:

- 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 *
- occasionally exhibit second language acquisition errors when writing in English*

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

These students:

- 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 *

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

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.



* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.

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.

Grades K-1 Writing Activities

- Journal writing for personal reflection
- 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

Suggested teacher behaviors . . .

Beginning Level

- 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 student to use pictures, letter-like forms, mock words, or scribbling to dictate personal reflections

Intermediate Level

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

Advanced Level

- Have student read and think aloud to focus on main points and details using grade-appropriate English.
- Have student 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.

Advanced High Level

- Have student orally present and explain written work.
- Provide sentence strips so student 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 during whole-class or cooperative group tasks.

Grades 2-12 Writing

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

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

These students:

- 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 ELLs

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

These students:

- 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 ELLs;

parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs

Advanced ELLs 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:

- 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 ELLs

Advanced high ELLs 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:

- 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 Student Expectations for Writing 2–12, 19 TAC 74.4(c)(5)

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.



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- (1) Attribute ideas and information to source materials and people.
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- (3) Present analyzed data and communicate findings in a variety of formats.

E. Technology

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- (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.

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

Suggested teacher behaviors . . .

Beginning Level

- Present, publish, and display whole-class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.
- Use 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.

Intermediate Level

- Create an interactive word wall that student 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 student 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.

Advanced Level

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

Advanced High Level

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

	Listening	Speaking	Reading	Writing
Beginning Level				
Intermediate Level				
Advanced Level				
Advanced High Level				

Instructional note: Plot students' names according to their individual language proficiency rating in each designated domain.

Linguistically Accommodated Instruction

The ever-changing diversity of our English language learners (ELLs) and their equally diverse academic needs require educators to routinely provide second language acquisition support through linguistically accommodated instruction. This support facilitates the challenging task that ELLs face learning English and content area material simultaneously.

Linguistically accommodated instruction involves the differentiation of instructional materials, strategies, and tasks based on the student's current level of language proficiency. Classroom instruction and content should be communicated in a manner that ELLs understand through the use of sequential skills and scaffolded instructional techniques and tasks. As students learn English, linguistic accommodations are adjusted to meet their individual ongoing academic language needs.





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