

ACTION ITEM

3. Proposed New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards (Second Reading and Final Adoption)

(Board agenda page I-21)

[Official agenda item #6]

Monica Martinez, associate commissioner, standards and programs, explained that a handout of the cumulative public comments received on the proposal was distributed to board members. She explained that staff recommended two amendments in response to public comments.

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024. and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

§120.20(b)(3) and §120.21(b)(3)

“provide content-based instruction₂ including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section₂ in a manner that is linguistically accommodated to help the student acquire English language proficiency; and”

§120.21(d)(3)(E)

“use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions₂ to develop comprehension;”

Kindergarten-Grade 3 (K-3) and Grades 4-12 Figure, Listening

“~~1~~ PRE-PRODUCTION

~~2~~ BEGINNING

~~3~~ INTERMEDIATE

~~4~~ HIGH INTERMEDIATE

~~5~~ ADVANCED”

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Following Directions, Pre-Production proficiency level

“participate in a simple₂ mathematical process provided orally by observing and imitating others”

Page I-48 of the K-3 Figure, Listening – Mathematics, Language Structures/Pragmatics, Beginning proficiency level

“use concrete or pictorial representations to support listening comprehension of common mathematical language structures used for comparisons (less than, greater than, equal to); descriptions; (attributes); and operations (plus, minus, equal)”

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Language Structures/Pragmatics, Beginning proficiency level

“use concrete or pictorial representations to comprehend common language structures such as compare/contrast (less than, greater than, equal to); descriptions; (attributes); sequence (order of operations); and operations (plus and minus) presented orally”

Page I-52 of the K-3 Figure, Speaking – General, Vocabulary, Beginning proficiency level

“recite high-frequency₂ content-area words, including cognates”

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Beginning proficiency level

“recite high-frequency₂ content-area words, including cognates and Greek and Latin prefixes, suffixes, and roots”

Page I-52 of the K-3 Figure, Speaking, General, Vocabulary, Intermediate proficiency level

“recite high-frequency₂ content area words, including cognates”

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Intermediate proficiency level

“speak in simple phrases using high-frequency₂ content-area words with support from cognates and Greek and Latin prefixes, suffixes, and roots”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level and page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level

“respond with gestures or mimic simple₂ modeled responses”

Page I-55 of the K-3 Figure, Speaking – Mathematics, Language Structures/Syntax, Intermediate proficiency level and page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Language Structures/Syntax, Intermediate proficiency level

“speak using mathematical words or phrases about mathematical relationships, processes, problem-solving₂ or mathematical models”

Page I-58 of the K-3 Figure, Reading – General, Vocabulary, Advance proficiency level and page I-81 of the Grades 4-12 Figure, Reading – General, Vocabulary, Advance proficiency level

“demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary₃ with accuracy”

Page I-81 of the Grades 4-12 Figure, Reading – General, Purpose for Reading, Beginning proficiency level

“preview the text using pre-reading strategies, including asking simple questions and making predictions about the text with a combination of primary language and English₂ when prompted”

Page I-81 of the Grades 4-12 Figure, Reading – General, Purpose for Reading, Intermediate proficiency level

“preview the text using pre-reading strategies, including asking simple questions and making predictions about the text₂ when prompted”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Pre-Production proficiency level

“mimic word-by-word during shared or choral reading of familiar grade-level₁ content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Beginning proficiency level
“read word-by-word when reading familiar grade-level₁ content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Intermediate proficiency level
“read in two-word phrases with some three- or four-word groupings when reading familiar grade-level₁ content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, High Intermediate proficiency level
“read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level₁ content-area text”

Page I-59 of the K-3 Figure, Reading – General, Fluency, Advanced proficiency level
“read in larger, meaningful phrase groups or sentences when reading familiar grade-level₁ content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Pre-Production proficiency level
“mimic word-by-word during shared or choral reading of familiar grade-level₁ content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Beginning proficiency level
“read word-by-word when reading familiar grade-level₁ content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Intermediate proficiency level
“read in two-word phrases with some three- or four-word groupings when reading familiar grade-level₁ content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, High Intermediate proficiency level
“read ~~reads~~ in three- or four-word phrase groups up to simple sentences when reading familiar grade-level₁ content-area text”

I-82 of the Grades 4-12 Figure, Reading – General, Fluency, Advanced proficiency level
“read ~~reads~~ in larger, meaningful phrase groups or sentences when reading familiar grade-level₁ content-area text with expressive interpretation”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Pre-Production proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as sum, equal, (=), greater than, (>), less than, and (<) in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Beginning proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as sum, equal, (=), greater than, (>), less than, and (<) in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Intermediate proficiency level
“identify keywords or phrases that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, High Intermediate proficiency level

“identify language structures that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems”

Page I-61 of the K-3 Figure, Reading – Mathematics, Language Structure: Semantics/Pragmatics, Advanced proficiency level

“distinguish between language structures that correspond to mathematical symbols such as sum, equal, (=), greater than, (>), less than, and (<) read in mathematical problems”

Page I-62 of the K-3 Figure, Reading – Science, Comprehension: Monitor and Adjust, High Intermediate proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-62 of the K-3 Figure, Reading – Science, Comprehension: Monitor and Adjust, Advanced proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-85 of the Grades 4-12 Figure, Reading – Science, Comprehension: Monitor and Adjust, High Intermediate proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-85 of the Grades 4-12 Figure, Reading – Science, Comprehension: Monitor and Adjust, Advanced proficiency level

“predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy”

Page I-91 of the Grades 4-12 Figure, Reading – Science, Vocabulary, Intermediate proficiency level

“write using high-frequency science and engineering terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

K-3 Figure, Listening – Pre-Production proficiency level and of the Grades 4-12 Figure, Listening – Pre-Production proficiency level

“With highly scaffolded instruction and linguistic support, the EB student may can”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

Page I-64 of the K-3 Figure, Writing – General, Encoding, Advanced proficiency level

“write words by sounding out phonemes or letter clusters with increasing accuracy”

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy to recommend that the State Board of Education amend §120.20 and §120.21 as follows:*

“§120.20(c)(7)(B) and §120.21(c)(7)(B)

demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and”

Page I-47 of the K-3 Figure, Listening – ELAR, Phonology, Pre-Production proficiency level

“listen to and repeat letter-sound correspondence ~~associations~~ (phonemes)”

Page I-71 of the Grade 4-12 Figure, Listening – ELAR, Phonology, Pre-Production proficiency level

“repeat letter-sound correspondence ~~associations~~, vowel sounds, and consonant sounds, including consonant clusters, when heard”

Page I-71 of the Grades 4-12 Figure, Listening – ELAR, Comprehension, Beginning proficiency level

“use one- to two- ~~1- to 2-~~ word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud”

Page I-72 of the Grades 4-12 Figure, Listening – Mathematics, Language Structures/Pragmatics, Advanced proficiency level

“participate in mathematical discussions using unfamiliar ~~language~~ and familiar language structures such as comparative, descriptive, sequential, and operational structures modeled orally in the classroom”

Page I-50 of the K-3 Figure, Listening – Science, Vocabulary, Pre-Production proficiency levels

“match pre-taught ~~academic~~ scientific vocabulary with images and concepts when prompted orally”

Page I-75 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Intermediate proficiency levels

“speak using high-frequency and general content-area ~~specific~~ words and phrases, including vocabulary terms and cognates”

Page I-53 of the K-3 Figure, Speaking – General, Register, Intermediate proficiency level and page I-

75 of the Grades 4-12 Figure, Speaking – General, Register, Intermediate proficiency level

“adjust speech structure, form, vocabulary, and register to specific audiences and purposes with ~~increasing to increase~~ frequency”

Page I-53 of the K-3 Figure, Speaking – General, Discourse, Intermediate proficiency level

“describe and justify ideas and reasoning orally using high-frequency terms and phrases ~~with language~~ ~~supports~~”

Page I-76 of the Grade 4-12 Figure, Speaking – General, Discourse, Intermediate proficiency level

“express an opinion with evidence orally using phrases ~~with language supports~~”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Beginning proficiency level

“repeat orally some key words ~~word~~ or details about a topic”

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Beginning proficiency level

“repeat orally some key words ~~word~~ or details about an academic topic”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Advanced proficiency level

“articulate key words and details when retelling information about a topic using ~~in~~ a variety of sentence types”

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, Intermediate proficiency level

“ask questions orally about content-area topics using question words and phrases
~~use question words in phrases orally when asking a question about a content-area topic”~~

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Intermediate proficiency level

“ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic”~~

Page I-53 of the K-3 Figure, Speaking – General, Respond to Information, High Intermediate proficiency level

“ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic”~~

Page I-76 of the Grades 4-12 Figure, Speaking – General, Respond to Information, High Intermediate proficiency level

“ask questions orally about content-area topics using question words in simple sentences
~~use question words in simple sentences orally when asking a question about a content-area topic”~~

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Language Pattern and on page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Language Pattern

“Respond Response to Information”

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Beginning proficiency level
~~“speak using high-frequency vocabulary to describe a literary or informational text with language supports”~~

Page I-54 of the K-3 Figure, Speaking – ELAR, Respond to Information, Intermediate proficiency level

~~“speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text with language supports”~~

Page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Beginning proficiency level

~~“speak using high-frequency vocabulary to describe or respond to a literary or informational text with language supports”~~

Page I-77 of the Grades 4-12 Figure, Speaking – ELAR, Respond to Information, Intermediate proficiency level

~~“speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text with language supports”~~

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, Beginning proficiency level

~~“describe mathematical ideas and reasoning orally through isolated words and mathematical terms with support”~~

Page I-55 of the K-3 Figure, Speaking – Mathematics, Discourse, High Intermediate proficiency level
~~“use sentences to orally to describe and justify mathematical ideas, reasoning, and arguments, and application of multiple representations, including symbols, diagrams, or graphs”~~

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, High Intermediate proficiency level

“use sentences often to describe and justify mathematical ideas, reasoning, ~~and~~ arguments, and application of multiple representations, including symbols, diagrams, and graphs”

Page I-55 of the K-3 Figure, Speaking – Mathematics, Discourse, Advanced proficiency level

“use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, ~~and~~ arguments, and application of multiple representations, including symbols, diagrams, or graphs”

Page I-78 of the Grades 4-12 Figure, Speaking – Mathematics, Discourse, Advanced proficiency level

“use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, ~~and~~ arguments, and application of multiple representations, including symbols, diagrams, and graphs”

Page I-56 of the K-3 Figure, Speaking – Science, Discourse, Intermediate proficiency level

“use phrases to orally justify or convey a proposed solution or hypothesis that include, ~~including~~ some ideas or opinions based on scientific data”

Page I-57 of the K-3 Figure, Speaking – Social Studies, Discourse, Beginning proficiency level and on page I-80 of the Grades 4-12 Figure, Speaking – Social Studies, Discourse, Beginning proficiency level

“describe social studies concepts or current or historical events orally using isolated words ~~with language supports~~”

Page I-58 of the K-3 Figure, Reading – General, Print Concepts, Pre-Production proficiency level and on page I-81 of the Grades 4-12 Figure, Reading – General, Print Concepts, Pre-Production proficiency level

“imitate how others read ~~reading~~ a book from top to bottom and turn ~~turning~~ pages from left to right”

Page I-64 of the K-3 Figure, Writing – General, Phonology, Intermediate proficiency level and on page I-87 of the Grades 4-12 Figure, Writing – General, Phonology, Intermediate proficiency level

“connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency, ~~including letter clusters and different syllable patterns~~”

MOTION AND VOTE: *It was moved by Dr. Bell-Metereau, seconded by Mr. Hickman, and carried without objection to recommend that the State Board of Education amend page I-56 of the K-3 Figure, Speaking, Science – Discourse, Intermediate proficiency level as follows:*

“~~use phrases to~~ orally justify or convey a proposed solution or hypothesis using phrase that include, ~~including~~ some ideas or opinions based on scientific data”

VOTE: *A vote was taken on Mr. Maynard’s original motion to recommend that the State Board of Education amend the proposed ELPS as amended. The motion carried without objection.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-46 of the K-3 Figure, Listening – General, Language Structures and on page I-70 of the Grades 4-12 Figure, Listening – General, Language Structures
“Language Structures/Pragmatics”

Page I-50 of the K-3 Figure, Listening – Science, Language Structures and on page I-73 of the Grades 4-12 Figure, Listening – Science, Language Structures
“Language Structures/Pragmatics”

Page I-51 of the K-3 Figure, Listening – Social Studies, Language Structures and on page I-74 of the Grades 4-12 Figure, Listening – Social Studies, Language Structures
“Language Structures/Pragmatics”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-63 of the K-3 Figure, Reading – Social Studies, Language Structures: Semantics/Pragmatics, Pre-Production proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text”

Page I-63 of the K-3 Figure, Reading – Social Studies, Language Structures: Semantics/Pragmatics, Beginning proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in ~~scaffolded~~ social studies text”

Page I-63 of the K-3 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, Pre-Production proficiency level
“~~demonstrate the use of inferential skills such as making a connection to construct meaning using~~ identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading”

Page I-84 of the Grades 4-12 Figure, Reading – Mathematics, Language Structures: Semantics/Pragmatics, Pre-Production proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures ~~and symbols~~ read in simple mathematical problems”

Page I-84 of the Grades 4-12 Figure, Reading – Mathematics, Language Structures: Semantics/Pragmatics, Beginning proficiency level
“use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read in ~~simple~~ mathematical problems”

Page I-86 of the Grades 4-12 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, Pre-Production proficiency level
“~~demonstrate the use of inferential skills such as making a connection to construct meaning using~~ identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

Page I-66 of the K-3 Figure, Writing – ELAR, Phonology and on page I-89 of the Grades 4-12 Figure, Writing – ELAR, Phonology
“Language Pattern: Encoding Phonology”

Page I-66 of the K-3 Figure, Writing – ELAR, Phonology and on page I-89 of the Grades 4-12 Figure, Writing – ELAR, Phonology
“Language Pattern: Phonology Spelling”

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, Beginning proficiency level
“copy common mathematical words and symbols such as equal, (=), plus, (+), minus, (-), greater than, (>), (&), (.), and (,) in modeled word problems ~~and their meaning~~”

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, High Intermediate proficiency level
“write common mathematical science and engineering abbreviations such as units of measurement and formulas with increasing accuracy”

Page I-90 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, Advanced proficiency level
“write common mathematical science and engineering abbreviations such as units of measurement and formulas with accuracy”

Page I-69 of the K-3 Figure, Writing – Social Studies, Discourse, High Intermediate proficiency level
“write sentences using high- frequency social studies language related to cause and effect, chronology, or comparison with relevant details
~~illustrate or copy text to show understanding of social studies content~~”

Page I-69 of the K-3 Figure, Writing – Social Studies, Discourse, Advanced proficiency level
“write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details
~~copy high-frequency vocabulary related to cause and effect and chronology~~”

VOTE: *A vote was taken on the main motion to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, as amended; and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion carried unanimously.