

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
Spanish Language Arts and Reading and English as a Second Language

Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, April 2016

These draft proposed revisions reflect the changes to the Spanish language arts and reading and English as a second language Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committee for **English for Speakers of Other Languages (ESOL)**.

Proposed additions are shown in green font with underlines ([additions](#)) and proposed deletions are shown in red font with strikethroughs ([deletions](#)).

*The proposed revisions include a proposal for two new courses, English Learners Language Arts (ELLA), Grade 7 and English Learners Language Arts (ELLA), Grade 8, at middle school and a one-credit, high school elective course, English Language Development and Aquisition (ELDA).

Comments provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

SBOE—information added, changed, or deleted to align with SBOE feedback

VA—information added, changed, or deleted to increase vertical alignment

Streamline—language added, changed, or deleted for streamlining

SPANISH LANGUAGE ARTS AND READING AND ENGLISH AS A SECOND LANGUAGE

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English Learners Language Arts, Grade 7

(a) General requirements. Recommended co-requisite: English Language Development & Acquisition (ELDA)

- (1) The essential knowledge and skills as well as the student expectations for English Learners Language Arts, Grade 7 are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English Learners (ELs).
- (2) ELLA 7th may be substituted for English Language Arts and Reading, Grade 7. All expectations apply to ELLA 7th students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.

(b) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. (4) English Learners (ELs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELs can and should be encouraged to use knowledge of their first language to enhance vocabulary development. Vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. For the required curriculum to be accessible, instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the

student's English language proficiency levels to ensure mastery of knowledge and skills. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors located in Chapter 74, Subchapter A.

- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. In accordance to student's language proficiency level, the student is expected to:

(A) develop oral language through listening and speaking by:

- (i) developing strategies to support active listening;
- (ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;
- (iii) giving an organized presentation with a specific point of view;
- (iv) following, restating, and giving oral instructions that involve a short related sequence of actions; and
- (v) developing social communication and producing oral language in contextualized and purposeful ways;

(B) develop vocabulary by:

- (i) using print and digital resources including dictionaries, thesauri or glossaries to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;
- (ii) using context within and beyond a sentence to clarify the meaning of unfamiliar or multiple meaning words;
- (iii) determining the meaning and usage of grade-level academic English words derived from Greek and Latin including: *omni, log/logue, gen, vid/vis, phil, luc, sens/sent/un-, re-, -ly, -er/or, and -ion/tion/sion im-* (into), *non-, dis-, in-* (not, non), *pre-, -ness, -y, -er* (comparative), *-est, and -ful*;
- (iv) identifying and use words that name actions, directions, positions, sequences, and locations;
- (v) investigating word relationships such as antonyms, synonyms, idioms, and analogies; and
- (vi) using multiple-meaning words, homographs, homophones and commonly-confused terms correctly.

(C) adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text;

(D) self-select text and read independently for a sustained period of time;

Commented [A1]: D was moved up to A and vice-versa for vertical alignment

Commented [A2]: We added this to 7th grade because it was on 6th grade and we felt it was important to continue.

Commented [A3]: Change to align with 6th & 8th grade

Commented [A4]: streamlining

Commented [A5]: As a committee, we discussed that at the 6-8 level, we recognize that fluency encompasses rate, accuracy, and prosody.

- (E) demonstrate and apply phonetic knowledge; and
- (F) write complete words, thoughts, and answers legibly.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. In accordance to student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and confirm predictions using text features, characteristics of genres, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, to ideas in other texts, and to the larger community;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate information read to determine what is most important;
- (H) synthesize information to create new understanding;
- (I) monitor comprehension and make adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. In accordance to student's language proficiency level, the student is expected to:
- (A) describe the personal and emotional connections to a variety of sources including self-selected texts;
- (B) use text evidence to support an appropriate response;
- (C) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (E) respond using newly acquired vocabulary as appropriate;
- (F) express and write about the implicit and explicit meanings of text;
- (G) compare sources within and across genres and write a response with accurate text evidence;
- (H) respond orally or in writing with appropriate register, vocabulary, and voice; and
- (I) reflect on and adjust responses when valid evidence is presented.
- (4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. In accordance to student's language proficiency level, the student is expected to:
- (A) listen actively to interpret a message and ask clarifying questions that build on other's ideas;
- (B) work productively with others to analyze a task to be solved and develop a plan with clear goals and deadlines;
- (C) engage in meaningful discourse and provide and accept constructive feedback from others; and

Commented [A6]: A-I moved around for vertical alignment

Commented [A7]: Comprehension is an internal process. Metacognition is thinking about our thinking and is assessed through response

Commented [A8]: Clarifies and simplifies language

Commented [A9]: Analytical response is the most difficult for students and must start early. The wording is open ended enough to differentiate based on the complexity of the text.

Commented [A10]: Students need to apply vocabulary they have learned

Commented [A11]: Provides clarity and streamlines

Commented [A12]: Reworded to align k-12

Commented [A13]: Professional organizations feedback

Commented [A14]: ESOL is not in agreement with the word accept when discussing feedback prefer the term receive. How will acceptance be measured?

- (D) evaluate the effectiveness of the collaborative interactions such as, student led discourse, peer to peer, student to teacher, and
- (E) share prior knowledge with peers and others to facilitate communication and to foster respect for others.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. In accordance to student's language proficiency level, the student is expected to:
- (A) develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;
- (B) recognize characteristics and structures of literary texts including:
- (i) analyzing texts with one or more subplots;
 - (ii) explaining the influences of setting(s) on character and plot development in works with one or more subplots;
 - (iii) analyzing how the internal and external responses of characters develop the plot;
 - (iv) explaining how the theme(s) is developed; and
 - (v) analyzing how language contributes to the meaning of a poem and identify elements of poetry including stanzas and line breaks ; and
 - (vi) analyzing how a playwright develops plot through the use of dialogue and stage directions.
- (C) recognize characteristics and structures of informational text including:
- (i) identifying the controlling idea or thesis;
 - (ii) explaining how text is designed to organize and convey ideas;
 - (iii) analyzing how multiple organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution develop the main ideas and the author's viewpoint; and
 - (iv) identifying features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;
- (D) recognize characteristics and structures of argumentative text including:
- (i) identifying the claim the author presents in the thesis; and
 - (ii) analyzing the evidence presented and explain how the author anticipates and answers readers' concerns.
- (E) analyze and construct multimodal texts and digital literacies for a variety of purposes.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. In accordance to student's language proficiency level, the student is expected to:
- (A) identify and analyze the author's purpose and message within a text;
- (B) explain how a text structure contributes to the author's purpose;

Commented [A15]: Alignment between elementary and high school

Commented [A16]: Diverse is a broader term that includes all cultures and communities

Commented [A17]: Check if it changed to multicultural

Commented [A18]: Moved from (F) to (A) for vertical alignment

Commented [A19]: More appropriate

Commented [A20]: Added so realistic fiction is included

Commented [A21]: Consider using the following definition from Fountas and Pinnell, Genre Study, "a nonfiction and a fiction genre are included in one text. Genres may be blended or in different sections."

Commented [A22]: The focus is to analyze, not to create a summary and the word complex is unnecessary

Commented [A23]: clarification

Commented [A24]: reworded to keep the SE focused on characters

Commented [A25]: Discussion on rewording SE

Commented [A26]: Reworded for clarity and assessment

Commented [A27]: Moved from (E) to (v) to reflect k-12 poetry

Commented [A28]: Controlling idea from previous TEKS

Commented [A29]: As students read increasingly complex texts, they identify and then analyze.

(C) interpret the author's use of print and graphic features to achieve specific purposes;

(D) explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;

(E) identify and analyze how the author's use of language contributes to the mood, voice and tone, of a text;

(F) identify and analyze the use of literary devices including subjective and objective point of view and foreshadowing to achieve a specific purpose; and

(G) discuss the use of rhetorical devices including loaded language.

Commented [A30]: Vertical alignment

(7) Composition Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. In accordance to student's language proficiency level, the student is expected to:

Commented [A31]: Readded this SE

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, and interviews;

(B) develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to ensure clarity, development, organization, style, word choice, and sentence fluency;

(D) edit drafts using standard English conventions including:

(i) complete simple, compound, and complex sentences with correct subject-verb agreement;

(ii) consistent verb tenses;

(iii) appropriate pronouns;

(iv) commas in appositive phrases and after transitions, introductory words, phrases, and clauses;

(v) semicolons when appropriate;

(vi) correct punctuation of dialogue and citation(s);

(vii) correct capitalization; and

(viii) correct spelling;

Commented [A32]: Complex sentences begins in 7th grade which is how it is currently in the ELAR TEKS. We believe this is an appropriate time for it to come in to play.

Commented [A33]: For specificity and alignments

Commented [A34]: Rewording to align with 6th and 8th

Commented [A35]: Aligns with high school

(E) publish written work for appropriate audiences;

(F) use the elements of craft to advance the writer's purpose when composing by:

(i) developing an engaging idea reflecting depth of thought with specific details and relevance;

(ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;

(iii) using intentional word choice, precise nouns, and strong actions verbs;

(iv) constructing a variety of sentence structures and lengths; and

(v) developing voice;

(G) compose literary texts including personal narratives, fiction and poetry using genre characteristics and craft;

(H) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;

(I) compose argumentative texts using genre characteristics and craft; and

(J) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. In accordance to student's language proficiency level, the student is expected to:

(A) generate student selected and teacher guided questions for formal and informal inquiry;

(B) develop a plan;

(C) gather a variety of sources;

(D) critically examine sources for:

(i) credibility and bias; and

(ii) faulty reasoning, including hyperbole, emotional appeals, and stereotype;

(E) synthesize information from a variety of sources;

(G) display academic citations and references to use source materials ethically; and

(H) incorporate digital technology, when appropriate.

Commented [A36]: Current wording included for guidance

Commented [A37]: Reinforces integration of all strands, research goes beyond a research paper

Commented [A38]: This was from 8.C just separated into two SE's to better reflect the order of the inquiry cycle

DRAFT

English Learners Language Arts, Grade 8

(a) General requirements. Recommended co-requisite: English Language Development & Acquisition (ELDA)

- (1) The essential knowledge and skills as well as the student expectations for English Learners Language Arts, Grade 8th (ELLA 8th) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English Learners (ELs).
- (2) ELLA 8th may be substituted for English Language Arts and Reading Grade 8. All expectations apply to ELLA 8th students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.

(b) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. (4) English Learners (ELs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELs can and should be encouraged to use knowledge of their first language to enhance vocabulary development. Vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. For the required curriculum to be accessible, instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the

student's English language proficiency levels to ensure mastery of knowledge and skills. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors located in Chapter 74, Subchapter A.

- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. In accordance to the student's proficiency level, the student is expected to:

(A) develop oral language through listening and speaking by:

- (i) developing strategies to support active listening;
- (ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;
- (iii) giving an organized presentation with a specific point of view;
- (iv) following, restating, and giving oral instructions that involve a short related sequence of actions; and
- (v) developing social communication and producing oral language in contextualized and purposeful ways.

(B) develop vocabulary by:

- (i) using print and digital resources to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context
- (ii) using context within and beyond a sentence to clarify the meaning of unfamiliar or ambiguous words; and
- (iii) determining the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc; auto, bio, graph, meter, phon, port, and tele; terr, chrono, audi, geo, dict, photo, and ject;
- (iv) identifying and use words that name actions, directions, positions, sequences, and locations;
- (v) investigating word relationships such as antonyms, synonyms, and analogies; and
- (vi) using multiple-meaning words, homographs, homophones and commonly-confused terms correctly.

(C) adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text;

(D) self-select text and read independently for a sustained period of time;

(E) demonstrate and apply phonetic knowledge; and

(F) write complete words, thoughts, and answers legibly.

Commented [A39]: Would like to rephrase to the same as ESOL 1Dii

Commented [A40]: Added to address speaking as a foundational skill

Commented [A41]: We want to rearrange the order of these to support developmental appropriateness

Commented [A42]: Changed for VA with 3-5

Commented [A43]: Wanted to show that you can use context at a bigger level to check context

Commented [A44]: We are no longer listing the aspects of fluency, like grades 1-5. The committee determined that fluency encompasses rate, accuracy, and prosody; we are wanting students to adjust fluency based on their reading purpose.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. In accordance to the student's proficiency level, the student is expected to:

- (A) establish purpose for reading assigned and self-selected texts; and make and confirm predictions using text features, elements, and structures;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, to ideas in other texts, and to the larger community;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate information read to determine what is most important;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments when understanding breaks down.

Commented [A45]: These stay the same because comprehension skills are the same throughout the grade levels

Commented [A46]: Moved for VA

Commented [A47]: Changed for clarity and VA

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. In accordance to the student's proficiency level, the student is expected to:

- (A) describe the personal and emotional connections to a variety of sources including self-selected texts;
- (B) use text evidence to support an appropriate response;
- (C) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (E) respond using newly acquired vocabulary as appropriate;
- (F) express and write about the implicit and explicit meanings of text;
- (G) compare sources within and across genres and write a response with accurate text evidence and relevant commentary;
- (H) respond orally or in writing with appropriate register, vocabulary, and voice; reflect on and adjust responses when valid evidence is presented; and
- (I) defend or challenge authors' claims using relevant text evidence.

Commented [A48]: Justification of the strand: Comprehension is an internal process. Metacognition is thinking about our thinking and is assessed through response.

Commented [A49]: Clarify and simplify language. See Margaret Hill expert review.

Commented [A50]: Analytical response is the most difficult for students, and must start early. The wording is open ended enough to differentiate based on the complexity of the text.

Commented [A51]: Moved for VA

Commented [A52]: Cut because this is in the KS statement

Commented [A53]: Students need to apply vocabulary they have learned

(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. In accordance to the student's proficiency level, the student is expected to:

- (A) listen actively to interpret a message by summarizing, asking questions, and making comments when appropriate;
- (B) work productively with others to analyze a task to be solved, and develop a plan with clear goals and deadlines;
- (C) engage in meaningful discourse and provide and accept constructive feedback from others such as: student led discourse, peer to peer, student/teacher;
- (D) evaluate the effectiveness of the collaborative interactions; and

Commented [A54]: Clarity

Commented [A55]: Committee discussion: Do we need this or is it represented in the Response/Foundational Skills strand?

Commented [A56]: Vertical alignment

Commented [A57]: Changed for clarity. Professional organizations feedback.

Commented [A58]: Align language with Eng 1-4

- (E) share prior knowledge with peers and others to facilitate communication and to foster respect for others.
- (5) **Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts.** Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. In accordance to the student's proficiency level, the student is expected to:
- (A) develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;
- (B) recognize characteristics and structures of literary texts including:
- (i) analyzing linear and nonlinear plots with one or more subplots;
 - (ii) analyzing the influence of setting(s) on character and plot development;
 - (iii) analyzing how the central characters' qualities influence the resolution of the central conflict and the theme;
 - (iv) explaining how the theme(s) is developed;
 - (v) analyzing how language and form contribute to the meaning of a poem and identify elements of poetry, including rhyme, repetition, alliteration and onomatopoeia; and
 - (vi) analyzing how playwright(s) develop characters through the dialogue and staging of their plays;
- (C) recognize characteristics and structures of informational text including:
- (i) identifying the controlling idea or thesis;
 - (ii) explaining how text is designed to organize and convey ideas;
 - (iii) analyzing the author's use of multiple structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution to organize information coherently; and
 - (iv) using features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;
- (D) recognize characteristics and structures of argumentative text including:
- (i) analyzing the argument by identifying the claim the author presents in the thesis; and
 - (ii) explaining how the author anticipates and answers readers' counter-arguments; and
- (E) analyze and construct multimodal texts and digital literacies for a variety of purposes.
- (6) **Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts.** Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. In accordance to the student's proficiency level, the student is expected to:
- (A) identify and analyze the author's purpose and message within a text;
- (B) explain how a text structure contributes to the author's purpose;

Commented [A59]: Diverse is a broader term that includes all cultures and communities.

Commented [A60]: This is more developmentally appropriate

Commented [A61]: Added because we didn't want realistic fiction to not be taught.

Commented [A62]: Definition from Fountas and Pinnell Genre Study: "A nonfiction and a fiction genre are including within one text. Genres may be blended or in different sections," (173).

Commented [A63]: Moved from F to A for vertical alignment.

Commented [A64]: For assessment purposes

Commented [A65]: Re-worded for clarity and assessment

Commented [A66]: Moved from E. Not a stand-alone standard. It's a form of literature. Moved above drama because it's through all the grade levels.

Commented [A67]: Added parentheses around s for assessment purposes.

Commented [A68]: Changed to not limit the terms protagonist and antagonist to one type of literature

Commented [A69]: Added from previous TEKS.

Commented [A70]: Changed the verb because this is still a stepping stone from 7th grade.

Commented [A71]: Moved from ii to iii

Commented [A72]: Changed into two SEs because it was too much in one

Commented [A73]: Students are reading more complex texts, therefore students need to identify and then analyze.

Commented [A74]: Clarity.

Commented [A75]: Revised for clarity.

- (C) interpret and analyze the author's use of print and graphic features to achieve specific purposes;
- (D) explain the effect of literal and figurative language including imagery and symbolism to achieve intended purposes;
- (E) identify and analyze how the author's use of language contributes to the mood, voice and tone of a text;
- (F) identify and analyze the use of literary devices including subjective and objective point of view and irony to achieve a specific purpose; and
- (G) discuss the use of rhetorical devices including rhetorical questions and loaded language.
- (7) Composition: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. In accordance to the student's proficiency level, the student is expected to:
- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, and interviews;
- (B) develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;
- (C) revise drafts to ensure clarity, development, organization, style, word choice, and sentence fluency;
- (D) edit drafts using standard English conventions including:
- (i) complete simple, compound, complex, and compound-complex sentences with correct subject-verb agreement;
- (ii) consistent verb tenses;
- (iii) appropriate pronouns;
- (iv) commas in appositive phrases and after transitions, introductory words, phrases, and clauses;
- (v) semicolons, colons, and parentheses when appropriate;
- (vi) correct punctuation of dialogue and citation(s);
- (vii) correct capitalization; and
- (viii) correct spelling
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer's purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
- (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
- (iii) using intentional word choice, precise nouns, and strong action verbs;
- (iv) constructing a variety of sentence structures and lengths; and
- (v) developing voice;
- (G) compose literary texts including personal narratives, fiction and poetry using genre characteristics and craft;

Commented [A76]: Revised for clarity

Commented [A77]: Added to continue the learning for students.
Cut Extended metaphors because it's very hard to find grade-appropriate texts that have this.

Commented [A78]: For vertical alignment

Commented [A79]: Changed after a great deal of discussion with HS and ESOL and 3-5. This is a more accessible level for MS students.

Commented [A80]: Changed to scaffold from lower grade levels.

Commented [A81]: Added for VA

Commented [A82]: Changed for clarity

Commented [A83]: Changed for clarity.

Commented [A84]: Parentheses are more appropriate to teach here because we're also teaching appositive phrases, and parentheses can be used for this also.

Commented [A85]: This isn't new, just edited. But I can't change the green for some reason.
Edited for clarity.

Commented [A86]: Aligns with high school.

Commented [A87]: VA

Commented [A88]: Edited for clarity

Commented [A89]: Typo

Commented [A90]: Changed for vertical alignment and clarity of purpose

Commented [A91]: Moved for clarity

(H) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;

Commented [A92]: Changed because this is what we want students to be doing. This is more clear.

(I) compose argumentative texts using genre characteristics and craft; and

(J) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. In accordance to the student's proficiency level, the student is expected to:

(A) generate student selected and teacher guided questions for formal and informal inquiry;

(B) develop a plan;

(C) gather information from a variety of sources;

(D) critically examine sources for:

(i) credibility and bias, including omission; and

(ii) faulty reasoning, including bandwagon appeals, repetition, and loaded language;

Commented [A93]: FOR BREAKOUTS: Please put omission only with bias—not with credibility

Commented [A94]: Reinforces integration of skills. Inquiry is beyond just a research project.

(E) synthesize information from a variety of sources;

(F) display academic citations and references to use source materials ethically; and

(G) incorporate digital technology, when appropriate.

Commented [A95]: This was split from current C into two parts because it better reflects the order of the inquiry cycle

DRAFT

English I for Speakers of Other Languages

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. Recommended co-requisite: English Language Development & Acquisition (ELDA)
- (1) The essential knowledge and skills as well as the student expectations for English I for Speakers of Other Languages (ESOL I) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English Learners (ELs).
- (2) ESOL I may be substituted for English I as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). All expectations apply to ESOL I students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.
- (b a) Introduction.
- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, and may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4 3) English Learners (ELs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELs can and should be encouraged to use knowledge of their first language to enhance vocabulary development. Vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5 4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic

Commented [A96]: Recommended by Dr. Hill to leave the skills together because they are reciprocal. *Unlocking Literacy, Effective Decoding and Spelling Instruction*, by Marcia K. Henry

potential. For the required curriculum to be accessible, instruction must be linguistically accommodated in accordance with the [English Language Proficiency Standards \(ELPS\)](#) and the student's English language proficiency levels to ensure mastery of knowledge and skills. For a further understanding of second language acquisition needs, refer to the [ELPS English Language Proficiency Standards](#) and proficiency-level descriptors located in Chapter 74, Subchapter [A B](#).

- (6 5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). [In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines](#) (Fisher, Frey, & Rothenberg, 2008).
- (7 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. In accordance to the student's language proficiency level, the student is expected to:

- (A) self-select text and read independently for a sustained period of time;
- (B) develop vocabulary ~~by to:~~
- (i) ~~using a variety of print or digital resources, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding in context;~~
 - (ii) ~~using~~ context, [morphology](#) and [cognates](#) and [knowledge of roots, affixes, and cognates](#) to determine denotation and connotation of unfamiliar words and phrases;
 - (iii) ~~apply word study to~~ [increasing](#) vocabulary and [learning](#) new words and concepts, including academic and other content vocabulary;
 - (iv) [identifying and using words that name actions, directions, positions, sequences, and locations;](#)
 - (v) [investigating word relationships such as antonyms, synonyms, and analogies; and](#)
 - (vi) [using multiple-meaning words, homographs, homophones and commonly-confused terms correctly;](#)
- ~~(C) develop oral language through listening and speaking by giving an organized presentation with a specific point of view;~~
- (C) [develop oral language through listening and speaking by:](#)
- (i) [following, restating, and giving oral instructions that involve a short related sequence of actions;](#)
 - (ii) [adjusting speaking rate, volume, enunciation, eye contact, natural gestures, and conventions of language to communicate ideas effectively;](#)
 - (iii) [giving an organized presentation with a specific point of view;](#)

Commented [A97]: Greek and Latin roots are part of morphology. The parts themselves are mastered in earlier grades. Etymology is covered in English IV to provide a deeper analytical understanding of increasingly complex and mature vocabulary.

Commented [A98]: Differentiated the SE for ELLs by being more specific in the oral language skills

- (iv) developing strategies to support active listening;
 - (v) conducting an interview, including social, informative, and literary;
 - (vi) developing social communication and producing oral language in contextualized and purposeful ways; and
 - (vii) listening and responding to critique from peers after an oral presentation;
 - (D) adjust fluency when reading grade-level text based on the reading purpose;
 - (E) demonstrate and apply phonetic knowledge; and
 - (F) write complete words, thoughts, and answers legibly.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. In accordance to the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) make and confirm predictions using text features, elements, and structures;
 - (C) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, to ideas in other texts, and to the larger community ~~to activate prior knowledge;~~
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate ~~prioritize~~ information read to determine what is most important;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. In accordance to the student's language proficiency level, the student is expected to:
- (A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including self selected texts;
 - (B) use text evidence to support an appropriate response;
 - (C) paraphrase and ~~or~~ summarize texts in ways that maintain meaning and logical order;
 - (D) interact ~~with a variety of sources read, heard, or viewed~~ in meaningful ways such as note taking, annotating, freewriting, or illustrating;
 - (E) respond using acquired content and academic vocabulary as appropriate;
 - ~~(C)~~ ~~(F)~~ reflect on and write about the implicit and explicit meanings of text;
 - ~~(F)~~ ~~reflect on and adjust responses when valid evidence warrants;~~
 - ~~(H)~~ ~~(G)~~ compare multiple sources within and across multiple ~~including different~~ genres and write a response with accurate and relevant text evidence and commentary;
 - (H) respond orally, or in writing to various audiences with appropriate register, vocabulary, and voice;
 - (I) defend or; challenge author's claim, ~~or qualify insights gained from a variety of sources~~ using accurate and relevant text evidence; and

- (I) ~~respond to ideas and feedback about personal and academic writing; and~~
- (D) ~~communicate a text's relevance and credibility based on its context and source; (Possible delete)~~

Commented [A99]: Possible Delete from ESOL I – move

- (J) express opinions, ideas and feelings ranging from communicating single words and short phrases to participating in extended discussions.

(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments ~~using the four domains of language as appropriate~~. The student is expected to:

- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
- (B) analyze a ~~task problem~~ to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;
- ~~(B) work productively with others to analyze a task, develop a plan with clear goals and deadlines using multiple strategies to solve the problem;~~
- (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; ~~by posing and answering questions, and conveying viewpoints; and~~
- (D) analyze, and evaluate collaborative interactions; such as: student led discourse, peer to peer, student to teacher; and
- (E) share prior knowledge with peers and others to facilitate communication and to foster respect for others.

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse multicultural texts-texts. In accordance to the student's language proficiency level, the student is expected to:

- (A) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama;
- (B) analyze and apply the characteristics and structural elements of literary texts such as ~~character, plot, and theme;~~
 - (i) theme, characters, and plot;
 - (ii) poetic forms, stanzas, line breaks, and sound devices
 - (iii) stage directions and cast;
 - (iv) analyzeing and summarizeing the relationship between of nonlinear plot development including the use of foreshadowing and flashback to advance the plot;
 - (v) explaining the influences of settings in character and plot development in works with one or more subplots;
 - (vi) analyze the development of plot through the internal and internal responses of characters including their relationships and conflicts;
 - (vii) interpret complex themes in which there are multiple perspectives; and
 - (viii) analyzeing how a playwright develops plot through the use of dialogue and stage directions;
- (C) recognize characteristics and structures of informational text including;

Commented [A100]: VA and SBOE: content and differentiation

Commented [A101]: These are SEs taught at earlier grade level that would continue to support recent arrival ELLs and ELLs at the HS level

Commented [A102]: These are SEs taught at earlier grade level that would continue to support recent arrival ELLs and ELLs at the HS level

- (i) identify the controlling idea and thesis;
 - (ii) identify how different organizational structures such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution support the main ideas; and
 - (iii) using features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;
- (D) analyze and apply characteristics and structural elements of informational texts such as: ~~clear thesis, relevant supporting evidence, and pertinent examples;~~
- (i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;
 - (ii) text features; and
 - (iii) organizational patterns;
- (E) analyze and apply characteristics and structural elements of argumentative texts such as: ~~clear arguable thesis, reasoning, appeals, and counter argument;~~
- (i) clear arguable thesis, and convincing closing; and
 - (ii) counter arguments, concessions, and call to action;
- (F) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
- (G) analyze how the historical period, ~~and~~ cultural contexts, and current events influence texts.
- (6) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. Students will analyze and apply author’s craft purposefully in order to develop their own products and performances. In accordance to the student’s proficiency level, the student is expected to:
- (A) identify and analyze the audience, purpose, and message within a texts;
 - (B) analyze the use of text structures to achieve specific purposes;
 - (C) interpret and analyze the author’s use of print and graphic features to achieve specific purposes;
 - (D) analyze the effect of literal and figurative language, including extended metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes;
 - (E) identify and analyze how the author’s diction and syntax contribute to the mood, ~~style,~~ voice, and tone of a text;
 - (F) identify and analyze the use of literary devices including point of view, irony, oxymoron, pun, and idiom to achieve specific purposes; and
 - (G) identify and analyze the use of rhetorical devices including allusion, repetition, ~~and~~ appeals, and rhetorical questions.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. In accordance to the student’s proficiency level the student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

Commented [A103]: VA and SBOE: content and differentiation

Commented [A104]: VA and SBOE: content and differentiation

Commented [A105]: If EAR I & II – adds poetry use 7th ESL (E) here

Commented [A106]: The differentiation occurs in the phrases “genre characteristics” and “craft.” These two phrases will guide teachers to the “Multiple Genres” and “Author’s Purpose and Craft” strands for specific skills that should be incorporated into the written compositions. For example, in argumentative essays for English I (5Ci), you will see the language “clear thesis, relevant supporting evidence, and pertinent examples.” This allows streamlining so that the specific language isn’t repeated in multiple strands.

- (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;
- (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, ~~diction~~ ~~word choice~~, and sentence fluency;
- (D) edit drafts ~~independently and collaboratively~~ using standard English conventions of ~~grammar, spelling, capitalization, and punctuation~~, including:
- (i) ~~sentence-combining techniques~~; effectively avoiding problematic splices, ~~run-ons~~, and ~~sentence~~ fragments;
 - (ii) commas to set off ~~absolute, gerund~~, infinitive, and participle phrases;
 - (iii) semi-colons to indicate a relationship between closely related independent clauses;
 - (iv) parallel structure;
 - (v) dashes, and colons, ~~parentheses, brackets, and ellipses~~;
 - (vi) consistent and logical use of verb tense;
 - (vii) appropriate use of active and ~~passive~~ voice;
 - (viii) subject-verb agreement;
 - (ix) pronoun-agreement;
 - (x) ~~apostrophes to show possession~~;
 - (xi) ~~accurate usage of homonyms~~;
 - (xii) ~~correct~~ capitalization; and
 - (xiii) ~~correct spelling including abbreviations~~; ~~capitalization and punctuation of titles~~;
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer’s purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
 - (ii) organizing with ~~sound and~~ purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
 - (iii) using intentional ~~word choice~~ ~~diction~~, precise nouns, and strong action verbs;
 - (iv) ~~sentence-combining techniques to create~~ ~~constructing~~ a variety of sentence structures and lengths; and
 - (v) ~~using author’s craft to~~ developing voice;
- (G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and ~~author’s~~ craft;
- (H) compose informational texts such as ~~resumes and, including~~ personal and informative essays using genre characteristics and ~~author’s~~ craft;
- (I) compose argumentative texts using genre characteristics and ~~author’s~~ craft; and
- (J) compose correspondence ~~that reflects an opinion, registers a compliant, or requests information~~ in a ~~professional~~ ~~business~~ or friendly structure.
- ~~(K) compose analytical texts using genre characteristics and author’s craft including a literary analysis paragraph.~~

Commented [A107]: Streamlining

Commented [A108]: Moved to 7F(iv)

Commented [A109]: Moved to English III and IV for differentiation.

Commented [A110]: Added to support skills in the “Response” and “Inquiry and Research” strands.

Commented [A111]: Add to 7th & 8th

Commented [A112]: Moved to English III and IV for differentiation.

Commented [A113]: ESOL students will need passive voice for additional opportunities for mastery (other EOCs)

Commented [A114]: Though introduced in earlier grades, the increase of text complexity makes mastery more challenging. We, even as adults, continue to check our written work for these subtleties. Also, these are assessed on the SAT and ACT.

Commented [A115]: Streamlined - Removed due to earlier mastery.

Commented [A116]: Will remain in ESOL I

Commented [A117]: These are SEs taught at earlier grade level that would continue to support recent arrival ELLs and ELLs at the HS level

Commented [A118]: Streamlined - Removed due to earlier mastery.

Commented [A119]: This appears in English III and IV.

Commented [A120]: Streamlining

Commented [A121]: Streamlining – appears in “Response”

- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. In accordance to the student's language proficiency level, the student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
 - (B) develop a plan;
 - (C) identify and determine a text's relevance and credibility based on its context and source;
 - (D) locate relevant sources to categorize and synthesize information;
 - (E) examine ~~critically-evaluate primary and secondary~~ sources for:
 - (i) credibility;
 - (ii) bias including omission, and
 - (iii) faulty reasoning including ad hominem, loaded language, slippery slope
 - (F) synthesize information;
 - (G) demonstrate understanding using appropriate mode of delivery;
 - (i) display academic citations; and
 - (ii) use source materials ethically; and
 - (H) incorporate digital technology, when appropriate.

Commented [A122]: ESOL likes the strand as is, without considering the changes from English I & II

Commented [A123]: SBOE: content and differentiation.

Commented [A124]: SBOE: content. These are the tools students use to question ideas as a 21st Century learner.

DRAFT

English II for Speakers of Other Languages

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Recommended co-requisite: English Language Development & Acquisition (ELDA)

Commented [A125]: Add language for ELDA courses as a corequisite course

(1) The essential knowledge and skills as well as the student expectations for English II for Speakers of Other Languages (ESOL II) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English Learners (ELs).

(2) ESOL II may be substituted for English II as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). All expectations apply to ESOL II students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.

(b) a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, and may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English Learners (ELs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELs can and should be encouraged to use knowledge of their first language to enhance vocabulary development. Vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic

potential. For the required curriculum to be accessible, instruction must be linguistically accommodated in accordance with the [English Language Proficiency Standards \(ELPS\)](#) and the student's English language proficiency levels to ensure mastery of knowledge and skills. For a further understanding of second language acquisition needs, refer to the [ELPS English Language Proficiency Standards](#) and proficiency-level descriptors located in Chapter 74, Subchapter [A B](#).

- (6 5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). [In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines](#) (Fisher, Frey, & Rothenberg, 2008).

- (7 6) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. In accordance to the student's language proficiency level, the student is expected to:

- (A) self-select text and read independently for a sustained period of time;
- (B) develop vocabulary ~~by to:~~
- (i) ~~using a variety of print or digital resources, and web-based including dictionaries, thesauri or glossaries,~~ to define, clarify, and validate understanding in context;
 - (ii) ~~using~~ context, [morphology](#) and [cognates](#) and ~~knowledge of roots, affixes, and cognates~~ to determine denotation and connotation of unfamiliar words and phrases;
 - (iii) ~~apply word study to~~ [increasing](#) vocabulary and [learning](#) new words and concepts, investigate word relationships such as antonyms, synonyms, and analogies;
 - (iv) [identify and use words that name actions, directions, positions, sequences, and locations;](#)
 - (v) [investigate word relationships such as antonyms, synonyms, and analogies; and](#)
 - (vi) [use multiple-meaning words, homographs, homophones and commonly-confused terms correctly;](#)
- (C) ~~develop oral language through listening and speaking by giving an organized presentation with a specific point of view.~~
- (C) [adjust fluency when reading grade-level text based on the reading purpose;](#)
- (D) [develop oral language through listening and speaking by:](#)
- (i) [following, restating, and giving oral instructions that involve a short related sequence of actions;](#)
 - (ii) [adjusting speaking rate, volume, enunciation, eye contact, natural gestures, and conventions of language to communicate ideas effectively;](#)

Commented [A126]: Greek and Latin roots are part of morphology. The parts themselves are mastered in earlier grades. Etymology is covered in English IV to provide a deeper analytical understanding of increasingly complex and mature vocabulary.

- (iii) giving an organized presentation with a specific point of view;
 - (iii) developing strategies to support active listening;
 - (iv) conducting an interview, including social, informative, and literary;
 - (v) developing social communication and producing oral language in contextualized and purposeful ways; and
 - (vi) listening and responding to critique from peers after an oral presentation;
 - (E) demonstrate and apply phonetic knowledge; and
 - (F) write complete words, thoughts, and answers legibly.
- (2) **Comprehension:** Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. In accordance to the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) make and confirm predictions using text features, elements, and structures;
 - (C) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, to ideas in other texts, and to the larger community ~~to activate prior knowledge;~~
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate ~~prioritize~~ information read to determine what is most important;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.
- (3) **Response:** Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. In accordance to the student's language proficiency level, the student is expected to:
- (A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including self-selected texts;
 - (B) use text evidence to support an appropriate response;
 - (C) paraphrase and ~~or~~ summarize texts in ways that maintain meaning and logical order;
 - (D) interact ~~with a variety of sources read, heard, or viewed~~ in meaningful ways such as note taking, annotating, freewriting, or illustrating;
 - (E) respond using acquired content and academic vocabulary as appropriate;
 - (F) reflect on and write about the implicit and explicit meanings of text;
 - (G) compare ~~multiple~~ sources within and across multiple ~~including~~ genres and write a response with accurate and relevant text evidence and commentary;
 - (H) respond orally or in writing ~~to various audiences~~ with appropriate register, vocabulary, and voice;
 - (I) defend or challenge ~~author's claims, or qualify insights gained from a variety of sources~~ using ~~accurate and~~ relevant text evidence;
 - (J) reflect on and adjust responses when valid evidence warrants; and
 - (I) ~~respond to ideas and feedback about personal and academic writing; and~~

Commented [A127]: Get the final version from Strand committee & breakouts

Commented [A128]: ER: Cavanaugh

- (K) express opinions, ideas and feelings ranging from complete sentences to participating in extended discussions.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments ~~using the four domains of language as appropriate~~. In accordance to the student's language proficiency level, the student is expected to:
- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
 - (B) analyze a ~~task problem~~ to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;
 - (C) engage in meaningful discourse by contributinge relevant information ~~and providinge~~ and receivinge constructive feedback; ~~by posing and answering questions, and conveying viewpoints; and~~
 - (D) analyze, and evaluate collaborative interactions; such as: student led discourse, peer to peer, student to teacher; and
 - (E) share prior knowledge with peers and others to facilitate communication and to foster respect for others.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and ~~diverse multicultural~~ texts. In accordance to the student's language proficiency level, the student is expected to:
- (A) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama;
 - (B) analyze and apply the characteristics and structural elements of literary texts such as ~~character, plot, and theme;~~
 - (i) theme, characters, and plot;
 - (ii) poetic forms, stanzas, line breaks, and sound devices;
 - (iii) stage directions and cast;
 - (iv) analyzing and summarizing the relationship between of nonlinear plot development including the use of foreshadowing and flashback to advance the plot;
 - (v) explaining the influences of settings in character and plot development in works with one or more subplots;
 - (vi) analyze the development of plot through the internal and external responses of characters including their relationships and conflicts;
 - (vii) interpret complex themes in which there are multiple perspectives; and
 - (viii) analyzing how a playwright develops plot through the use of dialogue and stage directions;
 - (C) recognize characteristics and structures of informational text including:
 - (i) using features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text; and

Commented [A129]: VA and SBOE: content and differentiation

Commented [A130]: These are SEs taught at earlier grade level that would continue to support recent arrival ELLs and ELLs at the HS level

- (ii) identify how different organizational structures such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution support the main ideas;
- (D) analyze and apply characteristics and structural elements of informational texts such as ~~clear thesis, relevant supporting evidence, and pertinent examples;~~
- (i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;
- (ii) text features; and
- (iii) organizational patterns;
- (E) analyze and apply characteristics and structural elements of argumentative texts such as ~~clear arguable thesis, reasoning, appeals, and counter argument;~~
- (i) clear arguable thesis, appeals, and convincing closing; and
- (ii) counter arguments, concessions, call to action;
- (F) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
- (G) analyze and apply how the historical period, ~~and~~ cultural contexts, and current events influence texts.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. In accordance to the student's language proficiency level, the student is expected to:
- (A) identify and analyze the audience, purpose, and message within a texts;
- (B) analyze the use of text structures to achieve specific purposes;
- (C) analyze and evaluate the author's use of print and graphic features to achieve specific purposes;
- (D) analyze the effect of literal and figurative language to achieve specific purposes;
- (E) identify and analyze how the an author's diction and syntax contribute to the mood, style, voice, and tone of a text;
- (F) identify and analyze the use of literary devices including point of view, irony, oxymoron, sarcasm, and motif to achieve specific purposes; and
- (G) identify and analyze the use of rhetorical devices including allusion, appeals, understatement, overstatement, parallelism, and shifts.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. In accordance to the student's language proficiency level, the student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;
- (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction ~~word choice~~, and sentence fluency;

Commented [A131]: VA and SBOE: content and differentiation

Commented [A132]: VA and SBOE: content and differentiation

Commented [A133]: If EAR I & II – adds poetry use 7th ESL (E) here

- (D) edit drafts ~~independently and collaboratively~~ using standard English conventions of ~~grammar, spelling, capitalization, and punctuation~~; including:
- (i) ~~sentence-combining techniques~~, effectively avoiding problematic splices, ~~run-on~~, and sentence fragments;
 - (ii) commas to set off ~~absolute, gerund~~, infinitive, and participle phrases;
 - (iii) semi-colons to indicate a relationship between closely related independent clauses;
 - (iv) parallel structure;
 - (v) dashes, ~~and~~ colons, ~~parentheses, brackets, and ellipses~~;
 - (vi) consistent and logical use of verb tense;
 - (vii) appropriate use of active ~~and passive~~ voice;
 - (viii) subject-verb agreement;
 - (ix) pronoun-agreement;
 - (x) apostrophes to show possession;
 - (xi) accurate usage of homonyms;
 - (xii) ~~correct~~ capitalization; and
 - (xiii) ~~correct spelling including abbreviations~~;
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer’s purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
 - (ii) organizing with ~~sound and~~ purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
 - (iii) using intentional ~~word choice~~ ~~diction~~, precise nouns, and strong actions verbs;
 - (iv) ~~sentence-combining techniques to create~~ ~~constructing~~ a variety of sentence structures and lengths; and
 - (v) ~~using author’s craft to~~ ~~developing~~ voice;
- (G) compose literary texts ~~such as personal narratives, fiction, and poetry~~ using genre characteristics and ~~author’s~~ craft;
- (H) compose correspondence ~~that reflects an opinion, registers a compliant, or requests information~~ in a ~~professional business~~ or friendly structure;
- (I) compose argumentative texts using genre characteristics and ~~author’s~~ craft; and
- (J) compose correspondence ~~that reflects an opinion, registers a compliant, or requests information~~ in a ~~professional business~~ or friendly structure.
- ~~(K) compose analytical texts using genre characteristics and author’s craft including a literary analysis paragraph.~~
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. In accordance to the student’s language proficiency level, the student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
 - (B) develop a plan;

Commented [A134]: Added to support skills in the “Response” and “Inquiry and Research” strands.

Commented [A135]: These are SEs taught at earlier grade level that would continue to support recent arrival ELLs and ELLs at the HS level

Commented [A136]: Streamlining

- (C) locate relevant sources ~~and synthesize information;~~
- (D) ~~examine critically evaluate primary and secondary~~ sources for
 - (i) ~~credibility;~~
 - (ii) ~~bias including omission; and~~
 - (iii) ~~faulty reasoning including incorrect premise, hasty generalizations, either-or;~~
- (E) ~~synthesize information;~~
- (F) demonstrate understanding selecting appropriate mode of delivery;
 - (i) ~~incorporate source materials to support thesis;~~
 - (ii) display academic citations; and
 - (iii) use source materials ethically; and
- (G) incorporate digital technology, when appropriate.

Commented [A137]: SBOE: content and differentiation.

Commented [A138]: SBOE: content. These are the tools students use to question ideas as a 21st Century learner.

Commented [A139]: ELL may not know that they need to support their thesis with support materials.

DRAFT

English Language Development and Acquisition (ELDA)

(a) Introduction.

- (1) This course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible to /very limited academic language level of the state approved English oral language proficiency tests.
- (2) This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic and affective needs in compliance with federal requirements and Subchapter BB of Chapter 89 provisions under the Texas Education Code, §§29.051-29.064.
- (3) This course may be offered as a corequisite course and earn one course credit for successful completion. The student will be enrolled in conjunction with a language arts class as outlined in Chapter 110 or 128 of this title. For students enrolled in High School, this course can be taken at any grade level and paired with any language arts course. In grades 6, 7, 8 this course can be offered concurrently with an English Language Arts course and be awarded high school elective credit.
- (4) The ELDA course will validate students' native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.
- (5) Through comprehensible input, students have access to curriculum that accelerates second language acquisition. Students are challenged to apply higher-order thinking skills in all 4 language domains.
- (6) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A.
- (7) Statements in the following student expectations that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (8) The development of communicative competence occurs through targeted lessons based on students' needs, although academic language proficiency is the focus of instruction.

(b) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. In accordance to the student's language proficiency level, the student is expected to:
 - (A) distinguish and produce sounds and intonation patterns of English;
 - (B) recognize print directionality of the English Language, such as reading left to right or top to bottom;
 - (C) develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English;
 - (D) process and use basic academic English language interdisciplinary vocabulary;

- (E) understand the general meaning, main points, and important details of spoken language ranging from familiar to unfamiliar topics;
 - (F) produce sounds and intonation patterns of English;
 - (G) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors and telling time;
 - (H) 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;
 - (I) identify and use words that name actions, directions, positions, sequences and locations;
 - (J) develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely; and
 - (K) use reference material such as glossary, English dictionary, bilingual dictionary, thesaurus, and available technology to determine meanings and usage.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. In accordance to the student's language proficiency level, the student is expected to:
- (A) summarize texts and retell in English or the native language (L1), as needed;
 - (B) self-monitor using pre-reading supports such as graphic organizers, illustrations and pre-taught topic-related vocabulary to enhance comprehension of input from various sources;
 - (C) demonstrate comprehension of increasingly complex English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition;
 - (D) make connections to personal experiences, to ideas in other texts, and to the larger community;
 - (E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language; and
 - (F) make inferences and use evidence to support understanding.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. In accordance to the student's language proficiency level, the student is expected to:
- (A) formulate and provide effective verbal and nonverbal feedback;
 - (B) 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) ask and give information such as directions and address as well as name, age, and nationality;
 - (E) express ideas and feelings such as gratitude, needs, opinion, and greetings;
 - (F) communicate non-verbally to effectively and appropriately engage in formal and social interactions;
 - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions;
 - (H) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment; and
 - (I) organize information in a variety of ways such as graphics, conceptual maps, and learning logs.

- (4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. In accordance to the student's language proficiency level, the student is expected to:
- (A) listen actively and ask relevant questions to clarify understanding;
 - (B) share prior knowledge with peers and others to facilitate communication and foster respect for others;
 - (C) contribute information in cooperative learning interactions; and
 - (D) work productively with others to develop a plan with clear goals.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse multicultural texts. In accordance to the student's language proficiency level, the student is expected to:
- (A) compare characteristics of cultures represented in various linguistic and non-linguistic sources;
 - (B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary and multicultural works in English, or native language (L1) in alignment with grade-level student expectations;
 - (C) use text features including: titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain or use information; and
 - (D) compare and contrast how events are presented and information is communicated by visual images such as, graphic art, illustrations, or photographs versus non-visual text.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. In accordance to the student's proficiency level, the student is expected to:
- (A) determine and interpret an author's or speaker's intended message;
 - (B) determine the target audience; and
 - (C) determine the purpose of the message.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. In accordance to the student's proficiency level the student is expected to:
- (A) produce legible work that shows accurate use of the English alphabet, accurate spelling, and correct use of the conventions of punctuation and capitalization;
 - (B) spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
 - (C) demonstrate control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms;
 - (D) use prewriting strategies to generate ideas, develop voice, and plan;
 - (E) write effectively in first person;
 - (F) apply oral and written conventions in English with increasing fluency during classroom presentations, compositions and dialogue;
 - (G) arrange phrases, clauses, and sentences into correct and meaningful patterns;

- (H) compile written ideas to form paragraphs;
 - (I) organize and convert information into different forms such as charts, graphs, and drawings;
 - (J) convey intended meaning while recognizing the meanings and uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms;
 - (K) create, revise, edit, and publish using various technology applications;
 - (L) use writing as a study tool to clarify and remember information;
 - (M) evaluate writing for both mechanics and content; and
 - (N) use cohesive devices appropriately.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. In accordance to the student's language proficiency level, the student is expected to:
- (A) locate appropriate print and non-print information using texts and technical resources, periodicals, and the Internet.
 - (B) compile information using available technology;
 - (C) discover, organize, and support in writing what is known and what needs to be learned about a topic; and
 - (D) compare and contrast coverage of the same event in various media such as newspapers, television, documentaries, blogs, and Internet.