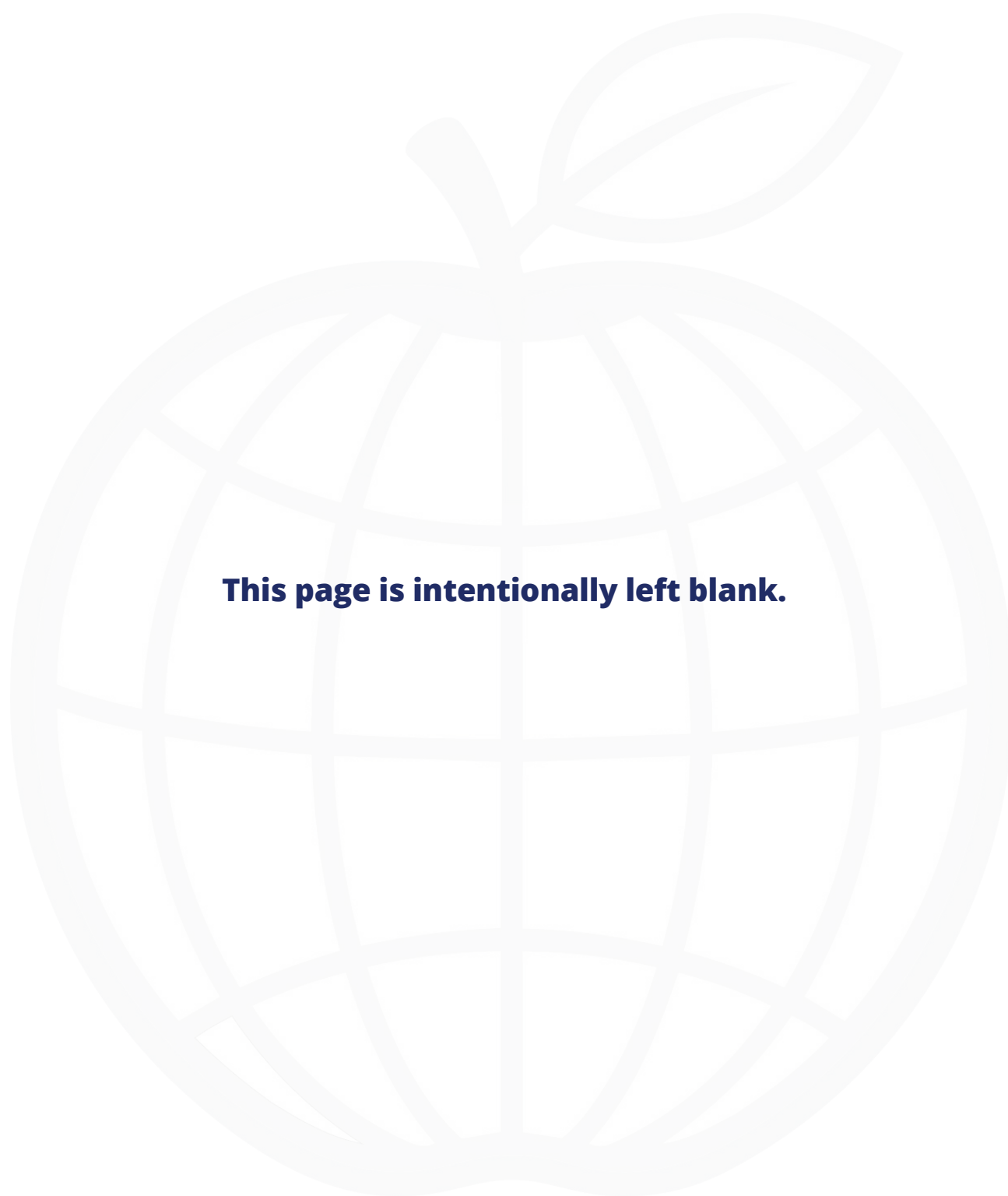


LINGUISTIC INSTRUCTIONAL ALIGNMENT GUIDE

Grades K-3

English Language Proficiency Standards Support



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Introduction

Instruction for Emergent Bilingual (EB) Students

The ever-changing demographics of emergent bilingual (EB) students and their varying academic needs require educators to routinely provide second language acquisition support through linguistically accommodated [Content-Based Language Instruction \(CBLI\)](#). This support facilitates the challenging task that EB students face learning English and content are 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 EB students 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.

English Language Proficiency Standards (ELPS)

The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students...

- (A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;*
- (B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and*
- (C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.*

Texas Administrative Code (TAC) §120.20 (c) (7)

The Proficiency Level Descriptors (PLDs)

The adoption of the [updated ELPS](#) in 2025 provided expanded Proficiency Level Descriptors organized into General Proficiency Level Descriptors and Content-Area Proficiency Level Descriptors. While the general proficiency level descriptors provide a broad description of student abilities that can be observed across content areas, the content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning across all four core content areas (TAC §120.20 (c) (8)).

The purpose of the Proficiency Level Descriptors (PLDs) is to serve as a road map for educators who support emergent bilingual students. By understanding and utilizing the PLDs, educators are able to evaluate student progress and design grade-level instruction to support and guide students toward full academic English proficiency across all domains.



Walkthrough

The ELPS Linguistic Instructional Alignment Guide consists of three sections to support educators: **Instructional Alignment**, **Content-Area Proficiency Level Descriptors**, and **Additional Resources**.

Instructional Alignment

To support lesson planning, designing, and delivery; the Instructional Alignment section provides teachers the opportunity to make connections between standards, activities, and teacher behaviors.

Each domain begins with TELPAS Proficiency Level Descriptors. The following page provides the relevant ELPS, College and Career Readiness Standards (CCRS), student activities, and linguistic accommodations associated with the language domain.

LISTENING: General Proficiency Level Descriptors

Pre-Intermediate

With minimal English proficiency and linguistic support, the A1 student can:

- understand simple oral requests or instructions in a familiar context
- establish simple oral contact in order to establish personal and/or simple group contact
- following directions follow simple requests and establish and maintain simple contact
- follow simple English instructions in order to perform simple tasks
- understand and demonstrate an understanding of spoken and written texts by employing simple strategies (e.g. looking for words or images)

Beginning

With fully English-supported instruction and linguistic support, the A2 student can:

- follow simple requests and direct instructions in familiar and unfamiliar contexts
- establish simple personal contacts in order to establish simple social contact
- follow simple English instructions in order to perform simple tasks in familiar and unfamiliar contexts
- understand and demonstrate an understanding of spoken and written texts by employing simple strategies (e.g. looking for words or images)
- understand and demonstrate an understanding of spoken texts by employing simple strategies (e.g. looking for words or images)

Intermediate

With minimally English-supported instruction and linguistic support, the B1 student can:

- understand simple oral requests or instructions in a familiar context
- establish simple personal contacts in order to establish simple social and professional contact
- follow simple English instructions in order to perform simple tasks in familiar and unfamiliar contexts
- understand and demonstrate an understanding of spoken and written texts by employing simple strategies (e.g. looking for words or images)
- understand and demonstrate an understanding of spoken texts by employing simple strategies (e.g. looking for words or images)
- understand and demonstrate an understanding of written texts by employing simple strategies (e.g. looking for words or images)

Upper Intermediate

With minimally English-supported instruction and linguistic support, the B2 student can:

- understand simple oral requests or instructions in a familiar context
- establish simple personal contacts in order to establish simple social and professional contact
- follow simple English instructions in order to perform simple tasks in familiar and unfamiliar contexts
- understand and demonstrate an understanding of spoken and written texts by employing simple strategies (e.g. looking for words or images)
- understand and demonstrate an understanding of spoken texts by employing simple strategies (e.g. looking for words or images)
- understand and demonstrate an understanding of written texts by employing simple strategies (e.g. looking for words or images)

Advanced

With oral or English-supported instruction and linguistic support, the B3 student can:

- understand simple oral requests or instructions in a familiar and unfamiliar contexts
- establish simple personal contacts in order to establish simple social and professional contact
- follow simple English instructions in order to perform simple tasks in familiar and unfamiliar contexts
- understand and demonstrate an understanding of spoken and written texts by employing simple strategies (e.g. looking for words or images)
- understand and demonstrate an understanding of spoken texts by employing simple strategies (e.g. looking for words or images)
- understand and demonstrate an understanding of written texts by employing simple strategies (e.g. looking for words or images)

ELPS Student Expectations for Listening R-3, 9-12 IAC 120001

The ELPS Student Expectations for Listening are organized into three levels of proficiency: Pre-Intermediate, Beginning, and Intermediate.

- 1. Understand simple oral requests or instructions in a familiar context
- 2. Establish simple oral contact in order to establish personal and/or simple group contact
- 3. Following directions follow simple requests and establish and maintain simple contact
- 4. Follow simple English instructions in order to perform simple tasks
- 5. Understand and demonstrate an understanding of spoken and written texts by employing simple strategies (e.g. looking for words or images)
- 6. Understand and demonstrate an understanding of spoken texts by employing simple strategies (e.g. looking for words or images)
- 7. Understand and demonstrate an understanding of written texts by employing simple strategies (e.g. looking for words or images)

College and Career Readiness Standards (CCRS) Listening

CCRS (Common Core) Listening

- 1. Engage in a variety of types of dialogue
- 2. Engage in a variety of types of dialogue
- 3. Engage in a variety of types of dialogue
- 4. Engage in a variety of types of dialogue
- 5. Engage in a variety of types of dialogue
- 6. Engage in a variety of types of dialogue
- 7. Engage in a variety of types of dialogue
- 8. Engage in a variety of types of dialogue
- 9. Engage in a variety of types of dialogue
- 10. Engage in a variety of types of dialogue

FOUR FOUNDATIONAL QUALITIES

- 1. Understand what is said and what is not said
- 2. Understand what is said and what is not said
- 3. Understand what is said and what is not said
- 4. Understand what is said and what is not said
- 5. Understand what is said and what is not said
- 6. Understand what is said and what is not said
- 7. Understand what is said and what is not said
- 8. Understand what is said and what is not said
- 9. Understand what is said and what is not said
- 10. Understand what is said and what is not said

Listening Suggested teacher behaviors

Pre-Production

- 1. Establish a safe, comfortable context, such as having a teacher and student
- 2. Establish a safe, comfortable context, such as having a teacher and student
- 3. Establish a safe, comfortable context, such as having a teacher and student
- 4. Establish a safe, comfortable context, such as having a teacher and student
- 5. Establish a safe, comfortable context, such as having a teacher and student

Beginnings

- 1. Establish a safe, comfortable context, such as having a teacher and student
- 2. Establish a safe, comfortable context, such as having a teacher and student
- 3. Establish a safe, comfortable context, such as having a teacher and student
- 4. Establish a safe, comfortable context, such as having a teacher and student
- 5. Establish a safe, comfortable context, such as having a teacher and student

Intermediate

- 1. Establish a safe, comfortable context, such as having a teacher and student
- 2. Establish a safe, comfortable context, such as having a teacher and student
- 3. Establish a safe, comfortable context, such as having a teacher and student
- 4. Establish a safe, comfortable context, such as having a teacher and student
- 5. Establish a safe, comfortable context, such as having a teacher and student

High Intermediate

- 1. Establish a safe, comfortable context, such as having a teacher and student
- 2. Establish a safe, comfortable context, such as having a teacher and student
- 3. Establish a safe, comfortable context, such as having a teacher and student
- 4. Establish a safe, comfortable context, such as having a teacher and student
- 5. Establish a safe, comfortable context, such as having a teacher and student

Advanced

- 1. Establish a safe, comfortable context, such as having a teacher and student
- 2. Establish a safe, comfortable context, such as having a teacher and student
- 3. Establish a safe, comfortable context, such as having a teacher and student
- 4. Establish a safe, comfortable context, such as having a teacher and student
- 5. Establish a safe, comfortable context, such as having a teacher and student

Listening Activities

- 1. Establish a safe, comfortable context, such as having a teacher and student
- 2. Establish a safe, comfortable context, such as having a teacher and student
- 3. Establish a safe, comfortable context, such as having a teacher and student
- 4. Establish a safe, comfortable context, such as having a teacher and student
- 5. Establish a safe, comfortable context, such as having a teacher and student

Content-Area Proficiency Level Descriptors

[illegible]

The expanded Content-Area PLDs provide clear expectations of student linguistic abilities and behaviors specifically in English Language Arts and Reading, Mathematics, Science, and Social Studies.

The Content-Area PLDs provide the student expectations across the four language domains under each of the five proficiency levels.

Additional Resources

The Performance-Based Activities sheet should be used to quickly generate ideas for student activities that support and develop student language by language domain.

The ELPS-TELPAS Student Proficiency Profile allows educators to list students' names according to their individual language rating to align student proficiency levels with suggested accommodations.

Performance-Based Activities		ELPS-TELPAS Student Proficiency Profile			
The following performance-based listening, speaking, reading, and writing activities are recommended for teachers to implement in their instruction so each of the eligible students can demonstrate their proficiency in English language development. The suggested list of activities is not intended to be exhaustive.		Listening	Speaking	Reading	Writing
Listening Activities • Responding to oral presentations • Responding to text-based audio • Following directions • Responding to oral group work • Inferential study activities with tapes • Large-group and small-group instructional interactions • One-on-one conferences • Individual student conferences	Speaking Activities • Collaborative group work • Oral presentations • Informal conversations with peers • Formal presentations • Large-group and small-group instructional interactions • One-on-one conferences • Classroom discussions • Recitation of memorized study strategies • Individual student conferences	Traditional			
		Beginning			
Reading Activities • Shared reading • Long-term and short-term, including charts and graphs • Reading meaning with background knowledge • Analyzing and synthesizing information • Reading and discussing social studies • Reading science text and related materials • Independent reading • Classroom culture and literacy practices • Reading and discussing high-interest books, relating to student's background	Writing Activities • Learning process, objects, and forms from text • Reading and discussing social studies and English language arts textbooks • Shared writing for strategy and content areas • Collaborative writing • Collaborative writing for strategy and content areas • Organization of thoughts and ideas through writing strategies • Discussion writing as a strategy for writing about a specific process • Collaborative writing for strategy and content areas • Reflective writing from language arts classes • Examples of personalizing writing from science, mathematics, and social studies classes	Intermediate			
		High Intermediate			
Advanced					

Proficiency Levels

The purpose of the Proficiency Levels, specifically the PLDs, is to serve as a road map for educators who support emergent bilingual students. By understanding and utilizing the PLDs, educators are able to evaluate student progress and design grade-level instruction to support and guide students toward full academic English proficiency across all domains.

Pre-Production

The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

Beginning

The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

Intermediate

The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.

High Intermediate

Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.

Advanced

The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.

LISTENING: General Proficiency Level Descriptors

Pre-Production

With *highly scaffolded* instruction and linguistic support, the EB student *may*:

- **Phonology:** recognize and mimic differences in sounds and sound patterns
- **Vocabulary:** match pre-taught content area vocabulary presented orally with images or print
- **Following Directions:** follow simple oral directions by observing and imitating others
- **Language Structures:** demonstrate an understanding of single words or simple language structures with repetition
- **Comprehension:** demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images



Beginning

With *highly scaffolded* instruction and linguistic support, the EB student *can*:

- **Phonology:** recognize and mimic differences in sounds and intonation
- **Vocabulary:** use pictorial models to understand spoken content area vocabulary
- **Following Directions:** follow simple oral directions with the support of repeated instructions or visual supports
- **Language Structures:** demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences
- **Comprehension:** demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases

Intermediate

With *moderately scaffolded* instruction and linguistic support, the EB student *can*:

- **Phonology:** identify when sounds or intonation are changed within spoken words
- **Vocabulary:** use explicitly taught content area vocabulary to comprehend oral classroom instruction and interactions
- **Following Directions:** follow multi-step oral directions with repetition or instructions in familiar contexts
- **Language Structures:** demonstrate an understanding of high frequency and familiar language structures heard in classroom interactions
- **Comprehension:** demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, asking clarifying questions, or asking to restate

High Intermediate

With *minimally scaffolded* instruction and linguistic support, the EB student *can*:

- **Phonology:** recognize sounds or intonation in familiar multisyllabic words
- **Vocabulary:** demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy
- **Following Directions:** follow multi-step oral directions in familiar and unfamiliar contexts with increasing accuracy
- **Language Structures:** demonstrate an understanding of informal language structures heard in familiar and unfamiliar contexts
- **Comprehension:** demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy

Advanced

With *little or no scaffolded* instruction and linguistic support, the EB student *can*:

- **Phonology:** recognize sounds or intonation in familiar and unfamiliar, newly acquired multisyllabic words within complex discourse
- **Vocabulary:** demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy
- **Following Directions:** follow or restate multi-step oral directions in unfamiliar contexts with accuracy
- **Language Structures:** demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts
- **Comprehension:** demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy



Listening

Suggested teacher behaviors

ELPS Student Expectations for Listening K-3, 19 TAC 120(d)(1)

The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas.

The student is expected to:

- (A) distinguish sounds and intonation patterns by responding orally, in writing, or with gestures;
- (B) demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;
- (C) follow oral directions with accuracy;
- (D) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions;
- (E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details; and
- (F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

College and Career Readiness Standards (CCRS) Listening

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 from patterns among data.

Pre-Production

- 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.
- Implement routines and procedures for classroom and instructional activities.

Beginning

- Frequently check for understanding since student will not have the ability to seek clarification
- 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.

Intermediate

- 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.
- Increase wait time in order for students to process information.

High Intermediate

- Use some visuals, verbal cues, and gestures to support understanding.
- Expect the occasional need to rephrase, repeat, or slow down at student's request.
- Increase the length and complexity of instructions and discourse with supports for unfamiliar contexts

Advanced

- 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.

Listening Activities

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

SPEAKING: General Proficiency Level Descriptors

Pre-Production	With <i>highly scaffolded</i> instruction and linguistic support, the EB student <i>may</i>: • Phonology: imitate English pronunciation, sounds, and words • Vocabulary: mimic classmates or teachers with sounds and actions, repeat academic vocabulary, recite modeled content-area words, including cognates • Language Structures/Syntax: use nonverbal responses or gestures to communicate • Register: use nonverbal responses or gestures to communicate • Discourse: communicate ideas, feelings, or opinions through gestures or visuals and a few isolated words • Respond to Information: respond with gestures or mimic simple, modeled responses, repeat high-frequency question words orally	
Beginning	With <i>highly scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Phonology: produce some sounds and words with accuracy • Vocabulary: name familiar objects used in everyday routines and activities, speak using some high-frequency vocabulary, including keywords and expressions needed for basic communication in academic and social contexts during formal and informal classroom interactions, recite high-frequency, content-area words, including cognates • Language Structures/Syntax: speak using isolated words with some visuals or gestures • Register: adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally • Discourse: communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or high-frequency vocabulary, describe ideas and reasoning orally using isolated words and vocabulary • Respond to Information: repeat orally some key words or details about a topic, respond appropriately to the comments of others orally using single words, ask a question orally using high-frequency words or use gesture	
Intermediate	With <i>moderately scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Phonology: produce some sounds, words, and phrases with accuracy and fluency • Vocabulary: participate in conversations and classroom interactions using phrases to express simple, original messages, speak in phrases using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions, speak using high-frequency, content-area words in simple phrases with support from cognates • Language Structures/ Syntax: speak in short phrases using high-frequency social language structures encountered in classroom interactions • Register: adjust speech structure, form, vocabulary, and register to specific audiences and purposes with increasing frequency • Discourse: convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases, describe and justify ideas and reasoning orally using high-frequency terms and phrases • Respond to Information: answer questions orally about a topic with short response, including some detail, respond orally with newly acquired vocabulary, ask questions orally about content-area topics using question words and phrases	
High Intermediate	With <i>minimally scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Phonology: produce sounds, words, phrases, and sentences with accuracy and fluency • Vocabulary: participate in conversations and classroom interactions using simple sentences and content-area vocabulary to describe familiar academic topics, speak in sentences using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions, speak using content-area vocabulary in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots • Language Structures/Syntax: speak using high-frequency social and academic language structures encountered in classroom interactions • Register: adjust speech structure, form, vocabulary, and register to specific audiences and purposes often • Discourse: participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences explain and justify ideas, reasoning, and arguments orally using a variety of sentence types • Respond to Information: articulate key words and details when retelling information about a topic using a variety of sentence types, respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types, ask simple and complex questions orally about content-area topics	
Advanced	With <i>little or no scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Phonology: produce sounds, words, phrases, and sentences with accuracy and fluency • Vocabulary: engage in elaborate discussions on familiar and unfamiliar topics using content-area vocabulary, share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions, speak using content-area vocabulary with increasingly complex sentences with support from cognates • Language Structures/Syntax: speak with academic language structures frequently used in content-area discourse • Register: adjust speech structure, form, vocabulary, and register to specific audiences and purposes • Discourse: engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types, explain and justify ideas, reasoning, and arguments orally using a variety of sentence types • Respond to Information: articulate key words and details when retelling information about a topic using a variety of sentence types, respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types, ask simple and complex questions orally about content-area topics	



Speaking

Suggested teacher behaviors

ELPS Student Expectations for Speaking K–3, 19 TAC 120(d)(2)

Student expectations--speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas.the stage of decoding written text.

The student is expected to:

- (A) produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy;
- (B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;
- (C) speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words;
- (D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;
- (E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions; and
- (F) restate, ask questions about, or respond to information during formal and informal classroom interactions.

College and Career Readiness Standards (CCRS) Speaking

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. Attribute ideas and information to source materials and people.

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.

Pre-Production

- Respect student's silent period and do not force them to speak if the student is hesitant to participate.
- Accept non-verbal responses or single words from highly familiar or memorized vocabulary.
- Frequently model intonation and correct pronunciation in a variety of social and academic contexts

Beginning

- Expect pronunciation errors that may inhibit communication.
- Accept responses consisting of single words and phrases from highly familiar or memorized vocabulary.
- Focus on the content of student's response and not on pronunciation or grammatical errors.
- Rephrase student language for clarity to model correct pronunciation and grammar.

Intermediate

- 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.
- Provide opportunities for peer to peer interactions prior to whole group responses.
- Realize that student may speak mostly in simple, present tense sentences and rarely with any details.

High Intermediate

- 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 for increasingly complex topics.

Advanced

- 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.

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

READING: General Proficiency Level Descriptors

Pre-Production	With <i>highly scaffolded</i> instruction and linguistic support, the EB student <i>may</i>: • Vocabulary: match pre-taught content-area vocabulary with images and concepts found in text • Print Concepts: imitate how others read a book from top to bottom and turn pages from left to right • Purpose for Reading: imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted • Comprehension Monitor and Adjust: use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words • Comprehension Responding to Text: respond to questions about text with gestures, drawings, yes/no, or one-word answers • Fluency: mimic word-by-word during shared or choral reading of familiar grade-level, content-area text	
Beginning	With <i>highly scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Vocabulary: use pictorial models or cognates to understand content-area vocabulary found in text • Print Concepts: attempt to read a book top to bottom and turn pages from left to right independently • Purpose for Reading: preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text using a combination of English and primary language when prompted • Comprehension Monitor and Adjust: use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information • Comprehension Responding to Text: respond to questions about text with short answers or simple sentences • Fluency: read word-by-word when reading familiar grade-level, content-area text	
Intermediate	With <i>moderately scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Vocabulary: use explicitly taught content-area vocabulary or cognates to comprehend text • Print Concepts: read a book top to bottom and turn pages from left to right independently • Purpose for Reading: preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text when prompted • Comprehension Monitor and Adjust: use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or identify some relevant key information • Comprehension Responding to Text: respond to questions or recall details about a text using some information from the text • Fluency: read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text	
High Intermediate	With <i>minimally scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Vocabulary: demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy • Print Concepts: read a book top to bottom and turn pages from left to right independently • Purpose for Reading: preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text with increasing independence • Comprehension Monitor and Adjust: use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information • Comprehension Responding to Text: respond to questions or retell details about text using some relevant information from the text • Fluency: read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text	
Advanced	With <i>little or no scaffolded</i> instruction and linguistic support, the EB student <i>can</i>: • Vocabulary: demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary with accuracy • Print Concepts: read a book top to bottom and turn pages from left to right independently • Purpose for Reading: preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text independently • Comprehension Monitor and Adjust: use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information • Comprehension Responding to Text: respond to questions about or retell a text using relevant information from the text • Fluency: read in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text	



READING

Suggested teacher behaviors

ELPS Student Expectations for Reading K–3, 19 TAC 120(d)(3)

Student expectations—reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. For Kindergarten and Grade 1, certain student expectations apply to text read aloud for students not yet at the stage of decoding written text.

The student is expected to:

- (A) distinguish sounds and intonation patterns by responding orally, in writing, or with gestures;
- (B) demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;
- (C) follow oral directions with accuracy;
- (D) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions;
- (E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details; and
- (F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

College and Career Readiness Standards (CCRS) Reading

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 the 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.

Pre-Production

- 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.

Beginning

- Provide multiple opportunities for shared reading, read-alongs, and sing-alongs, including chants and poems.
- 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.

Intermediate

- 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.
- Use varied cooperative groups to encourage and provide student with oral reading opportunities.

High Intermediate

- 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

- 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.

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

WRITING: General Proficiency Level Descriptors

Pre-Production

With *highly scaffolded* instruction and linguistic support, the EB student *may*:

- **Encoding:** scribble, draw pictures, and copy words to connect oral language to print
- **Phonology:** copy or trace information
- **Vocabulary:** illustrate or copy print to show understanding of content-area vocabulary in either primary language or English
- **Grammar:** copy words following capitalization and punctuation conventions
- **Discourse:** illustrate or copy text to show understanding of academic content, illustrate or copy descriptive language



Beginning

With *highly scaffolded* instruction and linguistic support, the EB student *can*:

- **Encoding:** match sounds in words to write phonetically spelled words
- **Phonology:** connect sounds to letters by relying on phonetic patterns
- **Vocabulary:** write using a combination of primary language and English high-frequency words to show understanding of content-area vocabulary
- **Grammar:** write words that use uppercase and lowercase letters, including personal information such as first and last names
- **Discourse:** write using a combination of illustrations and text to narrate, describe, explain, or persuade using acquired information or personal experiences, write descriptive words to add details to written texts or pictures

Intermediate

With *moderately scaffolded* instruction and linguistic support, the EB student *can*:

- **Encoding:** match sounds to letters or combinations of letters to spell with increasing accuracy
- **Encoding:** write phrases that may include invented spelling
- **Phonology:** connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency
- **Vocabulary:** write phrases by using high-frequency words, cognates, or content-area vocabulary, write phrases using standard English conventions
- **Discourse:** write using frequently modeled content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences, write an idea with specific and relevant details using descriptive phrases

High Intermediate

With *minimally scaffolded* instruction and linguistic support, the EB student *can*:

- **Encoding:** write words by sounding out phonemes or letter clusters
- **Phonology:** spell content-area and high-frequency words with increasing accuracy
- **Vocabulary:** write sentences by using high-frequency words, cognates, and content-area vocabulary with increasing accuracy
- **Grammar:** write sentences by using high-frequency words, cognates, and content-area vocabulary with increasing accuracy
- **Discourse:** write using common to content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences, write to explain an idea with specific and relevant details using simple sentences with increasing accuracy

Advanced

With *little or no scaffolded* instruction and linguistic support, the EB student *can*:

- **Encoding:** write words by sounding out phonemes or letter clusters with increasing accuracy
- **Phonology:** spell content-area and high-frequency words using linguistic spelling patterns accurately
- **Vocabulary:** write sentences using content-area vocabulary with accuracy, write sentences using content-compatible academic terms such as *observe*, *infer*, and *predict*
- **Grammar:** write a variety of sentence types using standard English conventions with increasing accuracy
- **Discourse:** write using precise content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences, write to explain an idea with specific and relevant details using a variety of sentence types, write using descriptive, literal, or figurative language to compose text

ELPS Student Expectations for Writing K-3, 19 TAC 120(d)(4)

The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. For Kindergarten and Grade 1, certain student expectations do not apply until the student has reached the proficiency level of generating original written text using a standard writing system.

The student is expected to:

- (A) apply relationships between sounds and letters of the English language to represent sounds when writing;
- (B) spell words following conventional spelling patterns and rules;
- (C) write using high-frequency words and content-area vocabulary;
- (D) write using a variety of grade-appropriate sentence lengths and types and connecting words;
- (E) write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense; and
- (F) write to narrate, describe, explain, respond, or persuade with detail in the content areas.

College and Career Readiness Standards (CCRS) Writing

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. Write 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 a clear and coherent manner.
- 4. Use technology appropriately.



WRITING

Suggested teacher behaviors

Pre-Production

- 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 areas, concrete vocabulary.
- Allow student to use pictures, letterlike forms, mock words, or scribbling to dictate personal reflections

Beginning

- 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

Intermediate

- 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.

High Intermediate

- Provide sentence strips so student can write sentences and cut them up to manipulate word order or concept.
- Provide paragraph frames and sentence frames to support increasingly complex writing structures.
- Provide a classroom generated descriptive adjectives list related to the writing topic for students to reference.

Advanced

- 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.

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



English Language Arts

Pre-Production

With *highly scaffolded* instruction and linguistic support, the EB student *may*:

Listening

- listen to and repeat letter-sound correspondence (phonemes)
- use non-verbal responses to engage with aural information or text read aloud

Reading

- repeat words with short and long vowel sounds during choral reading
- repeat consonant clusters during choral reading
- use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared text

Speaking

- use nonverbal responses or gestures to communicate
- respond by repeating or mimicking high-frequency vocabulary

Writing

- copy letters that represent the initial sounds of words
- copy sight words and consonant vowel consonant (CVC) words
- copy sentences with appropriate structure
- label or draw nouns, adjectives, or verbs
- copy sentences with appropriate capitalization and punctuation conventions

Beginning

With *highly scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- repeat vowel sounds and consonant sounds, including consonant clusters, when heard
- use one- to two-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud

Reading

- repeat words and distinguish between short and long vowel sounds during choral or shared reading
- repeat words and distinguish between single consonants and consonant clusters or digraphs during choral or shared reading
- use pictures, manipulatives, or primary language to demonstrate an understanding descriptive language found in familiar or shared text

Speaking

- speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements
- speak using high-frequency vocabulary to describe a literary or informational text

Writing

- write letters that represent the initial sounds of words
- identify and spell sight words and CVC words
- separate words in a phrase
- write words in a phrase
- write nouns and adjectives
- write simple present tense verbs



Intermediate

With *moderately scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- identify and differentiate between short vowels, long vowel sounds, and consonant sounds, including consonant clusters, when heard
- organize or categorize information presented orally using graphic supports to identify general meaning, key ideas, or important details

Reading

- segment and blend multisyllabic words that include short and long vowels when reading words from text
- segment and blend multisyllabic words that include two-letter consonant clusters or digraphs at the beginning of words such as *bl-* and *cr-* when reading text
- use context to construct meaning and demonstrate understanding of descriptive language or words with multiple meanings found in familiar or shared text

Speaking

- speak in phrases using high-frequency, content-specific vocabulary or figurative language occasionally
- speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text

Writing

- encode words while writing phrases and sounding out the phonemes
- identify and spell words following a pattern such as digraphs or consonant clusters
- write simple high-frequency phrase patterns such as subject-verb (S-V)
- write phrases with familiar parts of speech
- write simple phrases using present tense verbs with subject-verb agreement

High Intermediate

With *minimally scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in familiar spoken words
- recall general meaning, key ideas, and important details about aural information or text read aloud

Reading

- segment and blend multisyllabic words that include short and long vowels and different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading words from text
- segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as *th*, *bl-*, *cr-*, *st*, and *-nd* when reading text
- use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, or figurative language found in text

Speaking

- participate in discussions using sentences and literary or informational elements or figurative language
- speak using modeled language structures to describe or respond to a literary or informational text

Writing

- write pattern phrases and short sentences while sounding out the words (some words are written phonologically)
- spell words that follow specific rules such as double vowel teams *ee* and *oo*, ending in *-e*, and compound words with increasing accuracy
- write simple high-frequency sentence patterns such as subject-verb-object (S-V-O)
- write simple sentences using common parts of speech with increasing accuracy
- write sentences using past or present verbs with subject-verb agreement with increasing accuracy

Advanced

With *minimal or no scaffolded* instruction and linguistic support, the EB *can* student *can*:

Listening

- identify short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in spoken multi-syllabic words
- retell and seek clarification about aural information or text read aloud using key and expanded details

Reading

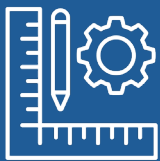
- decode multisyllabic words that include short and long vowels and different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading text
- decode multisyllabic words that include two- and three- letter consonant clusters or digraphs at the beginning or end of words such *spl-* and *-tch* when reading text
- use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, figurative language, or idiomatic expressions found in text

Speaking

- engage in longer discussions using sentences with literary or informational elements or figurative language
- speak using language structures to narrate, describe, or respond to a literary or informational text

Writing

- write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy
- spell multisyllabic words following patterns and rules with increasing accuracy
- write a variety of sentences using combining words with increasing accuracy
- write sentences using a variety of parts of speech with increasing accuracy
- write sentences using past, present, or future tense verbs with subject-verb agreement with accuracy



Math

Pre-Production

With *highly scaffolded* instruction and linguistic support, the EB student *may*:

Listening

- match pre-taught mathematical vocabulary presented orally with images and concepts such as numbers, mathematical operations, symbols, and shapes
- participate in a simple, mathematical process provided orally by observing and imitating others
- respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing, matching, or choosing objects

Reading

- use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures read in simple mathematical problems
- identify key information to make connections to construct meaning from word problems

Speaking

- use nonverbal responses or gestures to communicate mathematical terms
- communicate mathematical ideas through gestures and a few isolated words

Writing

- identify common mathematical symbols such as (=), (+), (-), and (,)
- illustrate or copy text to show an emerging understanding of mathematics content

Beginning

With *highly scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- use pictorial models to understand spoken vocabulary for mathematical processes and concepts such as numbers, mathematical operations, symbols, and shapes
- use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) in mathematical problems
- use concrete or pictorial representations to support listening comprehension of common mathematical language structures used for comparisons (less than, greater than, equal to); descriptions (attributes); and operations (plus, minus, equal)

Reading

- use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) in mathematical problems
- use pictures, manipulatives, or primary language to identify information to solve a problem

Speaking

- speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms
- speak using isolated mathematical words with some visuals or gestures
- describe mathematical ideas and reasoning orally through isolated words and mathematical terms with support

Writing

- copy common mathematical words and symbols such as *equal*, (=), *plus*, (+), *minus*, (-), (&), (.), and (,) in modeled word problems
- copy simple word problems using frequently modeled mathematical language



Intermediate

With *moderately scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- use pre-taught and highly practiced mathematical vocabulary, including numbers, operations, symbols, and shapes, to comprehend mathematical information, processes, and concepts presented orally
- follow a simple step-by-step process provided orally with visual support and repeated instruction to complete a mathematical investigation or solve a problem
- repeat key words or common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations

Reading

- identify keywords or phrases that correspond to mathematical symbols such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) read in mathematical problems
- identify relevant information, including mathematical symbols, that signals the actions needed to solve a problem

Speaking

- speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context
- speak using mathematical words or phrases about mathematical relationships, processes, problem-solving, or mathematical models
- describe and justify mathematical ideas and reasoning orally using high-frequency mathematical terms and phrases

Writing

- write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), (&), (.), and (,) in dictated word problems
- write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language

High Intermediate

With *minimally scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with increasing accuracy
- follow a multi-step process provided orally to complete a mathematical investigation or solve a problem with increasing accuracy
- participate in mathematical discussions using common language structures modeled orally to compare or describe objects, attributes, and operations

Reading

- identify language structures that correspond to mathematical symbols such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) read in mathematical problems
- distinguish between relevant information and extraneous information to solve a problem with increasing accuracy

Speaking

- participate in conversations during formal and informal classroom interactions on mathematical concepts using sentences and mathematical terms
- speak using connecting words and mathematical language to link ideas in simple sentences about mathematical relationships, processes, problem-solving, or mathematical models
- use sentences to orally describe and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs

Writing

- write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), (&), (.), and (,) in student generated word problems with increasing accuracy
- write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language with relevant details

Advanced

With *minimal or no scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with accuracy
- follow or restate a multi-step process provided orally to complete a mathematical investigation or solve a problem with accuracy
- participate in mathematical discussions using familiar and unfamiliar language structures modeled orally in the classroom to compare or describe objects, attributes, and operations

Reading

- distinguish between language structures that correspond to mathematical symbols such as *sum*, *equal*, (=), *greater than*, (>), *less than*, and (<) read in mathematical problems
- distinguish between relevant information and extraneous information to solve a problem with accuracy

Speaking

- engage in longer conversations and discussions during formal and informal classroom interactions using sentences with mathematical terms
- speak using precise mathematical language and connecting words about mathematical relationships, problem-solving, or mathematical models to extend ideas, opinions, or information
- use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs

Writing

- write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), (&), (.), and (,) in student generated word problems with accuracy
- write word problems and explain mathematical thinking and solutions using precise mathematical language with relevant and accurate details



Science

Pre-Production

With *highly scaffolded* instruction and linguistic support, the EB student *may*:

Listening

- match pre-taught scientific vocabulary with images and concepts when prompted orally
- participate in a simple step-by-step process provided orally to complete a scientific procedure or investigation by observing and imitating others
- respond to new vocabulary and concepts presented orally during science lessons by gesturing, pointing, matching, or choosing objects

Reading

- use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures and science safety protocols
- demonstrate the use of inferential skills such as making a connection to construct meaning from procedural or informational texts read

Speaking

- use nonverbal responses or gestures to communicate scientific terms
- communicate scientific ideas through gestures and a few isolated words
- communicate scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words

Writing

- illustrate or copy frequently used academic terms or cognates
- illustrate or copy text to show understanding of science and engineering content

Beginning

With *highly scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- use pictorial models to understand spoken scientific vocabulary, including ordinal words
- follow a simple step-by-step process provided orally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawings, charts, graphs, or diagrams
- use visual supports and manipulatives to comprehend orally presented scientific concepts that signal common language structures such as sequential, compare/contrast, and cause/effect

Reading

- use pictures, manipulatives, or primary language to comprehend language structures that signal sequential, compare/contrast, or cause/effect analysis when reading scientific and engineering text
- predict or make connections to construct meaning from procedural or informational texts read

Speaking

- speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary
- repeat brief step-by-step laboratory procedures or directions orally
- use isolated words to orally communicate ideas or opinions based on scientific data

Writing

- copy academic terms that are frequently used such as *procedures* and lab safety or cognates such as *cycle* and *ciclo* or *organism* and *organismo*
- copy information using frequently modeled science and engineering language



Intermediate

With *moderately scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- use cognates, prefixes, suffixes, or roots, and explicitly taught vocabulary, including ordinal words, to comprehend scientific vocabulary heard in the classroom
- follow a simple step-by-step process provided orally with visual support and repeated instructions to complete a scientific procedure or investigation
- use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect to participate in scientific discussions

Writing

- identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read
- predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read

Speaking

- speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context
- use phrases to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims
- justify or convey orally a proposed solution or hypothesis using phrases to include some ideas or opinions based on scientific data

Reading

- write phrases with academic terms that are frequently used or cognates such as *cycle* and *ciclo* or *organism* and *organismo*
- record information using high-frequency scientific and engineering language with details

High Intermediate

With *minimally scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with increasing accuracy
- follow a multi-step process provided orally to complete a scientific procedure or investigation with increasing accuracy
- participate in scientific discussions of familiar science content by using common language structures heard such as sequential, compare/contrast, and cause/effect

Reading

- identify or distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis
- predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with some accuracy

Speaking

- participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms
- use sentences to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims
- justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions

Writing

- write sentences from frequently used terms or cognates with support
- illustrate or copy text to show understanding of science and engineering content

Advanced

With *minimal or no scaffolded* instruction and linguistic support, the EB *can* student *can*:

Listening

- demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with accuracy
- follow or restate a multi-step process provided orally to complete a scientific procedure or investigation with accuracy
- participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect

Reading

- read science and engineering text and distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis
- predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with accuracy

Speaking

- engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms
- use a variety of sentence types to orally explain a scientific investigation sequentially, including detailed evidence and reasoning for claims
- justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions

Writing

- write sentences that include content-compatible academic terms
- copy information using frequently modeled science and engineering language



Social Studies

Pre-Production

With *highly scaffolded* instruction and linguistic support, the EB student *may*:

Listening

- **Vocabulary:** match pre-taught social studies vocabulary with images and concepts when prompted orally
- **Language Structures /Pragmatics:** respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing, matching, or choosing objects

Reading

- use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text
- identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading

Speaking

- communicate social studies ideas through gestures and a few isolated words
- communicate ideas, feelings, or opinions through gestures or visuals

Writing

- identify academic terms that are cognates
- illustrate or copy text to show understanding of social studies content

Beginning

With *highly scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- use pictorial models to understand spoken social studies vocabulary, including directional and chronological words
- use visual supports to comprehend orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast

Reading

- use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in social studies text
- predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts in shared reading

Speaking

- describe social studies concepts or current or historical events orally using isolated words
- use isolated words to orally communicate ideas or opinions about a decision-making process

Writing

- copy frequently used academic terms such as *timeline*, *place*, or *date* or cognates such as *community* and *comunidad* or *history* and *historia*
- copy high-frequency vocabulary related to cause and effect and chronology



Intermediate

With *moderately scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- use explicitly taught vocabulary, including directional and chronological words and cognates, to comprehend social studies vocabulary heard in the classroom
- use key words from orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast in classroom discussions

Reading

- identify or read keywords or phrases in social studies text that describe people, places, and events
- predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read

Speaking

- describe social studies concepts or current or historical events orally using some detail and phrases
- use phrases to orally convey a decision-making process, including ideas or opinions

Writing

- write phrases with high-frequency academic terms or cognates such as *community* and *comunidad* or *history* and *historia*
- write phrases using high-frequency social studies language related to cause and effect, chronology, or comparison

High Intermediate

With *minimally scaffolded* instruction and linguistic support, the EB student *can*:

Listening

- demonstrate comprehension of familiar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with increasing accuracy
- participate in discussions of familiar social studies content by using common language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place

Reading

- read, identify, or distinguish relevant information from social studies texts that describe people, places, and events
- predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read with increasing accuracy

Speaking

- describe social studies concepts or current or historical events orally using sentences
- participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions

Writing

- write sentences with high-frequency academic terms or cognates such as *community* and *comunidad* or *history* and *historia*
- write sentences using high-frequency social studies language related to cause and effect, chronology, or comparison with relevant details

Advanced

With *minimal or no scaffolded* instruction and linguistic support, the EB *can* student *can*:

Listening

- demonstrate comprehension of familiar and unfamiliar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with accuracy
- participate in discussions of familiar and unfamiliar social studies content by using language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place

Reading

- read and distinguish relevant information from social studies texts that describe people, places, and events
- predict, make connections, and draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read, with some accuracy

Speaking

- engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types
- engage in longer conversations and discussions during formal and informal interactions using sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process

Writing

- write sentences that include content-compatible academic terms
- write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details

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.

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

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

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

Writing Activities

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

ELPS-TELPAS Student Proficiency Profile

	Listening	Speaking	Reading	Writing
Pre-Production				
Beginning				
Intermediate				
High Intermediate				
Advanced				



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