English II for Speakers of Other Languages (One Credit),

(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 authentic reading and writing to ensure a literate Texas and 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. Each strand is of equal value and may be presented in any order throughout the year. 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. 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. 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)   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 as related to the English Language Proficiency Standards (ELPS) as well as subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title as related to the Texas Essential Knowledge and Skills for English Language Arts and Reading with additional expectations for English language learners (ELLs).

    (4)   ESOL II may be substituted for English II as provided by Chapter 74, Subchapter B, of this title as related 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.

    (5)   English language learners (ELLs) 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. ELLs 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.

    (6)   Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs 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 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 English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.

    (7)   For newcomers in secondary schooling, the challenge is not only learning English, but learning content through English. Newcomers may exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited

schooling. For students at beginning levels of English proficiency, their ability to use their first language is imperative to academic and linguistic development.

(8)   Second language acquisition is a complex process that even under optimal conditions can take 5 to 7 years (Collier, 1997). It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand.

(9)   Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). 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).

(9)   In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the language needed for daily social interactions, including basic language structures, expressions, and vocabulary used in greetings, questions, directions, and the school environment.

(10)   Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex material, and interact and communicate in academic settings. Grounded in Krashen's Hypotheses of Language Acquisition, ELLs require focused, targeted, and systematic instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and mechanics. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills. Instruction must be linguistically accommodated, contextualized, communicated, sequenced, and scaffolded in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum.

(11)   ELL students are at different stages of language acquisition. The ELL student may exhibit different proficiency levels within the four language domains: listening, speaking, reading, and writing. For example, a student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level Proficiency levels are not grade specific. Understanding the level of English language proficiency of the student is critical in order for the student to have access to the curriculum. For further guidance in second language acquisition, refer to the English Language Proficiency Standards (ELPS) described in §74.4 of this title and the proficiency level descriptors (PLD).

(b)   Knowledge and skills.

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

(A)   apply word study to increase vocabulary and learn new words and concepts, including academic and other content area vocabulary;

(B)   use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases;

(C)   use a variety of resources both print and digital, including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;

(D)   self-select texts and read independently;and

(E)   use orthographic patterns such as digraphs and consonant blends with the initial s- and rules such as "qu" together, consonant doubling, dropping final "e," and changing "y" to "i."

(2)   Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. In accordance to the student's language proficiency level, the student is expected to:

(A)   combine information from the text and the reader's schema in order to create a new understanding;

(B)   use text features, elements, and structure to make and confirm predictions;

(C)   generate questions about text to deepen understanding and gain information;

(D)   visualize to create sensory images to interpret and analyze text;

(E)   search connections to personal experiences, ideas in other texts, and to the larger community;

(F)   sort through information read to distinguish what is most important in understanding an author's message;

(G)   make inferences about text and use textual evidence to support understanding;

(H)   summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts; and

(I)   establish purpose for reading assigned and self-selected text and monitor comprehension making connections and adjustments when that understanding breaks down.

(3)   Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. In accordance to the student's language proficiency level, the student is expected to:

(A)   communicate insights gained about oneself, others, or the world from reading specific texts;

(B)   defend ideas and claims with accurate textual evidence and relevant examples;

(C)   distinguish between the implicit and explicit meaning of a text;

(D)   compare or contrast the relevance or credibility of multiple texts based on context and source;

(E)   use a variety of note taking strategies such as annotating, freewriting, summarizing, and synthesizing for clarification and elaboration; and

(F)   revise responses when valid evidence warrants.

(4)   Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. 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)   develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;

(C)   contribute relevant information and provide and receive constructive feedback by posing and answering questions, and conveying viewpoints; and

(D)   analyze, evaluate, and validate collaborations.

(5)   Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. In accordance to the student's language proficiency level, the student is expected to:

   (A)   analyze the structure and elements of classical, traditional, contemporary, and diverse literature including theme and author's message in different time periods;

   (B)   analyze text from literary and expository genres as models to craft authentic writing;

   (C)   make complex inferences across multiple texts, within and across genres, for elements such as theme, tone, characters, topic, perspective, and style using textual evidence;

   (D)   compare and contrast how audience and purpose affect coverage of how events are presented and information is communicated in various media such as newspapers, television, documentaries, blogs, visual images and internet;

   (E)   analyze how the historical period and cultural contexts influence texts;

   (F)   analyze and draw conclusions from data presented in multiple graphical sources;

   (G)   recognize and apply rhetorical techniques and craft, including a clear and arguable thesis, relevant supporting evidence, pertinent examples, and insightful commentary to informational texts;

   (H)   recognize and apply rhetorical techniques and craft, such as setting, characters, plot, literary devices, and structural elements to literary texts; and

   (I)   recognize and apply rhetorical techniques and craft, including a clear and arguable thesis, reasoning, appeals, opposing viewpoints, and awareness of audience to argumentative 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 emulate 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)   use effective reading strategies to identify and analyze the audience, purpose, and message of a text;

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

   (C)   analyze the effect of literal and figurative language, including metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes;

   (D)   identify and analyze the use of literary devices including point of view, irony, sarcasm, and motif to achieve specific purposes;

   (E)   analyze the use of text structures to achieve specific purposes;

   (F)   distinguish among different kinds of evidence including logical, empirical, and anecdotal, an author uses to achieve specific purposes;

   (G)   identify and analyze the use of rhetorical devices including allusion, appeals, understatement, overstatement, parallelism, and shifts;

   (H)   analyze author's use of print and graphic features to achieve specific purposes; and

   (I)   use the elements of craft to advance the writer's purpose when composing a variety of texts;

(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, word choice, and sentence fluency;

(D)   edit drafts independently and collaboratively for conventions;

(E)   publish written work for appropriate audiences;

(F)   write a multi-genre composition choosing elements from literary, informational, and argumentative modes;

(G)   write argumentative essays utilizing genre characteristics and author's craft;

(H)   develop an engaging idea reflecting depth of thought with specific details and relevance;

(I)   organize with sound and purposeful structure including an effective lead, sentence-to-sentence connections, and closing;

(J)   use intentional word choice, precise nouns, and strong actions verbs;

(K)   create sentence fluency including a variety of sentence structure and length;

(L)   design author's craft to develop voice; and

(M)   use correct conventions including:

    (i)   sentence–combining techniques, effectively avoiding problematic splices, 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)   loose and periodic sentences;

    (vi)   dashes and colons;

    (vii)   consistent and logical use of verb tense;

    (viii) subject-verb agreement;

    (ix)   pronoun-agreement;

    (x)   apostrophes to show possession;

    (xi)   accurate usage of homonyms;

    (xii)   capitalization; and

    (xiii) capitalization and punctuation of titles.

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

(A)   use the research process in informal inquiries to develop topics and questions, locate relevant sources, critically evaluate sources, and demonstrate understanding;

(B)   use the research process in formal inquiries to develop topics and questions, devise a plan, locate and synthesize information from a variety of sources, and critically evaluate sources;

(C)   use the research process in formal inquiries to determine the mode of delivery and to use information in order to design and present an effective product, displaying academic citations;

(D)   use source materials ethically; and

(E)   use appropriate technology to gather, organize, manage, analyze, and present information.