



Texas English Language Proficiency Assessment System

Reading

English Language Proficiency Standards

TELPAS K–12

Reading

Reading Reporting Category 1

The student will demonstrate an understanding of words and language structures necessary for constructing meaning in English.

The student is expected to:

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

Reading Reporting Category 2

The student will demonstrate a basic understanding of a variety of texts written in English.

The student is expected to:

- (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; and
- (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.

Reading Reporting Category 3

The student will demonstrate an ability to analyze and evaluate information and ideas in a variety of texts written in English.

The student is expected to:

- (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.
- (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 following ELPS SEs are assessed throughout the test and are not specific to any one reporting category.

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;
- (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 subject-area material with a decreasing need for linguistic accommodations as more English is learned; and
- (H) read silently with increasing ease and comprehension for longer periods.