

ELPS LISTENING: English Language Arts

<p>ELPS EB students can demonstrate comprehension of spoken English in English Language Arts through Listening by:</p>	<p>1 PRE PRODUCTION</p>	<p>2 BEGINNING</p>	<p>3 LOW INTERMEDIATE</p>	<p>4 HIGH INTERMEDIATE</p>	<p>5 ADVANCED</p>	<p>CCRS (College & Career Readiness Standards)</p>
<p>applying listening skills in a variety of settings and contexts (familiar to unfamiliar) (formerly ELPS 2cA and c2G)</p>	<p>Focusing and observing the environment and have an emerging ability to absorb sounds, rhythms, and patterns of English.</p>	<p>Gesturing, pointing, or selecting English print to sound/word connections;</p> <p>Focusing on the speaker to concentrate on words, tone, and body language that indicate a particular position and begin to make inferences using contextual factors</p>	<p>Identifying and distinguishing key words and phrases in a brief aural message on a familiar topic;</p> <p>Replaying brief audio clips and following along with transcript or captions;</p> <p>Listen for pre taught key signal words that state a particular position</p>	<p>Utilizing processing time, visuals, and verbal cues to support understanding in aural messages in new academic material;</p> <p>Listen for key signal words and synonyms that support a particular position</p>	<p>Distinguishing between formal and informal language and applying to appropriate settings and contexts;</p> <p>Listen for key signal words and supporting evidence that support a particular position</p>	<p>E/LAS.IV.A.2: Interpret a speaker's message; identify the position taken and the evidence in support of that position.</p> <p>E/LAS.IV.A.3: Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).</p>
<p>using visual, contextual, and linguistic supports to enhance and confirm understanding. (formerly ELPS c2E)</p>	<p>Recognizing contextual visual supports and their meaning;</p> <p>Using L1 support to confirm understanding</p>	<p>Recognizing word(s) and matching with visual support (icons or images);</p> <p>Following along with modeled annotation, highlighting, or note taking;</p> <p>Using L1 support to deepen understanding and develop cross linguistic connections</p>	<p>Identifying when to use supports while listening to social or academic English (Example slowing down speed on video, requesting closed captioning, utilizing reading support when listening to a Podcast or video clip);</p> <p>Using cross linguistic and developing metalinguistic connections;</p> <p>Actively participating in modeled note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process or timeline;</p> <p>Matching pre taught academic vocabulary with images and concepts</p>	<p>Seeking clarification or support when encountering new information in familiar settings;</p> <p>Using cross linguistic and developing metalinguistic connections</p>	<p>Seeking clarification or further explanation when encountering new academic material;</p> <p>Asking or writing follow up questions;</p> <p>Reflecting on understanding;</p> <p>Using cross linguistic and developing metalinguistic connections</p>	<p>CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.</p> <p>CDS.II.E.4: Use technology appropriately</p>
<p>identifying or demonstrating an accurate summary, or response, and asking for clarification and/or additional details. (formerly ELPS c2I and c2D)</p>	<p>Observing the environment to determine common routines and procedures, utilizing L1 support to meaningfully participate</p>	<p>Seeking clarification through visual and linguistic supports;</p> <p>Utilizing L1 support and/or technology to deepen understanding;</p> <p>Listening for pre- taught keywords that aid in summarizing (ex: transition words)</p>	<p>Requesting and/or repeating the speaker's words to confirm their understanding;</p> <p>Sequencing an aural message using manipulatives, graphic organizers, or diagrams;</p> <p>Listening for pre-taught keywords (ex: transition words) that aid in summarizing key points</p>	<p>Identifying summaries or responses of previously learned material or social interactions to ensure understanding of key points and some details of the message or interaction;</p> <p>Listening for keywords and phrases (ex: transitional words and phrases) that aid in identifying summaries.</p>	<p>Identifying and evaluating summaries or responses (and appropriate transitions) in new academic material and asking for confirmation if necessary.</p>	<p>CDS.I.D.1: Self-monitor learning needs and seek assistance when needed.</p> <p>CDS.II.E.4: Use technology appropriately</p>
<p>using contextual factors to make sense of vocabulary used to convey a message (formerly ELPS c2C and c2H)</p>	<p>Developing an emerging vocabulary through receptive skills;</p> <p>Using visuals to convey or confirm a</p>	<p>Reflecting on non-verbal cues that a speaker uses to convey or confirm a message;</p>	<p>Reflecting on word choice in a message to understand meaning;</p> <p>Making connections to prior</p>	<p>Identify and analyze how a speaker uses repetition to convey a message;</p> <p>Emerging ability to evaluate the</p>	<p>Analyze how a speaker uses language features (imagery, metaphor, simile) to convey meaning.</p>	<p>E/LAS.III.A.1: Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.</p>

LISTENING
Grades 4-12

ELPS Writers Draft

ELPS EB students can demonstrate comprehension of spoken English in English Language Arts through Listening by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
	message; Observing and using contextual factors, L1 support, and visuals to make meaning and inferences	Emerging understanding of patterns and repetitions in a spoken message; Using highly contextualized environment to make inferences and connect to pre-taught and heavily practiced vocabulary, including using L1 to make emerging cross linguistic connections	knowledge (including L1) or background knowledge to recognize patterns and repetitions in a spoken message; Listening for cognates, Greek and Latin roots, and pre-taught and highly practiced vocabulary to make cross- linguistic connections	purpose of the speaker to determine the rhetorical and stylistic choices made to convey a message; Listening for cognates, Greek and Latin roots, and pre-taught and practiced vocabulary to make cross-linguistic connections	Emerging ability to reflect on tone and mood a speaker uses to understand stylistic choices of a speaker; Listening for cognates, Greek and Latin roots, and practiced vocabulary to make cross- linguistic and metalinguistic connections	E/LAS.IV.A.3: Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). E/LAS.IV.B.1: Listen critically and respond appropriately to presentations .E/LAS.IV.B.2: Listen actively and effectively in one-on-one communication situations. E/LAS.IV.B.3: Listen actively and effectively in group discussions.
participating in scholarly discussions and collaborative tasks with partners, groups, and class. (Formerly ELPS c2c and C2g)	Observing modeled scholarly discussions and listening for exchange of ideas in discussions and co-creation in collaborative tasks	Observing and engaging in modeled scholarly discussions and listening for exchange of ideas in discussions and co- creation in collaborative tasks	Engaging in modeled scholarly discussions and listening for exchange of ideas in discussions and co-creation in collaborative tasks	Contributing to modeled scholarly discussions and listening for exchange of ideas in discussions and co-creation in collaborative tasks	Actively participating or leading in scholarly discussions and listening for exchange of ideas in discussions and co-creation in collaborative tasks	E/LAS.IV.B.2: Listen actively and effectively in one-on-one communication situations. E/LAS.IV.B.3: Listen actively and effectively in group discussions.
developing an awareness for language structures and functions frequently used in inferencing, exemplification, and description (formerly ELPS c2C and NEW).	Developing an emerging receptive vocabulary by using visuals and L1 support to listen and make meaning of language structures commonly used in inferencing, exemplification, and description.	Using a highly contextualized environment to listen for keywords frequently used in making inferences, listing examples, and describing (size, shape, color); Connecting to pre- taught and heavily practiced vocabulary including using L1 to make emerging cross linguistic connections.	Using contextualized environment to listen for keywords and phrases frequently used in making inferences, examples, and describing (size, shape, color, texture, location); Connecting to pre-taught and heavily practiced vocabulary including using L1 to make emerging cross linguistic connections.	Listening for and identifying language structures in a familiar environment that signal inferencing, description, and examples and connecting to practiced vocabulary and cross linguistic connections	Analyzing language structures that signal inferencing, description, and examples and connecting to practiced vocabulary, cross linguistic, and metalinguistic connections	E/LAS.III.A.1: Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding. E/LAS.IV.B.2: Listen actively and effectively in one-on-one communication situations. E/LAS.IV.B.3: Listen actively and effectively in group discussions.

Note: Students identified as SIFE, MTSS, or GT may progress through the stages at a different rate compared to their EB peers. To progress through the continuum, students must have appropriate linguistic scaffolds and access grade level content; see CBLI or EDLIF for instructional support and integrated language practices. Integration of language domains in instruction is necessary for students to acquire language in a meaningful way. Refer to TEKS Guides for subject specific examples by grade level. Emergent Bilingual students at all proficiency levels require grade level TEKS and ELPS as Tier One Instruction.

ELPS LISTENING: Math						
ELPS EB students can demonstrate comprehension of spoken English Listening in Math by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
using visual, contextual, and linguistic supports to enhance and confirm understanding. (formerly ELPS c2E)	Recognizing contextual visual supports and their meaning (ex: problem solving through pictorial representation) using L1 supports; An emerging ability to identify numbers and mathematical symbols in an aural message in English	Recognizing numbers, word(s) and matching with visual support (icons, symbols, pictorial representations); Using technology and/or L1 to confirm understanding	Identifying when to use supports while listening to social or academic English (example slowing down speed on video, requesting closed captioning, utilizing linguistic support when listening to a recorded lesson); Using and listening for mathematical representation paired with academic vocabulary	Seeking clarification and making prior learning connections when encountering new information in familiar settings; Utilizing processing time, visuals, and verbal cues to support understanding in aural messages in new academic material	Seeking clarification or further explanation when encountering new academic material; Asking or writing follow up questions; reflecting on previously learning, and connecting to prior knowledge.	MATH.VIII.A.2: Use mathematical language to represent and communicate the mathematical concepts in a problem. CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension. CDS.II.E.4: Use technology appropriately
Identifying or demonstrating an accurate summary or response to a process of problem solving (formerly ELPS c2I ,c2D and NEW)	Observing the environment to determine common routines and procedures; Connecting to prior knowledge; developing an emerging receptive vocabulary by using visuals and L1 support to listen and make meaning of language structures commonly used in problem solving	Seeking clarification through visual and linguistic supports; Demonstrating understanding through problem solving in abstract, concrete, or pictorial representations; Using highly contextualized environment to connect to language structures commonly used in problem solving to pre-taught and heavily practiced vocabulary, including using L1 to make emerging cross linguistic connections	Sequencing an aural message using manipulatives, graphic organizers, diagrams, abstract, concrete, or pictorial representations; Using contextualized environment to listen for keywords and phrases frequently used in multi-step problem solving (transition words); Connecting to pre-taught and heavily practiced vocabulary including using L1 to make emerging cross linguistic connections	Listening for and identifying language structures in a familiar environment that signal problem solving and connecting to practiced vocabulary and cross linguistic connections	Using and applying aural instruction to make connections in mathematical language and problem solving	MATH.VIII.A.1: Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem. VIII.A.3: Use mathematical language for reasoning, problem-solving math., making connections, and generalizing.
responding to directions, instruction and requests (formerly ELPS c2I and c2G)	Developing an emerging use of actions or nonverbal responses that correspond with directions or requests	Utilizing visuals such as charts, graphs, or diagrams to help understand complex instructions	Following a step by step process to complete activity using instructions with visuals as a guide	Identifying key details, deadlines, requirements, and expectations when given auditory instructions in a familiar context	Identifying key details, deadlines, requirements, and expectations when given auditory instructions in an unfamiliar context	CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.
developing receptive vocabulary by understanding: Greek and Latin prefixes, suffixes, and roots; frequently used language structures in math such as ordinal words and multi-step processes. (NEW)	Observing how visual supports link to mathematical representations; Begin using pictorial manipulatives to model ordered mathematical processes concepts; Utilize L1 support and cognates for vocabulary development including ordinal words, Greek and Latin mathematical terminology.	Using visual supports and image-laden manipulatives that link to mathematical representations; Use graphic organizers with visual support to demonstrate mathematical relationships that demonstrate language structures in multi-step processes; Utilize L1 support, cognates, and listen for pre-taught ordinal words, and Greek and Latin prefixes, suffixes, and roots to develop mathematical vocabulary	Using visual supports (such as graphic organizers, charts, and graphs) to construct meaningful listening to link aural discussion to mathematical concepts; Listen for pre-taught key words and phrases that signal multi-step processes; Develop cross-linguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop mathematical vocabulary	Construct visual supports to deepen understanding during listening; Listen for keywords and synonyms that multi-step processes; Develop cross-linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop mathematical vocabulary	Construct and analyze visual and verbal supports to deepen understanding during listening; Listen for keywords, phrases, synonyms and antonyms that signal multi-step processes; Reflection cross-linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to deepen mathematical vocabulary	MATH.VIII.C.1: Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words.
using visualization strategies to show operational thinking and demonstrate mathematical perspective in problem solving (NEW)	Observing how visual supports link to mathematical representations; begin using manipulatives to model thinking, reasoning, and ideas;	Identifying visual supports that link to mathematical representations; Demonstrate through manipulatives, diagrams, models, and labeling or	Demonstrating through visual models that represent mathematical thinking and connecting to practiced academic vocabulary;	Demonstrating through visual models that represent mathematical thinking and connecting to practiced academic vocabulary and prior learning;	Analyzing and evaluating visual representations and justifying mathematical thinking and reasoning;	MATH.VIII.B.1: Model and interpret mathematical ideas and concepts using multiple representations. MATH.VIII.B.2: Summarize and

LISTENING
Grades 4-12

ELPS Writers Draft

ELPS EB students can demonstrate comprehension of spoken English Listening in Math by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
	Observing interconnected language domains to communicate mathematical thinking	matching; Participating in teacher-led think alouds to see problem-solving in action; Emerging participation in using all interconnected language domains to communicate mathematical thinking	Participating in teacher led and peer group think alouds to see problem solving in action; Participation in all language domains to communicate mathematical thinking	Linking integrated language structures and language domains that lead to analyzing and evaluating mathematical models and representations; in think alouds in multiple settings to see problem-solving in action; Participation in all language domains to communicate mathematical thinking	Participating in think alouds in multiple settings to see problem solving in action; Using all language domains to communicate mathematical thinking	interpret mathematical information provided orally, visually, or in written form within the given context. MATH.VIII.C.1:Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words.
gaining familiarity with U.S. customary units of weight and measurement and linking to prior knowledge (NEW)	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade-level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade-level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	MATH I.C Systems of Measurement MATH.I.C.1: Select or use the appropriate type of method, unit, and tool for the attribute being measured. MATH.I.C.2: Convert units within and between systems of measurement.

Note: Students identified as SIFE, MTSS, or GT may progress through the stages at a different rate compared to their EB peers. To progress through the continuum, students must have appropriate linguistic scaffolds and access grade level content; see CBLI or EDLIF for instructional support and integrated language practices. Integration of language domains in instruction is necessary for students to acquire language in a meaningful way. Refer to TEKS Guides for subject specific examples. Emergent Bilingual students at all proficiency levels require grade level TEKS and ELPS as Tier One Instruction.

ELPS LISTENING: Science

ELPS EB students can demonstrate comprehension of spoken English Listening in Science by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
applying listening skills in a variety of settings and contexts (familiar to unfamiliar) (formerly ELPS c.2G)	Focusing and observing the environment and have an emerging ability to absorb sounds, rhythms, and patterns of English in lab group settings and with peers	Gesturing, pointing, or selecting English print to sound/word connections; Focusing on the speaker to concentrate on words, tone, and body language in lab group settings and with peers	Identifying and distinguishing key words and phrases in an aural message in lab group settings and with peers.	Utilizing processing time, visuals, and verbal cues to support understanding in aural messages in new academic material in lab group settings, with peers, and in individual work.	Distinguishing between formal and informal language and applying to appropriate settings and contexts in lab group settings, with peers, and in individual work	CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension. SCIENCE.I.C.1: Collaborate on joint projects.
using visual, contextual, and linguistic supports to enhance and confirm understanding. (formerly ELPS c2E)	Emerging understanding of recognizing contextual visual supports and their meaning; Accessing L1 support to actively participate when using technology; Participating in modeled scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals)	Recognizing word(s) and matching with visual support (icons or images); Accessing L1 support to actively participate when using technology; Actively participating in modeled scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals); Arranging manipulatives to accurately reflect a process	Identifying when to use supports while listening to social or academic English(example slowing down speed on video, requesting closed captioning, utilizing reading support when listening to a video or recorded lesson); Actively participating in modeled scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals); Arranging manipulatives to accurately reflect a process; matching pre taught academic vocabulary with images and concepts	Seeking clarification when encountering new information in familiar settings; Actively participating in scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals); Arranging manipulatives to accurately reflect a process; matching academic vocabulary with images and concepts	Seeking clarification or further explanation when encountering new academic material; Asking or writing follow up questions; Reflecting on and connecting new concepts to prior learning	CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension. SCIENCE.I.E.2: Use essential vocabulary of the discipline being studied. SCIENCE.I.D.1: Demonstrate literacy in computer use.
responding to directions, instruction, and requests; identifying and/or demonstrating an accurate procedure or technique. (NEW) (formerly ELPS c2I and c2G)	Observing the environment to determine common routines and procedures; Developing an emerging use of actions or nonverbal responses that correspond with directions or requests; Observing safe vs. unsafe procedures and identifying through physical response the correct actions	Seeking clarification through visual and linguistic supports; Utilize visuals such as charts, graphs, or diagrams to help understand instructions; Observing and categorizing safe vs. unsafe procedures and identifying scientific equipment through physical response the correct actions	Rephrase or repeat the speaker's words to confirm their understanding; Sequence an aural message using manipulatives, graphic organizers, or diagrams; Follow a step-by-step process to complete activity using instructions with visuals as a guide; Safely demonstrating uses of scientific equipment and corresponding action words	Summarizing or paraphrasing previously learned material or social interactions to ensure understanding of key points of the message or interaction; Identify key details, deadlines, requirements, and expectations when given auditory instructions in a familiar context; Accurately recreate an experiment given verbal cues and pre-taught vocabulary	summarizing new academic material in their own words and asking for confirmation if necessary; Identify key details, deadlines, requirements, and expectations when given auditory instructions in an unfamiliar context; Accurately recreate an experiment given verbal cues with practiced academic vocabulary	SCIENCE.I.C.3: Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures. SCIENCE.I.C.2:Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms. SCIENCE.III.B.3:Recognize scientific and technical vocabulary in the field of study CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.
developing receptive vocabulary by understanding: Greek and Latin prefixes, suffixes, and roots; frequently used language structures in science such as compare/contrast and cause/effect examples. (NEW)	Observing how visual supports link to scientific representations that compare/contrast concepts or use cause /effect; Begin using pictorial manipulatives (hands-on or with technology) to model compare/contrast and cause/effect of scientific concepts;	Using visual supports and image-laden manipulatives that link to scientific representations that compare /contrast concepts or identify cause/effect; Use graphic organizers with visual support to demonstrate scientific relationships that compare/contrast or cause/effect;	Using visual supports (such as graphic organizers, charts, and graphs) to construct meaningful listening to link aural discussion to scientific concepts; Listen for keywords that signal compare/contrast and cause/effect structures;	Construct visual supports to deepen understanding during listening; Listen for key words and synonyms that signal compare/contrast and cause/effect analysis; develop cross linguistic and metalinguistic connections through cognates, ordinal words, Greek and	Construct visual and verbal supports to deepen understanding during listening; Listen for key words, synonyms and antonyms that signal compare/contrast and cause/effect analysis; Reflect on cross linguistic and	SCIENCE.I.E.2: Use essential vocabulary of the discipline being studied. SCIENCE.III.B.3:Recognize scientific and technical vocabulary in the field of study CCRS CDS.I.D.1 Use a variety of

LISTENING
Grades 4-12

ELPS Writers Draft

ELPS EB students can demonstrate comprehension of spoken English Listening in Science by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
	Utilize L1 support and cognates for vocabulary development including ordinal words, Greek and Latin scientific terminology.	Utilize L1 support, cognates, and listen for pre-taught ordinal words, and Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary.	Develop cross-linguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary.	Latin prefixes, suffixes, and roots to develop scientific vocabulary	metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to deepen scientific vocabulary	active listening strategies to enhance comprehension.

Note: Students identified as SIFE, MTSS, or GT may progress through the stages at a different rate compared to their EB peers. To progress through the continuum, students must have appropriate linguistic scaffolds and access grade level content; see CBLI or EDLIF for instructional support and integrated language practices. Integration of language domains in instruction is necessary for students to acquire language in a meaningful way. Refer to TEKS Guides for subject specific examples. Emergent Bilingual students at all proficiency levels require grade level TEKS and ELPS as Tier One Instruction.

ELPS LISTENING: Social Studies

<p>ELPS EB students can demonstrate comprehension of spoken English Listening in Social Studies by:</p>	<p>1 PRE PRODUCTION</p>	<p>2 BEGINNING</p>	<p>3 LOW INTERMEDIATE</p>	<p>4 HIGH INTERMEDIATE</p>	<p>5 ADVANCED</p>	<p>CCRS (College & Career Readiness Standards)</p>
<p>applying listening skills in a variety of settings and contexts (familiar to unfamiliar) to make connections to social studies content. (formerly ELPS c.2G and NEW)</p>	<p>Focusing and observing the environment and have an emerging ability to absorb sounds, rhythms, and patterns of English;</p> <p>Observing and using both contextual factors and visuals to make inferences</p>	<p>Gesturing, pointing, or selecting English print to sound/word connections;</p> <p>Focusing on the speaker to concentrate on words, tone, and body language;</p> <p>Emerging understanding of patterns and repetitions in a spoken message;</p> <p>Identifying pre-taught keywords that signal a position (ex: for/against) in a brief aural message on a familiar topic;</p> <p>Replaying brief audio clips and following along with transcript or captions</p>	<p>Identifying and distinguishing key words and phrases in an aural message (example: short discussion on a familiar topic);</p> <p>Making connections to prior knowledge or experiences to recognize patterns and repetitions in a spoken message;</p> <p>Identifying and distinguishing key words and phrases in a brief aural message on a familiar topic;</p> <p>Replaying brief audio clips and following along with transcript or captions;</p> <p>Listen for pre taught and practiced key signal words and phrases that state a particular position</p>	<p>Utilizing processing time, visuals, and verbal cues to support understanding in aural messages in new academic material;</p> <p>Emerging ability to make inferences of intentional pauses and speech patterns in context;</p> <p>Listen for key signal words and synonyms that support a particular position</p>	<p>distinguishing between formal and informal language and applying to appropriate settings and contexts;</p> <p>ability to make inferences of intentional pauses and speech patterns in context;</p> <p>listen for key signal words and supporting evidence that support a particular position</p>	<p>SS.IV.C.1: Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p>CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.</p>
<p>using visual, contextual, and linguistic supports to enhance and confirm understanding. (formerly ELPS c2E)</p>	<p>Emerging understanding of recognizing contextual visual supports and their meaning;</p> <p>Accessing L1 support to actively participate;</p> <p>Participating in modeled note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals)</p>	<p>Recognizing word(s) and matching with visual support (icons or images);</p> <p>Accessing L1 support to actively participate; actively participating in modeled taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process or timeline</p>	<p>Identifying when to use supports while listening to social or academic English (example slowing down speed on video, requesting closed captioning, utilizing reading support when listening to a video or recorded lesson);</p> <p>Actively participating in modeled note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process or timeline;</p> <p>Matching pre taught academic vocabulary with images and concepts</p>	<p>Seeking clarification or support when encountering new information in familiar settings;</p> <p>Using cross linguistic and developing metalinguistic connections</p>	<p>Seeking clarification or further explanation when encountering new academic material;</p> <p>Asking or writing follow up questions;</p> <p>Reflecting on understanding;</p> <p>Using cross linguistic and developing metalinguistic connections</p>	<p>CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.</p>
<p>identifying or demonstrating an accurate summary, response, or asking for clarification or additional details; understanding language structures frequently used in Social Studies. (formerly ELPS c2I and c2D)</p>	<p>Observing the environment to determine common routines and procedures;</p> <p>Gesturing, pointing, or selecting English print to sound/word connections</p>	<p>Seeking clarification through visual and linguistic supports;</p> <p>Focusing on the speaker to concentrate on words, tone, and body language that indicate a particular position and begin to make inferences using contextual factors;</p>	<p>Rephrase or repeat the speaker's words to confirm their understanding;</p> <p>Sequence an aural message using manipulatives, graphic organizers, or diagrams;</p> <p>Emerging ability to make connections to prior learning of historical events</p>	<p>Summarizing or paraphrasing previously learned material or social interactions to ensure understanding of key points of the message or interaction;</p> <p>Seeking clarification when encountering new information in familiar settings;</p> <p>Making connections to prior learning of historical events</p>	<p>Summarizing new academic material in their own words and asking for confirmation if necessary;</p> <p>Seeking clarification or further explanation when encountering new academic material;</p> <p>Asking or writing follow up questions;</p> <p>Reflecting on and evaluating prior learning of historical events</p>	<p>SS.IV.D.2: Recognize and evaluate counter- arguments.</p> <p>CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.</p>

LISTENING
Grades 4-12

ELPS Writers Draft

ELPS EB students can demonstrate comprehension of spoken English Listening in Social Studies by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
using contextual factors to make sense of vocabulary used to convey a message (formerly ELPS c2C and c2H)	Developing an emerging vocabulary through receptive skills; Using visuals to convey or confirm a message; observing and using contextual factors, L1 support, gestures and visuals to make meaning and inferences when encountering new L2 vocabulary	Reflecting on non-verbal cues that a speaker uses to convey or confirm a message; Emerging understanding of patterns and repetitions in a spoken message; Using highly contextualized environment to make inferences and connect to pre-taught and heavily practiced vocabulary, using L1 to make emerging cross linguistic connections	Reflecting on word choice in a message to understand meaning; Making connections to prior knowledge (including L1) or background knowledge to recognize patterns and repetitions in a spoken message; Listening for cognates, Greek and Latin roots, and pre-taught and highly practiced vocabulary to make cross- linguistic connections	Identify and analyze how a speaker uses repetition to convey a message; Emerging ability to evaluate the purpose of the speaker to determine the rhetorical and stylistic choices made to convey a message; Listening for cognates, Greek and Latin roots, and pre-taught and practiced vocabulary to make cross-linguistic connections	Analyze how a speaker uses language features (imagery, metaphor, simile) to convey meaning. Emerging ability to reflect on tone and mood a speaker uses to understand stylistic choices of a speaker; Listening for cognates, Greek and Latin roots, and practiced vocabulary to make cross-linguistic and metalinguistic connections	SS.IV.C.1: Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically. CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.
responding to directions, instruction, and requests; (formerly ELPS c2I and c2G)	Developing an emerging use of actions or nonverbal responses (rehearsed and pre taught gestures) that correspond with directions or requests.	Utilize visuals and text features such as charts, graphs, and diagrams to help understand complex instructions and processes (ex: timelines, government processes) combined with aural discussion	Follow a step-by-step process to complete activity using instructions with specific gestures and/or visuals as a guide when participating in an aural discussion, group, or lecture	Identify key details, deadlines, requirements, and expectations when given auditory instructions in a familiar context; Participating with peers to confirm understanding	Identify key details, deadlines, requirements, and expectations when given auditory instructions in an unfamiliar context	CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.
developing an awareness of historical perspective and language structures frequently used in social studies (NEW)	developing an emerging receptive vocabulary by using visuals and L1 support to listen and make meaning of language structures commonly used in social studies such as past tense, compare/contrast, cause/effect, fact/opinion and location words.	Using a highly contextualized environment to listen for keywords frequently used in compare/contrast, cause/effect, fact/opinion structures, past tense, and prepositions of place (ex: when using maps, charts, graphs); Connecting to pre-taught and heavily practiced vocabulary including using L1 to make emerging cross linguistic connections.	Using contextualized environment to listen for keywords and phrases frequently used in compare/contrast, cause/effect, fact/opinion structures, past tense, and prepositions of place (ex: when using maps, charts, graphs); Connecting to pre- taught and heavily practiced vocabulary including using L1 to make emerging cross linguistic connections.	Listening for and identifying language structures in a familiar environment that signal past tense, compare/contrast, cause/effect, fact/opinion structures, directional words, and prepositions of place (ex: when using maps, charts, graphs) and Connecting to practiced vocabulary to make cross linguistic connections.	Analyzing and evaluating language structures that signal past tense, compare/contrast, cause/effect, fact/opinion structures, directional words, and prepositions of place (ex: when using maps, charts, graphs) and Connecting to practiced vocabulary to make cross linguistic and metalinguistic connections.	SS.IV.C.1: Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically. CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.

Note: Students identified as SIFE, MTSS, or GT may progress through the stages at a different rate compared to their EB peers. To progress through the continuum, students must have appropriate linguistic scaffolds; see CBLI or EDLIF for instructional support and integrated language practices. Integration of language domains in instruction is necessary for students to acquire language in a meaningful way. Refer to TEKS Guides for subject specific examples. Emergent Bilingual students at all proficiency levels require grade level TEKS and ELPS as Tier One Instruction.

ELPS SPEAKING: English Language Arts						
ELPS EB students can communicate in spoken English by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
Producing oral language in situationally-appropriate ways (formerly ELPS 3-I) for the following personal, interpersonal and academic purposes:-Articulating personal needs Expressing opinions, ideas and feelings (formerly ELPS 3-G) Discussing, narrating, describing, explaining, arguing or evaluating a variety of topics (formerly ELPS 3-E, 3- H) Responding orally to information presented in a wide variety of print, electronic, audio, and visual media (formerly ELPS 3-J)	Content and Context					
	Using gestures, facial expressions and/or one word responses to basic questions, needs, or classroom routines	Using gestures, facial expressions, single words and 2-3 word phrases to discuss personal experiences, answer basic questions or respond to classroom routines; Speaking in single words/short phrases of practiced or memorized words for immediate needs or personal experiences	Communicating around one key academic concept in addition to personal experiences and classroom routines; Using simple sentence patterns that apply across all/any content areas; Discussing personal or familiar academic topics with some detail	Connecting one academic concept to multiple related academic concepts with some organization; Using a combination of short and expanded sentence patterns that begin to align with the speaking conventions of distinct academic content areas; Discussing social and familiar academic topics with relevant details; Using a combination of short and expanded sentence patterns that begin to align with the speaking conventions of distinct academic content areas; Discussing social and familiar academic topics with relevant details	Expressing multiple related concepts in a mostly organized manner; Adjusting speech (structure, form, vocabulary, register) to specific audiences and purposes; Combining sentence patterns of varying complexity in a way that mostly aligns with the speaking conventions of distinct academic content areas; Discussing more abstract academic topics with increasingly complex details	Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes Participate actively and effectively in one-on-one and group oral communication situations Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
Asking for information during interactions with teachers and peers (formerly ELPS 3-E, 3-F)	Structure and Form					
	Using gestures, facial expressions that may indicate a question	Repeating single words or simple phrases with rising intonation	Inserting “Wh” words (such as who, what, where, when, who, why, how) into simple phrases	Inserting “Wh” words (such as who, what, where, when, who, why, how) into longer sentences; Adding “do, does, did” to beginning of phrases or sentences	Using “wh” words and forms of “do” accurately to ask a question; Using other modal forms “can, could, should, etc.” and inverted subject-verb order to ask questions	Participate actively and effectively in one-on-one and group oral communication situations
Employing task- and situation appropriate vocabulary terms, which may include high-frequency social or instructional terms, general academic terms, and content-obligatory terms appropriate for grade-level concepts (formerly ELPS (3-B, 3-D, 3-F)) Using idioms and colloquialisms in situationally appropriate ways	Vocabulary					
	Using simple words to convey personal information or basic needs	Using general content words and expressions; Using high- frequency social and some instructional words across content areas	Using terms and collocations that can have multiple meanings across general academic content areas; Communicating using more common vocabulary terms and cognates from students' L1; Using situationally appropriate idioms and colloquialisms occasionally	Using terms and collocations that are increasingly specific to academic content-areas, often re-phrasing to fully express intended meaning; Using a combination of some low-frequency abstract content vocabulary, L1 cognates & more common social and academic vocabulary terms; Using situationally appropriate idioms and colloquialisms with increased frequency	Using content-compatible and content-obligatory academic language and collocations, with occasional re-phrasing to express intended meaning; Communicating using increasingly abstract vocabulary with lower-frequency and academically demanding (by grade- level) words; Using situationally appropriate idioms and colloquialisms often	

ELPS SPEAKING: Math

ELPS EB students can demonstrate comprehension of spoken English speaking in Math by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
<p>Articulating personal needs</p> <p>Expressing opinions, ideas and feelings (formerly ELPS 3-G)</p> <p>Discussing, narrating, describing, explaining, arguing or evaluating a variety of topics (formerly ELPS 3-E, 3-H)</p> <p>Responding orally to information presented in a wide variety of print, electronic, audio, and visual media (formerly ELPS 3-J)</p> <p>Using a variety of genre- or discipline-specific grammatical structures (formerly ELPS 3-C)</p> <p>Employing pronunciation that enables communication with many people across the school setting (formerly ELPS 3-A)</p> <p>Asking for information during interactions with teachers and peers (formerly ELPS 3-E, 3-F)</p> <p>Employing task- and situation- appropriate vocabulary terms, which may include high-frequency social or instructional terms, general academic terms, and content-obligatory terms appropriate for grade-level concepts (formerly ELPS (3-B, 3-D, 3-F))</p> <p>Using idioms and colloquialisms in situationally appropriate ways</p>	<p>Providing a non-verbal gesture or yes/no response (e.g., thumbs up/thumbs down) when asked basic questions;</p> <p>Repeating general vocabulary related to mathematics class activities or procedures</p>	<p>Listing one- or two-word high-frequency items in groups sorted by characteristics of some kind (such as decimals/fractions or units of measurement);</p> <p>Repeating general math vocabulary terms and short phrases related to math class activities or procedures;</p> <p>Repeating steps in a process or mathematical reasoning;</p> <p>Naming mathematical symbols and/or notation matched with a lesson-related visual (e.g., says “equal” when they see “=”)</p>	<p>Explaining the mathematical concepts in a problem using a word bank of mathematical language to form simple phrases;</p> <p>Sequencing a mathematical process by combining words into short phrases, “First, second, third, etc.” and “multiply, divide, add, subtract”;</p> <p>Forming questions about math concepts or events using declarative statements with rising intonation or some wh-words;</p> <p>Applying math concepts by using vocabulary terms that are common in household, school or immediate environment, or high-frequency mathematical symbols and/or notation;</p> <p>Employing verbs in the present tense to describe math processes and concepts;</p> <p>Collaborating in interdependent peer group with support from graphic organizers, sentence stems, word banks, and/or visuals/images, or another scaffold</p>	<p>Summarizing or a mathematical process to a partner using simple patterns or cloze sentences (fill in the blanks) for more complex sentences</p> <p>Explaining the mathematical concepts in a problem using sentence frames or stems;</p> <p>Forming questions about math concepts of teacher or peers using both wh-words and do/does/did;</p> <p>Describing math concepts that are more abstract or compartmentalized in nature using lower-frequency mathematical vocabulary, symbols and/or notation with support;</p> <p>Collaborating actively in interdependent groups to accomplish a shared goal, with support from graphic organizers, sentence stems, word banks or another scaffold;</p> <p>Explaining a diagram, model or graph that represents a mathematical idea with support of template or sentence stems;</p> <p>Expressing an opinion using sentence stems such as “I agree with because...” or “I disagree with because” and provides evidence with support of template or sentence stems</p> <p>Using verbs in the past, present or future tense to describe processes, and may modify with adverbs like “yesterday”</p>	<p>Summarizing a mathematical process or concept to a partner using complex sentences combined with content- obligatory vocabulary words;</p> <p>Explaining the mathematical concepts in a problem using content-obligatory mathematical language;</p> <p>Forming questions about math concepts of teacher or peers using both wh-words, do/does/did, and embedded statements such as, “I wonder why...”;</p> <p>Describing math concepts that are abstract or compartmentalized in nature using lower-frequency mathematical vocabulary, symbols and/or notation;</p> <p>Collaborating actively in interdependent groups to accomplish a shared goal, with support from graphic organizer or another scaffold;</p> <p>Analyzing and/or evaluating mathematical processes for accuracy and supports conclusion using evidence from mathematical operations or related text (written, visual, audio);</p> <p>Using verbs in multiple tenses to describe mathematical concepts or processes</p>	<p>MATH.VIII.A.2: Use mathematical language to represent and communicate the mathematical concepts in a problem.</p> <p>MATH.VIII.A.1: Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.</p> <p>MATH.VIII.C.1: Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words.</p> <p>MATH.VIII.B.1: Model and interpret mathematical ideas and concepts using multiple representations.</p> <p>MATH.VIII.B.2: Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.</p> <p>MATH.VIII.C.1: Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words.</p> <p>MATH.I.C: Systems of Measurement.</p> <p>MATH.I.C.1: Select or use the appropriate type of method, unit, and tool for the attribute being measured.</p> <p>MATH.I.C.2: Convert units within and between systems of measurement.</p>

Note: Students identified as SIFE, MTSS, or GT may progress through the stages at a different rate compared to their EB peers. To progress through the continuum, students must have appropriate linguistic scaffolds and access grade level content; see CBLI or EDLIF for instructional support and integrated language practices. . Integration of language domains in instruction is necessary for students to acquire language in a meaningful way. Refer to TEKS Guides for subject specific examples. Emergent Bilingual students at all proficiency levels require grade level TEKS, ELPS, and comprehensible input with plans for scaffolded output as Tier One Instruction.

ELPS SPEAKING: Science

ELPS EB students can demonstrate comprehension of spoken English speaking in Science by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
<p>Articulating personal needs</p> <p>Expressing opinions, ideas and feelings (formerly ELPS 3-G)</p> <p>Discussing, narrating, describing, explaining, arguing or evaluating a variety of topics (formerly ELPS 3-E, 3-H)</p> <p>Responding orally to information presented in a wide variety of print, electronic, audio, and visual media (formerly ELPS 3-J)Using a variety of genre- or discipline- specific grammatical structures (formerly ELPS 3-C)</p> <p>Employing pronunciation that enables communication with many people across the school setting (formerly ELPS 3-A)</p> <p>Asking for information during interactions with teachers and peers (formerly ELPS 3-E, 3-F)</p> <p>Employing task- and situation- appropriate vocabulary terms, which may include high-frequency social or instructional terms, general academic terms, and content-obligatory terms appropriate for grade-level concepts (formerly ELPS (3-B, 3-D, 3-F))- Using idioms and colloquialisms in situationally appropriate ways</p>	<p>Providing a non-verbal gesture or yes/no response (e.g., thumbs up/thumbs down) when asked basic questions about physical and chemical changes (such as, “Is this a liquid?” or;</p> <p>Repeating general vocabulary related to science class activities or procedures</p>	<p>Providing a non-verbal gesture or yes/no response (e.g., thumbs up/thumbs down) when asked basic questions about science concepts (such as, “Is this a liquid?”);</p> <p>Repeating general vocabulary related to science class activities or procedures-Repeating 1-3 step lab procedures or directions</p>	<p>Describing objects in terms of physical or chemical characteristics using the sentence frame, “This is a because...”-Recalling events that occurred during a procedure, science lab, process or demonstration by saying, “First, second, third, etc.”;</p> <p>Forming questions about scientific concepts using declarative statements with rising intonation or some wh-words;</p> <p>Describing and connecting scientific concepts using terms that are common in household, school or immediate environment;</p> <p>Collaborating actively in interdependent lab group with support from graphic organizers, sentence stems, word banks, and/or visuals/images, or other scaffold</p>	<p>Summarizing chemical or physical changes that occurred during a science lab, video or demonstration to a partner using simple patterns or cloze sentences (fill in the blanks) for more complex sentences;</p> <p>Forming questions about scientific concepts of teacher or peers using both wh-words and do/does/did;</p> <p>Describing scientific concepts that are more abstract or compartmentalized in nature;</p> <p>Collaborating actively in interdependent lab groups to accomplish a shared goal, with support from graphic organizers, sentence stems, word banks or other scaffold;</p> <p>Reporting results from a procedure, process or demonstration that conveys understanding of key scientific concepts and evidence with support of template or sentence stems</p>	<p>Explaining the difference between scientific concepts, features or organisms, using formulaic language of comparison (e.g., “similar/different; alike/distinct; however, while,” etc.) combined with content-obligatory vocabulary words;</p> <p>Forming questions about scientific concepts of teacher or peers using both wh-words, do/does/did, and embedded statements such as, “I wonder why...”;</p> <p>Describing scientific concepts that are less common in household, school or immediate environment and more abstract or compartmentalized in nature or lab-specific/created;</p> <p>Collaborating actively in interdependent lab groups to accomplish a shared goal, with support from graphic organizer or another scaffold;</p> <p>Reporting results from a procedure, process or demonstration that conveys understanding of key scientific concepts and evidence</p>	<p>SCIENCE.I.C.1: Collaborate on joint projects.</p> <p>SCIENCE.I.E.2: Use essential vocabulary of the discipline being studied.</p> <p>SCIENCE.I.D.1: Demonstrate literacy in computer use.</p> <p>SCIENCE.I.C.3: Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.</p> <p>SCIENCE.I.C.2: Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.</p> <p>SCIENCE.III.B.3: Recognize scientific and technical vocabulary in the field of study</p> <p>SCIENCE.I.E.2: Use essential vocabulary of the discipline being studied.</p> <p>SCIENCE.III.B.3: Recognize scientific and technical vocabulary in the field of study</p>

ELPS SPEAKING: Social Studies

ELPS EB students can demonstrate comprehension of spoken English speaking in social studies by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
<p>Articulating personal needs</p> <p>Expressing opinions, ideas and feelings (formerly ELPS 3-G)</p> <p>Discussing, narrating, describing, explaining, arguing or evaluating a variety of topics (formerly ELPS 3-E, 3-H)</p> <p>Responding orally to information presented in a wide variety of print, electronic, audio, and visual media (formerly ELPS 3-J)</p> <p>Using a variety of genre- or discipline-specific grammatical structures (formerly ELPS 3-C)</p> <p>Employing pronunciation that enables communication with many people across the school setting (formerly ELPS 3-A)</p> <p>Asking for information during interactions with teachers and peers (formerly ELPS 3-E, 3-F)</p> <p>Employing task- and situation- appropriate vocabulary terms, which may include high-frequency social or instructional terms, general academic terms, and content-obligatory terms appropriate for grade-level concepts (formerly ELPS (3-B, 3-D, 3-F))</p> <p>Using idioms and colloquialisms in situationally appropriate ways</p>	<p>Providing a non-verbal gesture or yes/no response (e.g., thumbs up/thumbs down) when asked basic questions;</p> <p>Repeating general vocabulary related to social studies class activities or procedures</p>	<p>Listing one- or two-word high-frequency items in groups sorted by characteristics of some kind (such as exports imports);</p> <p>Repeating general vocabulary terms and short phrases related to social class activities or procedures;</p> <p>Repeating steps in a process or short sequence of events;</p> <p>Naming images or visuals associated with a lesson using 1-3 words</p>	<p>Describing properties or characteristics of people, places, events, or concepts using a word bank to form simple phrases;</p> <p>Recalling a process or short sequence of events by saying, “First, second, third, etc.”;</p> <p>Forming questions about social studies concepts or events using declarative statements with rising intonation or some wh-words;</p> <p>Explaining social studies concepts or events using vocabulary terms that are common in household, school or immediate environment;</p> <p>Employing verbs in the present tense to describe events, even if they have happened in the past, but may modify with adverbs like “yesterday”;</p> <p>Collaborating in interdependent peer group with support from graphic organizers, sentence stems, word banks, and/or visuals/images, or another scaffold</p>	<p>Student summarizes a sequence of events to a partner using simple patterns or cloze sentences (fill in the blanks) for more complex sentences;</p> <p>Forming questions about social studies concepts of teacher or peers using both wh-words and do/does/did;</p> <p>Describing social studies concepts that are more abstract or compartmentalized in nature;</p> <p>Collaborating actively in interdependent groups to accomplish a shared goal, with support from graphic organizers, sentence stems, word banks or another scaffold;</p> <p>Explaining a procedure, process or demonstration that conveys understanding of key social studies concepts and evidence with support of template or sentence stems;</p> <p>Expressing an opinion using sentence stems such as “I agree with because...” or “I disagree with because” and provides evidence with support of template or sentence stems;</p> <p>Employing verbs in the past, present or future tense to describe events, and may modify with adverbs like “yesterday”</p>	<p>Student summarizes a sequence of events to a partner using complex sentences combined with content-obligatory vocabulary words;</p> <p>Forming questions about social studies concepts of teacher or peers using both wh-words, do/does/did, and embedded statements such as, “I wonder why...”;</p> <p>Describing social studies concepts that are abstract or compartmentalized in nature;</p> <p>Collaborating actively in interdependent groups to accomplish a shared goal, with support from graphic organizer or another scaffold;</p> <p>Expressing an opinion and supporting it using evidence from social studies related text (written, visual, audio);</p> <p>Identifying different perspectives provided by different sources on a single event;</p> <p>Reporting information about an event, person or concept that conveys understanding of key social studies concepts;</p> <p>Employing verbs in multiple tenses to describe events or processes and accurately modifies with adverbs like “yesterday”</p>	<p>SS.IV.C.1: Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p>SS.IV.D.2: Recognize and evaluate counter-arguments.</p> <p>SS.IV.C.1: Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p>

ELPS READING: English Language Arts and Reading

<p>ELPS EB students can demonstrate comprehension of <i>Reading</i> in English in the area of English Language Arts by:</p>	<p>1 PRE PRODUCTION</p>	<p>2 BEGINNING</p>	<p>3 LOW INTERMEDIATE</p>	<p>4 HIGH INTERMEDIATE</p>	<p>5 ADVANCED</p>	<p>CCRS (College & Career Readiness Standards)</p>
<p>expanding English reading skills through employing inferential skills such as predicting, identifying text features, making connections between ideas, drawing conclusions from text and graphic sources, and finding supporting text evidence. (formerly ELPS 4J)</p>	<p>Making inferences from images and connected L1, amplified, or side-by-side texts;</p> <p>Pointing to practiced text features (illustrations, graphics, diagrams, titles, authors, page numbering);</p> <p>Visual graphic representations and organizers to support text</p>	<p>Making inferences from images and connected L1, amplified, or side-by-side texts;</p> <p>Identifying practiced text features (graphs, charts, diagrams, labels, glossary, index, Table of Contents, bold/italicized headings);</p> <p>Using graphic organizers with visuals or manipulatives with visuals to interact with text</p>	<p>Making inferences from images and connected L1, amplified, or side-by-side texts;</p> <p>Identifying practiced text features (title page, sidebars, bullet points, captions);</p> <p>Monitoring and clarifying understanding through supported questioning;</p> <p>Using graphic organizers to construct meaning from text</p>	<p>Making inferences from text with appropriate accommodations (pre reading and rereading, pre-taught vocabulary, using reference and instructional materials, chunking, modeled highlighting and annotation);</p> <p>Monitoring and clarifying understanding</p>	<p>Making inferences from text;</p> <p>Using text features to deepen understanding, finding supporting evidence within text;</p> <p>Summarizing and annotating to construct meaning and draw conclusions</p>	<p>E/LAS.II.A: Locating explicit textual information and drawing complex inferences, analyzing, and evaluating the information within and across texts of varying lengths.</p> <p>E/LAS.II.A.2: Use text features to form an overview of content and to locate information.</p> <p>CDS.II.A.1: Use effective prereading strategies</p> <p>CDS.II.A.3: Identify the intended purpose and audience of the text.</p> <p>CDS.II.A.4: Identify the key information and supporting details.</p>
<p>reading for a specific purpose with attention to structures commonly used in fact/opinion, compare/contrast, narrative arc, and argumentative or persuasive text. (formerly ELPS c4K)</p>	<p>Making connections to text from images and connected L1, amplified, aural or side-by-side texts;</p> <p>Visual graphic representations and organizers to support feature sources of text analysis;</p> <p>Observing modeled evaluation of sources</p>	<p>Making connections to text from images and connected L1, aural, amplified, or side-by-side texts;</p> <p>Visual graphic representations and organizers to support features of text analysis;</p> <p>Repeated and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords commonly found in text types;</p> <p>Observing modeled evaluation of sources</p>	<p>Making connections to linguistically supported text as needed;</p> <p>Visual graphic representations and organizers to support features of text analysis;</p> <p>Practiced and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords and phrases commonly found in text types;</p> <p>Guiding questions to justify conclusions</p>	<p>Making connections to supported text as needed;</p> <p>Graphic representations and organizers to support features of text analysis;</p> <p>Modeled interactions with annotating text such as highlighting, labeling, or identifying keywords and synonyms, phrases, and signal words commonly found in text types;</p> <p>Guiding questions and supported discussion to justify conclusions</p>	<p>Making connections to text and using reference materials to support increasingly complex inferences;</p> <p>Graphic organizers to support features of text analysis;</p> <p>Interactions with text to provide evidence for conclusions;</p> <p>Emerging ability to identify implicit information in text</p>	<p>E/LAS.II.A.3: Identify explicit and implicit textual information including main ideas and author’s purpose.</p> <p>E/LAS.II.A.4: Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and conclusions, and distinguish facts from simple assertions and opinions.</p> <p>E/LAS.II.A.5: Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.</p> <p>E/LAS.II.A.11: Identity the analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p>E/LAS.II.A.8: Compare and analyze how generic features are used across texts.</p> <p>CDS.II.A.4: Identify the key information and supporting details.</p>

ELPS EB students can demonstrate comprehension of <i>Reading</i> in English in the area of English Language Arts by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
						CDS.II.A.3: Identify the intended purpose and audience of the text.
developing an understanding for explicitly taught figurative and sensory descriptive language in English (NEW)	Linking emotion and sensory vocabulary from L1 and visuals to pre-taught set of highly practiced, selected descriptive vocabulary found in contextualized grade level text.	Linking emotion and sensory vocabulary from L1 and visuals to pre-taught set of highly practiced, selected descriptive vocabulary found in contextualized grade level text; and Observing modeled, linguistically supported analysis of how this word choice influences perception of text.	Linking emotion, sensory, and idiomatic vocabulary from L1, visuals, and context to pre-taught set of practiced, selected descriptive vocabulary found in contextualized grade level text; Participating in linguistically supported analysis of how this word choice influences perception of text.	Linking emotion, sensory, and idiomatic vocabulary to a set of practiced, selected descriptive vocabulary found in contextualized grade level text; Participating in linguistically supported analysis of how this word choice influences perception of text.	Linking emotion, sensory, and idiomatic vocabulary to a set of selected descriptive vocabulary found in contextualized grade-level text; Participating in analysis of how this word choice influences perception of text.	E/LAS.II.A.6: Analyze imagery in literary texts. E/LAS.II.A.7: Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers. E/LAS.II.A.10: Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood. CDS.II.A.7: Adapt reading strategies according to structure of texts.
using metalinguistic connections and vocabulary building strategies such as word study, cognates, visuals, graphic organizers and appropriate reference tools to practice using newly acquired vocabulary to develop a growing linguistic repertoire by: (formerly ELPS c4A, 4F and ELPS 4D)	Beginning to learn relationships between sounds and letters in English to decode; Recognize print directionality; and Begin to identify cognates and link emerging understanding of English sound and print to L1.(formerly ELPS c4A and ELPS c4B)	Developing basic vocabulary (including sight words), Deriving meaning from environmental print in familiar settings (classroom/school) and Recognizing explicitly taught cognates that connect new English skills to L1.(formerly ELPS c4C)	Applying reference skills to confirm and learn meanings of new words; and Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Linking newly acquired vocabulary to L1(formerly ELPS c4A)	Identifying new words and concepts acquired through study of relationships to other words and concepts.	Understanding newly acquired vocabulary by using reference materials and contextual support to deepen understanding of unfamiliar, homonymous or polysemous words.	E/LAS.II.B: Understanding new vocabulary and concepts and use them accurately in reading, speaking, and writing. E/LAS.II.B.1: Identify new words and concepts acquired through study of relationships to other words and concepts. E/LAS.II.B.2: Apply knowledge of roots and affixes to infer the meaning of new words. E/LAS.II.B.3: Use reference guides to confirm the meaning of new words or concepts. CCRS II B: Applying a variety of strategies to determine the meanings of unfamiliar words and phrases. CDS.II.A.2: Use a variety of strategies to understand the meanings of new words.
applying prior knowledge and activating schema to make historical and cultural links to text by: (formerly ELPS c4K).	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning and experiences; Opportunities to make text to self, text to text, and text to world connections through reading choices;	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning and experiences; Making cross-cultural connections to text; opportunities to make text to self, text to text, and text to world connections through reading	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning and experiences; Making cross-cultural and cross-linguistic connections to text; Opportunities to make text to self,	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning and experiences; making cross-cultural cross-linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or Lesson and opportunity to connect this to prior learning and experiences; Making cross-cultural, cross-linguistic, and metalinguistic connections to text;	E/LA S. II C Describing, analyzing and evaluating information within and across literary and other texts from a variety of cultural and historical contexts E/LAS.II.C.1: Read a wide variety of texts from American, European, and world literatures. E/LAS.II.C.2: Analyze themes,

ELPS EB students can demonstrate comprehension of <i>Reading</i> in English in the area of English Language Arts by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
	Explicit instruction regarding setting and context of text	choices; Explicit instruction regarding setting and context of text	text to text, and text to world connections through reading choices; Think alouds regarding setting and context of text from unfamiliar time periods or cultural background	connections through reading choices; Rich discussion and interaction when encountering text from unfamiliar time periods or cultural backgrounds	Opportunities to make text to self, text to text, and text to world connections through reading choices; Opportunities to research, evaluate and analyze the role of setting when encountering text from unfamiliar time periods or cultural backgrounds	structures, and elements of myths, traditional narratives, and classical and contemporary literature. E/LAS.II.C.3: Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written. E/LAS.II.C.4: Analyze and compare the use of language in literary works from a variety of world cultures .E/LA.S. II. D: Explaining how literary and other texts evoke personal experiences and reveal character in particular historical circumstances. E/LAS.II.D.1: Describe insights gained about oneself, others, or the world from reading specific texts. E/LAS.II.D.2: Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film. CDS.II.A.8:Connecting reading to historical and current events and personal interest. CDS.II.A.7: Adapt reading strategies according to structure of texts.
CDS.II.A: Reading across the curriculum						
EB students can demonstrate multi-disciplinary and cross curricular grade level reading skills by:	EB students require leveled supports commensurate to their proficiency. Use these supports so that EB students have access to grade level TEKS. EB students can do this by:					
using effective pre reading strategies such as previewing the text, visualizing, connecting to prior knowledge, making predictions/inferences and organizing ideas presented in text with graphic organizers by: (formerly ELPS C4d and C4i)	Observing modeled think alouds specifically linguistically accommodated for EB students using L1 to build background; Drawing or using icons to communicate visualization; Utilizing extra time for processing accommodated, chunked materials; Learning text features commonly used in English texts utilizing technology with and for support; Utilizing engineered, side by side, or amplified text;	Following modeled think alouds specifically linguistically accommodated for EB students using L1 to build background; Drawing, using icons, or single words to communicate visualization; Utilizing extra time for processing increasingly complex, chunked materials; Learning text features commonly used in English texts; Utilizing technology with and for support; Utilizing engineered, side by side, or	Participating in modeled think alouds specifically linguistically accommodated for EB students using L1 to build background; Drawing, using icons, or single words to phrases to communicate visualization; Utilizing extra time for processing complex, chunked materials; Identifying text features commonly used in English texts; Utilizing technology with and for support; Utilizing side by side or amplified	Participating in modeled think alouds using L1 to build background; Drawing, using icons, or single words to phrases to communicate visualization; Utilizing extra time for processing complex, chunked materials; Identifying text features commonly used in English texts; Utilizing technology with and for support; Utilizing amplified text;	Participating in modeled think alouds using L1 to build background; Annotating text to communicate visualization; Utilizing extra time for processing complex materials; Analyzing text features commonly used in English texts; Utilizing technology with and for support participating in integration of all language domains	CDS.II.A.1: Use effective pre-reading strategies. CDS.II.E.2: Use technology to organize, manage, and analyze information. CDS.II.E.3: Use technology to communicate and display findings in a clear and coherent manner. CDS.II.E.4: Use technology appropriately.

ELPS EB students can demonstrate comprehension of <i>Reading</i> in English in the area of English Language Arts by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
	Observing integration of all language domains	amplified text participating in integration of all language domains	text; Participating in integration of all language domains	Participating in integration of all language domains		
making metalinguistic and cross-linguistic connections to deepen a growing linguistic repertoire. (formerly ELPS C4 a, b, c and f)	Connecting English to L1 learning cognates and false cognates; Beginning to learn relationships between sounds and letters in English to decode; Recognize print directionality; Participating in structured fluency routines that integrate multiple language domains; Participating in specific, on-going, and systematic vocabulary instruction in all disciplines	Connecting English to L1 learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context developing basic vocabulary (including sight words); Deriving meaning from environmental print in familiar settings (ex: classroom/school); Participating in structured fluency routines that integrate multiple language domains; Participating in specific, on-going, and systematic vocabulary instruction in all disciplines	Connecting English to L1 learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Using cross-disciplinary vocabulary connections through integrated systematic word study; Applying reference skills to confirm and learn meanings of new words; Participating in structured fluency routines that integrate multiple language domains; Participating in specific, on-going, and systematic vocabulary instruction in all disciplines	Connecting English to L1 learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Identifying new words and concepts acquired through study of relationships to other words and concepts; Using cross-disciplinary vocabulary connections through integrated systematic word study; Participating in structured fluency routines that integrate multiple language domains; Participating in specific, on-going, and systematic vocabulary instruction in all disciplines	Connecting English to L1 learning cognates and false cognates Using explicitly taught roots and affixes to glean meaning from new vocabulary Understanding newly acquired vocabulary by using reference materials and contextual support to deepen understanding of unfamiliar, homonymous or polysemous words Using cross-disciplinary vocabulary connections through integrated systematic word study Participating in structured fluency routines that integrate multiple language domains Participating in specific, on-going, and systematic vocabulary instruction in all disciplines	CDS.II.A.2: Use a variety of strategies to understand the meanings of new words.
using active reading strategies to interact with text to identify the key information and supporting details, make inferences about unfamiliar words by using context clues and text features (ex: Graphs, charts, examples, bold/italicized print) and using text features to form an overview of content and to locate information. (formerly ELPS c4i)	Observe modeled active reading strategies make inferences about text using visual supports, explicitly taught text features, and L1 Annotating appropriately scaffolded text Viewing paraphrased or summarized examples of heavily scaffolded or L1 text Opportunities to view different structures of text	Participate in active reading strategies make inferences about text Using visual supports, explicitly taught text features, and L1 Annotating appropriately scaffolded text Viewing paraphrased or summarized examples of heavily scaffolded or L1 text Opportunities to view and interact with different structures of text Using pre-taught and heavily practiced keywords to identify central ideas	Participate in active reading strategies Make inferences about text using visual supports, explicitly taught text features, and L1 Annotating appropriately scaffolded text co-constructing brief summaries of scaffolded or L1 text Opportunities to view, evaluate, and interact with different structures of text Using pre-taught and practiced keywords and phrases to identify central ideas and some supporting details phrases to identify central ideas and some supporting details	Employ active reading strategies Make inferences about text using visual supports text features, and L1 Annotating text co-constructing summaries or paraphrasing scaffolded text Opportunities to view, evaluate, and interact with different structures of text Using pre-taught and practiced keywords and phrases to identify central ideas and supporting details	Employ active reading strategies Make inferences about text Annotating text constructing summaries or paraphrasing text Opportunities to evaluate, analyze and interact with different structures of text identifying central ideas and supporting details and Seeking clarification when encountering increasingly difficult text	CDS.II.A.4: Identify the key information and supporting details. CDS.II.A.5: Analyze textual information critically. CDS.II.A.6: Annotate, summarize, paraphrase, and outline texts when appropriate. CDS.II.A.7: Adapt reading strategies according to structure of texts.
looking for the language functions (ex: compare/contrast, cause/effect, exemplification) in a text to understand more about the purpose of the text. (formerly ELPS c4k)	Making connections to text structures from L1, images, and graphic organizers specific to text type	Making connections to text structures from L1, images, and graphic organizers specific to text type repeated and modeled interactions with text such as purposeful highlighting, labeling, or	Making connections to linguistically supported text as needed visual graphic representations and organizers to support features of text typepracticed and modeled interactions with text such as purposeful highlighting, labeling, or	Making connections to supported text as needed graphic representations and organizers to support features of text type modeled interactions with annotating text such as highlighting, labeling, or identifying keywords	Making connections to text types and functions of text Interactions with text to locate functions used in texts for a specific purpose	CDS.II.A.7: Adapt reading strategies according to structure of texts.

ELPS EB students can demonstrate comprehension of <i>Reading</i> in English in the area of English Language Arts by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
		identifying keywords commonly found in text types	identifying keywords and phrases commonly found in text types	and synonyms, phrases, and signal words commonly found in text types;		
making connections to life experience, cultural concepts and real-world events. (NEW)	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Opportunities to make text to self, text to text, and text to world connections through reading choices; Explicit instruction regarding setting/context/historical concept or text	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences making cross-cultural connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Explicit instruction regarding setting and context of concept or text	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences making cross-cultural and cross-linguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Think alouds regarding setting and context of text from unfamiliar time periods, concepts or cultural background	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences making cross-cultural cross- linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Rich discussion and interaction when encountering text from unfamiliar time periods, concepts or cultural backgrounds	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences making cross-cultural, cross-linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices Opportunities to research, evaluate and analyze the role of setting when encountering text or concepts from unfamiliar time periods or cultural backgrounds.	CDS.II.A.8: Connect reading to historical and current events and personal interest.

ELPS READING: Math						
ELPS EB students can demonstrate comprehension of English in <i>Reading in the Math content area</i> by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
<p>expanding English reading skills through employing inferential skills such as evaluating, identifying text features, identifying relationships, drawing conclusions from text and graphic sources, and finding supporting evidence. (formerly ELPS 4J)</p>	<p>Making inferences from images or numbers by using L1 for instructions, amplified, or side-by-side texts;</p> <p>Pointing to practiced text features (illustrations, graphics, diagrams, number lines, strip diagrams, page numbering);</p> <p>Visual graphic representations, concept maps, schematic representations or specific organizers to support analysis;</p> <p>Using visual supports, guided practice, and repeated practice to complete a step-by- step process (ex: using graphing calculator or statistical software).</p>	<p>Making inferences from images or numbers by using L1 for instructions, amplified, or side-by-side texts;</p> <p>Identifying practiced text features (graphs, charts, diagrams, labels, glossary, index, Table of Contents, bold/italicized headings, strip diagrams, number lines);</p> <p>Visual graphic representations, concept maps, schematic representations, specific organizers or manipulatives to support analysis;</p> <p>Using visual supports, guided practice, and repeated practice to complete a step by step process (ex: using graphing calculator or statistical software)</p>	<p>Making inferences from schematic representations, images or numbers by using L1, amplified, or side-by-side texts;</p> <p>Identifying practiced text features (sidebars, bullet points, captions, schematic representations, strip diagrams, number lines);</p> <p>Monitoring and clarifying understanding through supported questioning and use of manipulatives;</p> <p>Using graphic organizers with visual support to construct meaning from data relationships in text heavy instruction</p>	<p>Making inferences from schematic representations, images or numbers with appropriate modeled accommodations (pre reading and rereading, pre-taught vocabulary, using reference and instructional materials, chunking, purposeful highlighting and annotation);</p> <p>Monitoring and clarifying understanding, including through use of manipulatives.</p>	<p>Making inferences from schematic representations, images or numbers while using text features to deepen understanding, finding supporting evidence to construct meaning and draw conclusions;</p> <p>Using manipulatives to analyze, interpret, and draw conclusions.</p>	<p>MATH.V.C: Analyze, interpret, and draw conclusions from data</p> <p>MATH.V.C.1: Analyze data sets using graphs and summary statistics.</p> <p>MATH.V.C.2: Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.</p>
<p>applying prior knowledge, activating schema, and developing metacognitive strategies to make real world and cultural links to text and word problems by:(formerly ELPS c4K).</p>	<p>Observing use of additive and multiplicative schema when applied to word problem types;</p> <p>Observing think-alouds and utilizing self-monitoring and self-instruction/self-talk with linguistically supported checklists (L1 or visual support) to consider planning, monitoring, and modifying a problem-solving approach;</p> <p>Utilizing amplified, L1, or visually supported side-by-side texts in word problems</p>	<p>Observing use of additive and multiplicative schema when applied to word problem types;</p> <p>Observing think-alouds and utilizing self-monitoring and self-instruction/self-talk with linguistically supported checklists (L1 or visual support) to consider planning, monitoring, and modifying a problem solving approach;</p> <p>Utilizing amplified, L1, or visually supported side-by-side texts in word problem;</p> <p>Linking word problems to familiar real-world situations to understand context and application; engaging in explicit vocabulary instruction to make connections to polysemic words that appear across disciplines (ex: table, operation, even, mean, yard, left)</p>	<p>Participating in use of additive and multiplicative schema when applied to word problem types;</p> <p>Participating in think-alouds and utilizing self-monitoring and self-instruction/self-talk with linguistically supported checklists to consider planning, monitoring, and modifying a problem solving approach;</p> <p>Utilizing amplified, L1, or visually supported side-by- side texts in word problems;</p> <p>Linking word problems to familiar real-world situations to understand context and application;</p> <p>Engaging in explicit vocabulary instruction to make connections to polysemic words that appear across disciplines (ex: table, operation, even, mean, yard, left)</p>	<p>Active use of additive and multiplicative schema when applied to word problem types;</p> <p>Active participation in think-alouds and utilizing self-monitoring and self- instruction/self-talk with linguistically supported checklists (L1 or visual support) to consider planning, monitoring, and modifying a problem solving approach;</p> <p>Utilizing linguistically supported texts in word problems; linking word problems to familiar real-world situations to understand context and application;</p> <p>Engaging in explicit vocabulary instruction to make connections to polysemic words that appear across disciplines (ex: table, operation, even, mean, yard, left)</p>	<p>Active use of additive and multiplicative schema when applied to word problem types;</p> <p>Actively participating in think-alouds and utilizing self-monitoring and self- instruction/self-talk with checklists to consider planning, monitoring, and modifying a problem solving approach;</p> <p>Linking word problems to real-world situations to understand context and application;</p> <p>Engaging in explicit vocabulary instruction to make connections to newly occurring (ex: degree in Geometry) polysemic words that appear across disciplines.</p>	<p>MATH.VII.D: Real-world problem solving</p> <p>MATH.VII.D.1: Interpret results of the mathematical problem in terms of the original real-world situation.</p> <p>MATH.VII.D.2: Evaluate the problem-solving process.</p> <p>MATH.IX.B: Connections of mathematics to nature, real-world situations, and everyday life</p> <p>MATH.IX.B.1: Use multiple representations to demonstrate links between mathematical and real-world situations.</p> <p>MATH.IX.B.2: Understand and use appropriate mathematical models in the natural, physical, and social sciences.</p> <p>MATH.IX.B.3: Know and understand the use of mathematics in a variety of careers and professions.</p> <p>MATH.IX.A: Connections among the strands of mathematics</p> <p>MATH.IX.A.1: Connect and use</p>

ELPS EB students can demonstrate comprehension of English in <i>Reading in the Math content area</i> by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
						multiple key concepts of mathematics in situations and problems. MATH.IX.A.2: Connect mathematics to the study of other disciplines.
gaining familiarity with U.S. customary units of weight and measurement and linking to prior knowledge (NEW)	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	MATH I.C Systems of Measurement MATH.I.C.1: Select or use the appropriate type of method, unit, and tool for the attribute being measured. MATH.I.C.2: Convert units within and between systems of measurement.
developing receptive vocabulary by understanding: Greek and Latin prefixes, suffixes, and roots; frequently used language structures in math such as ordinal words and multi-step processes. (NEW)	Observing how visual supports (such as schematic diagrams) link to mathematical representations; Begin using pictorial manipulatives to model ordered mathematical processes concepts; Utilize L1 support and cognates for vocabulary development including ordinal words, Greek and Latin mathematical terminology.	Using visual supports (such as schematic diagrams) and image laden manipulatives that link to mathematical representations; Use graphic organizers with visual support to demonstrate mathematical relationships that demonstrate language structures in multi-step processes; Utilize L1 support, cognates, and read to find pre-taught ordinal words, and Greek and Latin prefixes, suffixes, and roots to develop mathematical vocabulary.	Using visual supports (such as schematic diagrams) to link mathematical concepts; Read to find pre-taught key words and phrases that signal multi-step processes; Develop cross linguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop mathematical vocabulary.	Construct visual supports to deepen understanding during reading/viewing/annotating word problems or text; Listen for key words and synonyms that signal multi-step processes; Develop cross linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop mathematical vocabulary.	Construct and analyze visual and verbal support to deepen understanding during reading/viewing/annotating word problems or text; Read for meaning to find signals to implement multi- step processes; Reflect on cross linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to deepen mathematical vocabulary	MATH.VIII.C.1: Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words. CDS.II.A.2: Use a variety of strategies to understand the meanings of new words. CDS.II.A.7: Adapt reading strategies according to structure of texts.
CDS.II.A: Reading across the curriculum EB students can demonstrate multi-disciplinary and cross curricular grade level reading skills by:						
using effective pre reading strategies such as previewing the text, visualizing, connecting to prior knowledge, making predictions/inferences and organizing ideas presented in text with graphic organizers by:(formerly ELPS C4d and C4i)	EB students require leveled supports commensurate to their proficiency. Use these supports so that EB students have access to grade level TEKS. EB students can do this by:					
making metalinguistic and cross-linguistic connections to deepen a growing linguistic repertoire. (formerly ELPS C4 a, b, c and f)	Connecting English to L1; Learning cognates and false cognates; Beginning to learn relationships between sounds and letters in English to decode; Recognize print directionality; Participating in structured fluency routines that integrate multiple language domains; Participating in specific, ongoing,	Connecting English to L1; Learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Developing basic vocabulary (including sight words); Deriving meaning from environmental print in familiar settings (ex: classroom/school);	Connecting English to L1; Learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Using cross-disciplinary vocabulary connections through integrated systematic word study; Applying reference skills to confirm and learn meanings of new words;	Connecting English to L1 Learning cognates and false cognates Using explicitly taught roots and affixes to glean meaning from new vocabulary in context Identifying new words and concepts acquired through study of relationships to other words and concepts. Using cross-disciplinary vocabulary connections through integrated	Connecting English to L1 Learning cognates and false cognates Using explicitly taught roots and affixes to glean meaning from new vocabulary Understanding newly acquired vocabulary by using reference materials and contextual support to deepen understanding of unfamiliar, homonymous or polysemous words Using cross-disciplinary vocabulary	CDS.II.A.1: Use effective pre-reading strategies. CDS.II.E.2: Use technology to organize, manage, and analyze information. CDS.II.E.3: Use technology to communicate and display findings in a clear and coherent manner. CDS.II.E.4: Use technology appropriately. CDS.II.A.2: Use a variety of

<p>ELPS EB students can demonstrate comprehension of English in <i>Reading in the Math content area</i> by:</p>	<p>1 PRE PRODUCTION</p>	<p>2 BEGINNING</p>	<p>3 LOW INTERMEDIATE</p>	<p>4 HIGH INTERMEDIATE</p>	<p>5 ADVANCED</p>	<p>CCRS (College & Career Readiness Standards)</p>
	<p>and systematic vocabulary instruction in all disciplines</p>	<p>Participating in structured fluency routines that integrate multiple language domains; Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>Participating in structured fluency routines that integrate multiple language domains; Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>systematic word study Participating in structured fluency routines that integrate multiple language domains Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>connections through integrated systematic word study Participating in structured fluency routines that integrate multiple language domains Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>strategies to understand the meanings of new words.</p>
<p>using active reading strategies to interact with text to identify the key information and supporting details, make inferences about unfamiliar words by using context clues and text features (ex: Graphs, charts, examples, bold/italicized print) and using text features to form an overview of content and to locate information. (formerly ELPS c4i)</p>	<p>Observe modeled active reading strategies; Make inferences about text using visual supports, explicitly taught text features, and L1; Annotating appropriately scaffolded text viewing paraphrased or summarized examples of heavily scaffolded or L1 text; Opportunities to view different structures of text</p>	<p>Participate in active reading strategies make inferences about text using visual supports, explicitly taught text features, and L1; Annotating appropriately scaffolded text viewing paraphrased or summarized examples of heavily scaffolded or L1 text; Opportunities to view and interact with different structures of text using pre-taught and heavily practiced keywords to identify central ideas</p>	<p>Participate in active reading strategies; Make inferences about text using visual supports, explicitly taught text features, and L1; Annotating appropriately scaffolded text co-constructing brief summaries of scaffolded or L1 text; Opportunities to view, evaluate, and interact with different structures of text using pre-taught and practiced keywords and phrases to identify central ideas and some supporting details</p>	<p>Employ active reading strategies; Make inferences about text using visual supports, text features, and L1; Annotating text; Co-constructing summaries or paraphrasing scaffolded text; Opportunities to view, evaluate, and interact with different structures of text; Using pre-taught and practiced keywords and phrases to identify central ideas and supporting details;</p>	<p>Employ active reading strategies make inferences about text; Annotating text; Constructing summaries or paraphrasing text; Opportunities to evaluate, analyze and interact with different structures of text; Identifying central ideas and supporting details; and Seeking clarification when encountering increasingly difficult text</p>	<p>CDS.II.A.4: Identify the key information and supporting details. CDS.II.A.5: Analyze textual information critically. CDS.II.A.6: Annotate, summarize, paraphrase, and outline texts when appropriate CDS.II.A.7: Adapt reading strategies according to structure of texts.</p>
<p>looking for the language functions (ex: compare/contrast, cause/effect, exemplification) in a text to understand more about the purpose of the text. (formerly ELPS c4k)</p>	<p>Making connections to text structures from L1, images, and graphic organizers specific to text type</p>	<p>Making connections to text structures from L1, images, and graphic organizers specific to text type repeated and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords commonly found in text types</p>	<p>Making connections to linguistically supported text as needed; Visual graphic representations and organizers to support features of text type; Practiced and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords and phrases commonly found in text types</p>	<p>Making connections to supported text as needed; Graphic representations and organizers to support features of text type; Modeled interactions with annotating text such as highlighting, labeling, or identifying keywords and synonyms, phrases, and signal words commonly found in text types</p>	<p>Making connections to text types and functions of text interactions with text to locate functions used in texts for a specific purpose</p>	<p>CDS.II.A.7: Adapt reading strategies according to structure of texts.</p>
<p>making connections to life experience, cultural concepts and real-world events. (NEW)</p>	<p>Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Opportunities to make text to self, text to text, and text to world connections through reading choices; Explicit instruction regarding setting/context/historical concept or text</p>	<p>Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Making cross-cultural connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices Explicit instruction regarding setting and context of concept or text</p>	<p>Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Making cross-cultural and cross-linguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Think alouds regarding setting and context of text from unfamiliar time</p>	<p>Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Making cross-cultural cross-linguistic, and metalinguistic connections to text; opportunities to make text to self, text to text, and text to world connections through reading choices; Rich discussion and interaction</p>	<p>Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Making cross-cultural, cross-linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Opportunities to research, evaluate</p>	<p>CDS.II.A.8: Connect reading to historical and current events and personal interest.</p>

READING
Grades 4-12

ELPS Writers Draft

ELPS EB students can demonstrate comprehension of English in <i>Reading in the Math content area</i> by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
			periods, concepts or cultural background.	when encountering text from unfamiliar time periods, concepts or cultural backgrounds	and analyze the role of setting when encountering text or concepts from unfamiliar time periods or cultural backgrounds	

Note: Students identified as SIFE, MTSS, or GT may progress through the stages at a different rate compared to their EB peers. To progress through the continuum, students must have appropriate linguistic scaffolds; see CBLI or EDLIF for instructional support and integrated language practices. . Integration of language domains in instruction is necessary for students to acquire language in a meaningful way. Refer to TEKS Guides for subject specific examples. Emergent Bilingual students at all proficiency levels require grade level TEKS and ELPS as Tier One Instruction.

ELPS READING: Science						
ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
expanding English reading skills of expository text by identifying text features or structures; using evidence, observations, and inferential skills to draw conclusions from text.	<p>Making inferences from images or numbers by using L1 for instructions, amplified, or side-by-side texts;</p> <p>Pointing to practiced text features (illustrations, graphics, diagrams, number lines, strip diagrams, page numbering);</p> <p>Visual graphic representations, concept maps, schematic representations or specific organizers to support analysis;</p> <p>Using visual supports, guided practice, and repeated practice to complete a step by step process (ex: using graphing calculator or statistical software).</p>	<p>Making inferences from images or numbers by using L1 for instructions, amplified, or side-by-side texts;</p> <p>Identifying practiced text features (graphs, charts, diagrams, labels, glossary, index, Table of Contents, bold/italicized headings, strip diagrams, number lines);</p> <p>Visual graphic representations, concept maps, schematic representations, specific organizers or manipulatives to support analysis;</p> <p>Using visual supports, guided practice, and repeated practice to complete a step by step process (ex: using graphing calculator or statistical software)</p>	<p>Making inferences from schematic representations, images or numbers by using L1, amplified, or side-by-side texts;</p> <p>Identifying practiced text features (sidebars, bullet points, captions, schematic representations, strip diagrams, number lines);</p> <p>Monitoring and clarifying understanding through supported questioning and use of manipulatives;</p> <p>Using graphic organizers with visual support to construct meaning from data relationships in text heavy instruction</p>	<p>Making inferences from schematic representations, images or numbers with appropriate modeled accommodations (pre reading and rereading, pre-taught vocabulary, using reference and instructional materials, chunking, purposeful highlighting and annotation);</p> <p>Monitoring and clarifying understanding, including through use of manipulatives</p>	<p>Making inferences from schematic representations, images or numbers while using text features to deepen understanding;</p> <p>Finding supporting evidence to construct meaning and draw conclusions;</p> <p>Using manipulatives to analyze interpret, and draw conclusions.</p>	<p>SCIENCE.III.B.4: List, use , and give examples of specific strategies before, during, and after reading to improve comprehension techniques or</p> <p>SCIENCE.III.B.1: Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and</p> <p>CDS. II. Use effective pre-reading strategies.</p>
making connections and vocabulary building strategies such as word study, cognates, visuals, graphic organizers and appropriate reference tools to practice using newly acquired vocabulary to develop a growing linguistic repertoire by: (formerly ELPS c4A, 4F and ELPS 4D)	<p>Beginning to learn relationships between sounds and letters in English to decode;</p> <p>Recognize print directionality, and begin to identify cognates and link emerging understanding of English sound and print to L1.(formerly ELPS c4A and ELPS c4B).</p>	<p>Developing basic vocabulary (including sight words),</p> <p>Deriving meaning from environmental print in familiar settings (ex: classroom/school) and</p> <p>Recognizing explicitly taught cognates that connect new English skills to L1.(formerly ELPS c4C).</p>	<p>Applying reference skills to confirm and learn meanings of new words; and</p> <p>Using explicitly taught roots and affixes to glean meaning from new vocabulary in context;</p> <p>Linking newly acquired vocabulary to L1 (formerly ELPS c4A)</p>	<p>Identifying new words and concepts acquired through study of relationships to other words and concepts.</p>	<p>Understanding newly acquired vocabulary by using reference materials and contextual support to deepen understanding of unfamiliar, homonymous or polysemous words.</p>	<p>SCIENCE.III.B.3:Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.</p> <p>CCRS II B: Apply a variety of strategies to determine the meanings of unfamiliar words and phrases</p> <p>SCIENCE.III.D.1:Use search engines, databases, and other digital electronic tools effectively to locate information.</p>
using visual, contextual, and linguistic supports to enhance and confirm understanding. (formerly ELPS c2E)	<p>Emerging understanding of recognizing contextual visual supports and their meaning;</p> <p>Accessing L1 support to actively participate when using technology;</p> <p>Participating in modeled scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals)</p>	<p>Recognizing word(s) and matching with visual support (icons or images);</p> <p>Accessing L1 support to actively participate when using technology;</p> <p>Actively participating in modeled scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process</p>	<p>Identifying when to use supports while listening to social or academic English (example slowing down speed on video, requesting closed captioning, utilizing reading support when listening to a video or recorded lesson);</p> <p>Actively participating in modeled scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process;</p> <p>Matching pre taught academic vocabulary with images and concepts</p>	<p>Seeking clarification when encountering new information in familiar settings;</p> <p>Actively participating in scientific note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process;</p> <p>Matching academic vocabulary with images and concepts</p>	<p>Seeking clarification or further explanation when encountering new academic material;</p> <p>Asking or writing follow up questions;</p> <p>Reflecting on and connecting new concepts to prior learning.</p>	<p>CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.</p> <p>SCIENCE.I.E.2: Use essential vocabulary of the discipline being studied.</p> <p>SCIENCE.I.D.1:Demonstrate literacy in computer use.</p>
responding to directions, instruction and requests; (formerly ELPS c2I and c2G)	<p>Observing the environment to determine common routines and</p>	<p>Seeking clarification through visual and linguistic supports; utilize</p>	<p>Rephrase or repeat the speaker's words to confirm their</p>	<p>Summarizing or paraphrasing previously learned material or social</p>	<p>Summarizing new academic material in their own words and</p>	<p>SCIENCE.I.C.3:Demonstrate skill in the safe use of a wide variety of</p>

ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
identifying and/or demonstrating an accurate procedure or technique. (NEW)	procedures; Developing an emerging use of actions or nonverbal responses that correspond with directions or requests; Observing safe vs. unsafe procedures and identifying through physical response the correct actions	visuals such as charts, graphs, or diagrams to help understand instructions; Observing and categorizing safe vs. unsafe procedures and Identifying scientific equipment through physical response the correct actions;	understanding; Sequence an aural message using manipulatives, graphic organizers, or diagrams; Follow a step by step process to complete activity using instructions with visuals as a guide; Safely demonstrating uses of scientific equipment and corresponding action words	interactions to ensure understanding of key points of the message or interaction; Identify key details, deadlines, requirements, and expectations when given auditory instructions in a familiar context; Accurately recreate an experiment given verbal cues and pre-taught vocabulary	asking for confirmation if necessary; Identify key details, deadlines, requirements, and expectations when given auditory instructions in an unfamiliar context; Accurately recreate an experiment given verbal cues with practiced academic vocabulary	apparatuses, equipment, techniques, and procedures. SCIENCE.I.C.2:Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms. SCIENCE.III.B.3:Recognize scientific and technical vocabulary in the field of study SCIENCE.III.B.2: Setup apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions. CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension.
developing receptive vocabulary by understanding: Greek and Latin prefixes, suffixes, and roots; frequently used language structures in science such as compare/contrast and cause/effect examples. (NEW)	Observing how visual supports link to scientific representations that compare/contrast concepts or use cause /effect; Begin using pictorial manipulatives (hands- on or with technology) to model compare/contrast and cause/effect of scientific concepts; Utilize L1 support and cognates for vocabulary development including ordinal words, Greek and Latin scientific terminology.	Using visual supports and image laden manipulatives that link to scientific representations that compare /contrast concepts or identify cause/effect; Use graphic organizers with visual support to demonstrate scientific relationships that compare/contrast or cause/effect; Utilize L1 support, cognates, and listen for pre- taught ordinal words, and Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary.	Using visual supports (such as graphic organizers, charts, and graphs) to construct meaningful listening to link aural discussion to scientific concepts; Listen for key words that signal compare/contrast and cause/effect structures; Develop cross linguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary	Construct visual supports to deepen understanding during listening; Listen for key words and synonyms that signal compare/contrast and cause/effect analysis; Develop cross linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary.	Construct visual and verbal supports to deepen understanding during listening; Listen for key words, synonyms and antonyms that signal compare/contrast and cause/effect analysis; Reflect on cross linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to deepen scientific vocabulary.	CCRS CDS.I.D.1 Use a variety of active listening strategies to enhance comprehension. SCIENCE.I.E.2: Use essential vocabulary of the discipline being studied. SCIENCE.III.B.3:Recognize scientific and technical vocabulary in the field of study
gaining familiarity with U.S. customary units of weight and measurement and linking to prior knowledge (NEW)	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	Experiencing explicit instruction of relationships between U.S. customary systems of measurement and standard metric measurement; Opportunities to engage with grade level tasks leveraging background knowledge in metric system and L1 supports; Utilizing extra time for conversion of background knowledge and experiences to new learning	MATH I.C Systems of Measurement MATH.I.C.1: Selector use the appropriate type of method, unit, and tool for the attribute being measured. MATH.I.C.2: Convert units within and between systems of measurement.
CDS.II.A: Reading across the curriculum EB students can demonstrate multi-disciplinary and cross curricular grade level reading skills by:						
using effective pre reading strategies such as previewing the text, visualizing, connecting to prior knowledge, making predictions/inferences and organizing ideas presented in text with graphic organizers by:(formerly ELPS C4d and C4i)	EB students require leveled supports commensurate to their proficiency. Use these supports so that EB students have access to grade level TEKS. EB students can do this by:					CDS.II.A.1: Use effective pre-reading strategies.
	Observing modeled think alouds specifically linguistically accommodated for EB students using L1 to build background;	Following modeled think alouds specifically linguistically accommodated for EB students using L1 to build background;	Participating in modeled think alouds specifically linguistically accommodated for EB students using L1 to build background;	Participating in modeled think alouds using L1 to build background; Drawing, using icons, or single	Participating in modeled think alouds using L1 to build background; Annotating text to communicate	CDS.II.E.2: Use technology to organize, manage, and analyze information.

ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
	<p>Drawing or using icons to communicate visualization;</p> <p>Utilizing extra time for processing accommodated, chunked materials;</p> <p>Learning text features commonly used in English texts;</p> <p>Utilizing technology with and for support;</p> <p>Utilizing engineered, side by side, or amplified text;</p> <p>Observing integration of all language domains</p>	<p>Drawing, using icons, or single words to communicate visualization;</p> <p>Utilizing extra time for processing increasingly complex, chunked materials;</p> <p>Learning text features commonly used in English texts;</p> <p>Utilizing technology with and for support;</p> <p>Utilizing engineered, side by side, or amplified text;</p> <p>Participating in integration of all language domains</p>	<p>Drawing, using icons, or single words to phrases to communicate visualization;</p> <p>Utilizing extra time for processing complex, chunked materials</p> <p>Identifying text features commonly used in English texts;</p> <p>Utilizing technology with and for support;</p> <p>Utilizing engineered, side by side, or amplified text;</p> <p>Participating in integration of all language domains</p>	<p>words to phrases to communicate visualization;</p> <p>Utilizing extra time for processing complex, chunked materials;</p> <p>Identifying text features commonly used in English texts;</p> <p>Utilizing technology with and for support utilizing amplified text;</p> <p>Participating in integration of all language domains</p>	<p>visualization;</p> <p>Utilizing extra time for processing complex materials;</p> <p>Analyzing text features commonly used in English texts;</p> <p>Utilizing technology with and for support;</p> <p>Participating in integration of all language domains</p>	<p>CDS.II.E.3: Use technology to communicate and display findings in a clear and coherent manner.</p> <p>CDS.II.E.4: Use technology appropriately.</p>
<p>making metalinguistic and cross-linguistic connections to deepen a growing linguistic repertoire. (formerly ELPS C4 a, b, c and f)</p>	<p>Connecting English to L1;</p> <p>Learning cognates and false cognates;</p> <p>Beginning to learn relationships between sounds and letters in English to decode;</p> <p>Recognize print directionality;</p> <p>Participating in structured fluency routines that integrate multiple language domains;</p> <p>Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>Connecting English to L1;</p> <p>Learning cognates and false cognates;</p> <p>Using explicitly taught roots and affixes to glean meaning from new vocabulary in context;</p> <p>Developing basic vocabulary (including sight words);</p> <p>Deriving meaning from environmental print in familiar settings (ex: classroom/school);</p> <p>Participating in structured fluency routines that integrate multiple language domains;</p> <p>Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>Connecting English to L1;</p> <p>Learning cognates and false cognates;</p> <p>Using explicitly taught roots and affixes to glean meaning from new vocabulary in context;</p> <p>Using cross-disciplinary vocabulary connections through integrated systematic word study;</p> <p>Applying reference skills to confirm and learn meanings of new words;</p> <p>Participating in structured fluency routines that integrate multiple language domains;</p> <p>Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>Connecting English to L1;</p> <p>Learning cognates and false cognates;</p> <p>Using explicitly taught roots and affixes to glean meaning from new vocabulary in context;</p> <p>Identifying new words and concepts acquired through study of relationships to other words and concepts;</p> <p>Using cross-disciplinary vocabulary connections through integrated systematic word study;</p> <p>Participating in structured fluency routines that integrate multiple language domains;</p> <p>Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>Connecting English to L1;</p> <p>Learning cognates and false cognates;</p> <p>Using explicitly taught roots and affixes to glean meaning from new vocabulary;</p> <p>Understanding newly acquired vocabulary by using reference materials and contextual support to deepen understanding of unfamiliar, homonymous or polysemous words;</p> <p>Using cross- disciplinary vocabulary connections through integrated systematic word study;</p> <p>Participating in structured fluency routines that integrate multiple language domains;</p> <p>Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines</p>	<p>CDS.II.A.2: Use a variety of strategies to understand the meanings of new words.</p>
<p>using active reading strategies to interact with text to identify the key information and supporting details, make inferences about unfamiliar words by using context clues and text features (ex: Graphs, charts, examples, bold/italicized print) and using text features to form an overview of content and to locate information. (formerly ELPS c4i)</p>	<p>Observe modeled active reading strategies;</p> <p>Make inferences about text using visual supports, explicitly taught text features, and L1;</p> <p>Annotating appropriately scaffolded text;</p> <p>Viewing paraphrased or summarized examples of heavily scaffolded or L1 text;</p>	<p>Participate in active reading strategies;</p> <p>Make inferences about text using visual supports, explicitly taught text features, and L1;</p> <p>Annotating appropriately scaffolded text;</p> <p>Viewing paraphrased or summarized examples of heavily scaffolded or L1 text;</p> <p>Opportunities to view and interact</p>	<p>Participate in active reading strategies;</p> <p>Make inferences about text using visual supports, explicitly taught text features, and L1;</p> <p>Annotating appropriately scaffolded text;</p> <p>Co-constructing brief summaries of scaffolded or L1 text;</p> <p>Opportunities to view, evaluate, and interact with different structures of</p>	<p>Employ active reading strategies;</p> <p>Make inferences about text using visual supports, text features, and L1;</p> <p>Annotating text;</p> <p>Co-constructing summaries or paraphrasing scaffolded text;</p> <p>Opportunities to view, evaluate, and interact with different structures of text;</p>	<p>Employ active reading strategies;</p> <p>Make inferences about text;</p> <p>Annotating text;</p> <p>Constructing summaries or paraphrasing text;</p> <p>Opportunities to evaluate, analyze and interact with different structures of text;</p> <p>Identifying central ideas and supporting details and seeking</p>	<p>CDS.II.A.4: Identify the key information and supporting details.</p> <p>CDS.II.A.5: Analyze textual information critically.</p> <p>CDS.II.A.6: Annotate, summarize, paraphrase, and outline texts when appropriate.</p> <p>CDS.II.A.7: Adapt reading strategies according to structure of texts.</p>

ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
	Opportunities to view different structures of text	with different structures of text; Using pre-taught and heavily practiced keywords to identify central ideas	text; Using pre-taught and practiced keywords and phrases to identify central ideas and some supporting details	Using pre-taught and practiced keywords and phrases to identify central ideas and supporting details	clarification when encountering increasingly difficult text	
looking for the language functions (ex: compare/contrast, cause/effect, exemplification) in a text to understand more about the purpose of the text. (formerly ELPS c4k)	Making connections to text structures from L1, images, and graphic organizers specific to text type	Making connections to text structures from L1, images, and graphic organizers specific to text type repeated and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords commonly found in text types	Making connections to linguistically supported text as needed; visual graphic representations and organizers to support features of text type; Practiced and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords and phrases commonly found in text types	Making connections to supported text as needed; Graphic representations and organizers to support features of text type; Modeled interactions with annotating text such as highlighting, labeling, or identifying keywords and synonyms, phrases, and signal words commonly found in text types	Making connections to text types and functions of text; Interactions with text to locate functions used in texts for a specific purpose	CDS.II.A.7: Adapt reading strategies according to structure of texts.
making connections to life experience, cultural concepts and real world events. (NEW)	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Opportunities to make text to self, text to text, and text to world connections through reading choices; Explicit instruction regarding setting/context/historical concept or text	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences Making cross-cultural connections to text; opportunities to make text to self, text to text, and text to world connections through reading choices Explicit instruction regarding setting and context of concept or text	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences Making cross-cultural and cross-linguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Think alouds regarding setting and context of text from unfamiliar time periods, concepts or cultural background.	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences Making cross-cultural cross-linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Rich discussion and interaction when encountering text from unfamiliar time periods, concepts or cultural backgrounds.	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and opportunity to connect this to prior learning, cultural perspective, and experiences; Making cross-cultural, cross-linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Opportunities to research, evaluate and analyze the role of setting when encountering text or concepts from unfamiliar time periods or cultural backgrounds.	CDS.II.A.8: Connect reading to historical and current events and personal interest.

ELPS READING: Social Studies

<p>ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:</p>	<p>1 PRE PRODUCTION</p>	<p>2 BEGINNING</p>	<p>3 LOW INTERMEDIATE</p>	<p>4 HIGH INTERMEDIATE</p>	<p>5 ADVANCED</p>	<p>CCRS (College & Career Readiness Standards)</p>
<p>reading for a specific purpose with attention to structures commonly used in fact/opinion, cause/effect, compare/contrast, and interacting with maps, historical documents, primary sources, speeches and argumentative or persuasive text. (formerly ELPS c4K)</p>	<p>Making connections to text and purpose of text from images and L1, amplified, aural or side-by-side texts;</p> <p>Visual graphic representations and organizers to support features of source and text analysis;</p> <p>Observing modeled evaluation of sources</p>	<p>Making connections to text and purpose of text from images and L1, aural, amplified, or side-by-side texts;</p> <p>Visual graphic representations and organizers to support features of source and text analysis;</p> <p>Repeated and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords commonly found in text types;</p> <p>Observing modeled evaluation of sources</p>	<p>Making connections to linguistically supported text as needed;</p> <p>Visual graphic representations and organizers to support features of text and source analysis;</p> <p>Practiced and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords and phrases commonly found in text types;</p> <p>Guiding questions to justify conclusions</p>	<p>Making connections to linguistically supported text as needed;</p> <p>Graphic representations and organizers to support features of text and source analysis;</p> <p>Modeled interactions with annotating text such as highlighting, labeling, or identifying keywords and synonyms, phrases, and signal words commonly found in text types;</p> <p>Guiding questions and supported discussion to justify conclusions</p>	<p>Making connections to text and using reference materials to support increasingly complex inferences;</p> <p>Graphic organizers to support features of text and source analysis;</p> <p>Interactions with text to provide evidence for conclusions</p>	<p>SS.IV.A.1: Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p>SS.IV.A.3: Evaluate sources from multiple perspectives.</p> <p>SS.IV.A.4: Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p>SS.IV.A.5: Read narrative texts critically.</p> <p>SS.IV.A.6: Read research data critically.</p> <p>SS.IV.B.4: Identify and collect sources.</p> <p>SS.IV.B.1: Use established research methodologies</p> <p>SS.IV.D.2: Recognize and evaluate counter-arguments</p> <p>CDS.II.A.3: Identify the intended purpose and audience of the text</p> <p>CDS.II.A.4: Identify the key information and supporting details.</p> <p>CDS.II.A.7: Adapt reading strategies according to the structure of the texts</p>
<p>using visual, contextual, and linguistic supports to enhance and confirm understanding. (formerly ELPS c2E)</p>	<p>Emerging understanding of recognizing contextual visual supports and their meaning;</p> <p>Accessing L1 support to actively participate;</p> <p>Participating in modeled note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals)</p>	<p>Recognizing word(s) and matching with visual support (icons or images);</p> <p>Accessing L1 support to actively participate;</p> <p>Actively participating in modeled taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process or timeline</p>	<p>Identifying when to use supports while listening to social or academic English (example slowing down speed on video, requesting closed captioning, utilizing reading support when listening to a video or recorded lesson);</p> <p>Actively participating in modeled note taking (highlighting, pictorial representations, using graphic organizers and manipulatives with visuals);</p> <p>Arranging manipulatives to accurately reflect a process or timeline; matching pre taught academic vocabulary with images and concepts</p>	<p>Seeking clarification or support when encountering new information in familiar settings;</p> <p>Using cross linguistic and developing metalinguistic connections</p>	<p>Seeking clarification or further explanation when encountering new academic material;</p> <p>Asking or writing follow up questions;</p> <p>Reflecting on understanding;</p> <p>Using cross linguistic and developing metalinguistic connections</p>	

ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
identifying or demonstrating an accurate summary or response, asking for clarification or additional details; understanding language structures frequently used in Social Studies. (formerly ELPS c2I and c2D)	Observing the environment to determine common routines and procedures; Gesturing, pointing, or selecting English print to sound/word connections	Seeking clarification through visual and linguistic supports; Focusing on the speaker to concentrate on words, tone, and body language that indicate a particular position and begin to make inferences using contextual factors	Rephrase or repeat the speaker's words to confirm their understanding; Sequence text using manipulatives and pre-taught transition words, graphic organizers, or diagrams; Emerging ability to make connections to prior learning of historical events.	Summarizing or paraphrasing previously learned material or social interactions to ensure understanding of key points of the message or interaction; Seeking clarification when encountering new information in familiar settings; Making connections to prior learning of historical events	Summarizing new academic material in their own words and asking for confirmation if necessary; Seeking clarification or further explanation when encountering new academic material; Asking or writing follow up questions; Reflecting on and evaluating prior learning of historical events	SS.IV.D.2: Recognize and evaluate counter- arguments.
developing receptive vocabulary by understanding: Greek and Latin prefixes, suffixes, and roots; frequently used language structures in social studies such as cause/effect, compare/contrast, and using maps and directional words. (NEW)	Developing an emerging vocabulary through receptive skills; Using visuals to convey or confirm understanding of text; Observing and using contextual factors including cognates, L1 support, Gestures and visuals to make meaning and inferences when encountering new L2 vocabulary and text structures	Reflecting on non-verbal cues that a speaker uses to convey or confirm a message; Emerging understanding of patterns and repetitions in a spoken message; Using highly contextualized environment to make inferences and connect to pre- taught and heavily practiced vocabulary; Using L1 and cognates to make emerging cross linguistic connections	Reflecting on word choice in a message to understand meaning; Making connections to prior knowledge (including L1), cognates, or background knowledge to recognize patterns and repetitions in a spoken message; Reading for cognates, Greek and Latin roots, and pre-taught and highly practiced vocabulary to make cross-linguistic connections	Identify and analyze how a speaker uses repetition to convey a message; Emerging ability to evaluate the purpose of the speaker to determine the rhetorical and stylistic choices made to convey a message; Reading for cognates, Greek and Latin roots, and pre-taught and practiced vocabulary to make cross-linguistic connections	Analyze how a speaker uses language features (imagery, metaphor, simile) to convey meaning; Emerging ability to reflect on tone and mood a speaker uses to understand stylistic choices of a speaker; Listening for cognates, Greek and Latin roots, and practiced vocabulary to make cross-linguistic and metalinguistic connections	CDS.II.A.2: Use a variety of strategies to understand the meanings of new words. CCRS II B: Apply a variety of strategies to determine the meanings of unfamiliar words and phrases
responding to directions, instruction and requests; (formerly ELPS c2I and c2G)	Developing an emerging use of actions or nonverbal responses (rehearsed and pre taught gestures) that correspond with directions or requests	Utilize visuals and text features such as charts, graphs, and diagrams to help understand complex instructions and processes (ex: timelines, government processes) combined with aural discussion	Follow a step-by-step process to complete activity using instructions with specific gestures and/or visuals as a guide when participating in an aural discussion, group, or lecture	Identify key details, deadlines, requirements, and expectations when given auditory instructions in a familiar context; Participating with peers to confirm understanding	Identify key details, deadlines, requirements, and expectations when given auditory instructions in an unfamiliar context	
developing an awareness of historical perspective and language structures frequently used in social studies (NEW)	Developing an emerging receptive vocabulary by using visuals and L1 support to read and make meaning of language structures commonly used in social studies such as past tense, compare/contrast, cause/effect, fact/opinion and location words; Activating prior knowledge and building background to link historical and cultural perspective to text	Using a highly contextualized environment, (visuals, L1 support) to read for pre-taught and heavily practiced keywords frequently used in compare/contrast, cause/effect, fact/opinion structures; Past tense, and prepositions of place (ex: when using maps, charts, graphs); Activating prior knowledge and building background to link historical and cultural perspective to text; Connecting to pre-taught and heavily practiced vocabulary including using L1 to make emerging cross linguistic connections	Using contextualized environment to read for pre-taught and heavily practiced keywords and phrases frequently used in frequently used in compare/contrast, cause/effect, fact/opinion structures; Past tense, and prepositions of place (ex: when using maps, charts, graphs); Activating prior knowledge and building background to link historical and cultural perspective to text; Connecting to pre-taught and heavily practiced vocabulary including using L1 to make emerging cross linguistic connections	Reading for and identifying language structures in a familiar environment that signal past tense, compare/contrast, cause/effect, fact/opinion structures, directional words, and prepositions of place (ex: when using maps, charts, graphs) and; Connecting to practiced vocabulary to make cross linguistic connections; Activating prior knowledge and building background to link historical and cultural perspective to text.	Analyzing and evaluating language structures that signal past tense, compare/contrast, cause/effect, fact/opinion structures, directional words, and prepositions of place (ex: when using maps, charts, graphs) and; Connecting to practiced vocabulary to make cross linguistic and metalinguistic connections; leveraging prior knowledge and background to link historical and cultural perspective to text.	SS.IV.A.2: Situate an informational source in its appropriate contexts (contemporary, historical, cultural). SS.IV.B.2: Explain how historians and other social scientists develop new and competing views of past phenomena. CCRS II A: Identify, analyze, and evaluate information within and across texts of varying lengths and genres CCRS II C: Read and analyze literary and other texts from a variety of cultural and historical contexts CCRS III D: Acquire insights about oneself, others, or the world from reading diverse texts:

ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
CDS.II.A: Reading across the curriculum EB students require leveled supports commensurate to their proficiency. Use these supports so that EB students have access to grade level TEKS. EB students can demonstrate multi-disciplinary and cross curricular grade level reading skills by:						
using effective pre reading strategies such as previewing the text, visualizing, connecting to prior knowledge, making predictions/inferences and organizing ideas presented in text with graphic organizers by:(formerly ELPS C4d and C4i)	Observing modeled think alouds specifically linguistically accommodated for EB students using L1 to build background; Drawing or using icons to communicate visualization; Utilizing extra time for processing accommodated, chunked materials; Learning text features commonly used in English texts; Utilizing technology with and for support; Utilizing engineered, side by side, or amplified text; Observing integration of all language domains	Following modeled think alouds specifically linguistically accommodated for EB students using L1 to build background; Drawing, using icons, or single words to communicate visualization; Utilizing extra time for processing increasingly complex, chunked materials; Learning text features commonly used in English texts; Utilizing technology with and for support; Utilizing engineered, side by side, or amplified text; Participating in integration of all language domains	Participating in modeled think alouds specifically linguistically accommodated for EB students; Using L1 to build background; Drawing, using icons, or single words to phrases to communicate visualization; Utilizing extra time for processing complex, chunked materials; Identifying text features commonly used in English texts; Utilizing technology with and for support; Utilizing side by side or amplified text; Participating in integration of all language domains	Participating in modeled think alouds using L1 to build background; Drawing, using icons, or single words to phrases to communicate visualization; Utilizing extra time for processing complex, chunked materials; Identifying text features commonly used in English texts; Utilizing technology with and for support utilizing amplified text; Participating in integration of all language domains	Participating in modeled think alouds using L1 to build background; Annotating text to communicate visualization; Utilizing extra time for processing complex materials; Analyzing text features commonly used in English texts; Utilizing technology with and for support participating in integration of all language domains	CDS.II.A.1: Use effective pre-reading strategies. CDS.II.E.2: Use technology to organize, manage, and analyze information. CDS.II.E.3: Use technology to communicate and display findings in a clear and coherent manner. CDS.II.E.4: Use technology appropriately.
making metalinguistic and cross- linguistic connections to deepen a growing linguistic repertoire.(formerly ELPS C4 a, b, c and f)	Connecting English to L1 learning cognates and false cognates; Beginning to learn relationships between sounds and letters in English to decode; Recognize print directionality; Participating in structured fluency routines that integrate multiple language domains; Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines	Connecting English to L1; Learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Developing basic vocabulary (including sight words); Deriving meaning from environmental print in familiar settings (ex: classroom/school); Participating in structured fluency routines that integrate multiple language domains; Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines	Connecting English to L1; Learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Using cross-disciplinary vocabulary connections through integrated systematic word study; Applying reference skills to confirm and learn meanings of new words; Participating in structured fluency routines that integrate multiple language domains; Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines	Connecting English to L1; Learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary in context; Identifying new words and concepts acquired through study of relationships to other words and concepts; Using cross-disciplinary vocabulary connections through integrated systematic word study; Participating in structured fluency routines that integrate multiple language domains; Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines	Connecting English to L1; Learning cognates and false cognates; Using explicitly taught roots and affixes to glean meaning from new vocabulary; Understanding newly acquired vocabulary by using reference materials and contextual support to deepen understanding of unfamiliar, homonymous or polysemous words; Using cross-disciplinary vocabulary connections through integrated systematic word study; Participating in structured fluency routines that integrate multiple language domains Participating in specific, ongoing, and systematic vocabulary instruction in all disciplines	CDS.II.A.2: Use a variety of strategies to understand the meanings of new words.
using active reading strategies to interact with text to identify the key information and supporting details, make inferences about unfamiliar words by using context clues and text features (ex: Graphs, charts, examples, bold/italicized print) and using text features	Observe modeled active reading strategies; Make inferences about text using visual supports, explicitly taught text features, and L1;	Participate in active reading strategies; Make inferences about text using visual supports, explicitly taught text features, and L1;	Participate in active reading strategies; Make inferences about text using visual supports, explicitly taught text features, and L1;	Employ active reading strategies; Make inferences about text using visual supports, text features, and L1;	Employ active reading strategies; Make inferences about text; Annotating text;	CDS.II.A.4: Identify the key information and supporting details. CDS.II.A.5: Analyze textual information critically.

ELPS EB students can demonstrate comprehension of English in <i>Reading</i> by:	1 PRE PRODUCTION	2 BEGINNING	3 LOW INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED	CCRS (College & Career Readiness Standards)
to form an overview of content and to locate information. (formerly ELPS c4i)	Annotating appropriately scaffolded text; Viewing paraphrased or summarized examples of heavily scaffolded or L1 text; Opportunities to view different structures of text	Annotating appropriately scaffolded text; Viewing paraphrased or summarized examples of heavily scaffolded or L1 text; Opportunities to view and interact with different structures of text; Using pre-taught and heavily practiced keywords to identify central ideas	Annotating appropriately scaffolded text; Co-constructing brief summaries of scaffolded or L1 text; Opportunities to view, evaluate, and interact with different structures of text; Using pre-taught and practiced keywords and phrases to identify central ideas and some supporting details	Annotating text; Co-constructing summaries or paraphrasing scaffolded text; Opportunities to view, evaluate, and interact with different structures of text; Using pre-taught and practiced keywords and phrases to identify central ideas and supporting details	Constructing summaries or paraphrasing text; Opportunities to evaluate, analyze and interact with different structures of text; Identifying central ideas and supporting details and seeking clarification when encountering increasingly difficult text	CDS.II.A.6: Annotate, summarize, paraphrase, and outline texts when appropriate. CDS.II.A.7: Adapt reading strategies according to structure of texts.
looking for the language functions (ex: compare/contrast, cause/effect, exemplification) in a text to understand more about the purpose of the text. (formerly ELPS c4k)	Making connections to text structures from L1, images, and graphic organizers specific to text type	Making connections to text structures from L1, images, and graphic organizers specific to text type; repeated and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords commonly found in text types	Making connections to linguistically supported text as needed; Visual graphic representations and organizers to support features of text type; Practiced and modeled interactions with text such as purposeful highlighting, labeling, or identifying keywords and phrases commonly found in text types	Making connections to supported text as needed; Graphic representations and organizers to support features of text type; modeled interactions with annotating text such as highlighting, labeling, or identifying keywords and synonyms, phrases, and signal words commonly found in text types	Making connections to text types and functions of text; Interactions with text to locate functions used in texts for a specific purpose	CDS.II.A.7: Adapt reading strategies according to structure of texts.
making connections to life experience, cultural concepts and real-world events. (NEW)	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and; Opportunity to connect this to prior learning, cultural perspective, and experiences; Opportunities to make text to self, text to text, and text to world connections through reading choices; Explicit instruction regarding setting/context/historical concept or text	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and; Opportunity to connect this to prior learning, cultural perspective, and experiences making cross-cultural connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Explicit instruction regarding setting and context of concept or text	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and Opportunity to connect this to prior learning, cultural perspective, and experiences making cross-cultural and cross-linguistic connections to text Opportunities to make text to self, text to text, and text to world connections through reading choices; Think alouds regarding setting and context of text from unfamiliar time periods, concepts or cultural background	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and; Opportunity to connect this to prior learning, cultural perspective, and experiences making cross-cultural cross-linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Rich discussion and interaction when encountering text from unfamiliar time periods, concepts or cultural backgrounds	Viewing images, illustrations, realia or watching short video clips of topic in context of discussion or lesson and; Opportunity to connect this to prior learning, cultural perspective, and experiences; Making cross-cultural, cross-linguistic, and metalinguistic connections to text; Opportunities to make text to self, text to text, and text to world connections through reading choices; Opportunities to research, evaluate and analyze the role of setting when encountering text or concepts from unfamiliar time periods or cultural backgrounds	CDS.II.A.8: Connect reading to historical and current events and personal interest.

ELPS WRITING: English Language Arts						
ELPS EB students can communicate in written English by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
Structure and Form						
employing generally accepted conventions of academic text, including spelling, punctuation, capitalization and other content-specific formatting (such as mathematic equations or scientific abbreviations) (formerly ELPS 5-C);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled.	Writes some letters and symbols left to right and/or in linear manner Recognizes word boundaries Connects sounds to letters of English with some consistency; may rely more on phonetic or invented spelling Distinguishes between capital letters	Takes dictation of familiar words Combines 2 or more words to create phrases with some invented spelling- Uses capital letters with some consistency Connects sounds to letters of English with increasing consistency, including clusters, different syllable patterns, and groups of morphologically related prefixes/suffixes	Writes common symbols in the content areas (=, = -, &, etc.) when appropriate Spells high-frequency words accurately- Uses capital letters and high-frequency punctuation such as “.” “;” and “?” consistently to separate ideas and create text structure Takes dictation of more abstract, academic terms and/or morphologically complex words (multi-syllable words)	Consistently spells high-frequency and academic terms accurately most of the time Incorporates most punctuation symbols accurately Follows capitalization rules most of the time Takes dictation of low-frequency words Produces cohesive text mostly free of run-on sentences	Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes. Participate actively and effectively in one-on-one and group oral communication situations. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.
using a variety of grammatical structures (ranging from simple to complex) and sentence lengths and patterns, appropriate for both grade- level and content area (formerly ELPS 5-E and 5-F);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled	Identifies parts of speech by sorting, labeling or listing Uses one word to label, describe, or indicate an action (nouns, adjectives, verbs) Poses a question using one wh word or another single word with rising intonation	Combines common nouns, verbs and adjectives to create simple phrases Uses simple, high-frequency patterns (such as S-V-O.) to convey information Forms questions using Wh words with some consistency in verb agreement Follows sentence stems provided by teacher or materials to create unfamiliar sentence patterns	Combines common nouns, verbs and adjectives to create some complex phrases Uses a variety of patterns to convey information Forms questions using Wh words with consistency in verb agreement and/or modal auxiliary verbs Follows sentence stems provided by teacher or materials to create more complex or longer sentences	Complex phrases and structures are evident in writing Employs question words and modal verbs accurately when posing a question Uses most prepositions, articles and conjunctions with accuracy Subject-verb agreement is consistent Lengthens sentences to include multiple clauses without composing “run-on” sentences	
Content and Context						
narrating, describing, explaining and/or arguing with sufficient specificity, detail and evidence appropriate for grade-level content concepts (formerly ELPS 5-G)	Recognizes if events depicted as images in a narrative or process are out of order	Sequences events or processes using a combination of images and print	Sequences words that are out of order to form grammatical sentences Writes sentences creatively to describe images depicting narrative, processes or opinions using familiar sentence frames Adds minimal detail to support a claim, position or an opinion	Employs features of rhetorical modes when supported with graphic organizer for writing (t-chart, claim/evidence, etc.) and/or sentence stems, word bank Writes sentences with increasing accuracy to create own narrative, describe a process or provide an opinion or stance Adds moderate detail to support a claim, position or an opinion	Employs features of rhetorical modes independently Writes sentences with accuracy to create own narrative, describe a process or provide an opinion or stance Adds sufficient detail to support a claim, position or an opinion	
adjusting content, style and conventions for specific purpose, audience, register, and genre	Scribbles, draws pictures, and copies or traces some letters.	Copies modeled genre-specific words or short text	Adapts writing independently for various contexts or purposes primarily via word choice or formulaic language collocations Adjusts writing for various contexts or purposes with graphic organizer or sentence stem support	Adapts content, style <i>or</i> conventions for a different audience, register <i>or</i> genre	Adapts content, style, <i>and</i> conventions for different audiences, registers <i>and</i> genres	

ELPS EB students can communicate in written English by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
evaluating own and others' writing for grammar and usage, conventions, organization and vocabulary related to appropriate grade-level content concepts (formerly ELPS 5-D)	Evaluates print for directionality (left to right, top to bottom) by responding with gestures or pointing to accurate passages Classifies letters and punctuation into different categories by sorting Matches written verb words with images accurately recognizes if events depicted as images in a narrative or process are out of order	recognizes if letters are drawn incorrectly or are not letters corrects spelling of personal information distinguishes between upper and lower case letters adds punctuation in inventive ways	Corrects spelling of high-frequency words Identifies missing lexical items in sentences Identifies incorrect high-frequency punctuation Identifies incorrect word order Uses a model text to identify inconsistencies in a peers' or own writing sample	Corrects spelling of high-frequency and some academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order Offers suggestions to add details to key ideas or concepts Identifies diction (word choice) options by providing synonyms or antonyms	Corrects spelling of high-frequency and many academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order offers suggestions to add details to key ideas or concepts Identifies diction (word choice) options by providing synonyms, antonyms or less frequent vocabulary terms	
Vocabulary						
integrating a combination of high- frequency social or instructional terms, general academic terms, and content- obligatory terms appropriate for grade- level concepts (formerly ELPS 5-B)	Copies or traces personal information such as name, address, class schedule, etc Incorporates terms from L1 in written responses	Provides personal information such as name, address, class schedule, etc. in writing includes high-frequency terms in English via a mix of invented or creative spelling, or words/prose in the students' L1	Includes high-frequency terms in English consistently Combines 2 or more high-frequency content-related words with functional terms to create simple, repetitive phrases Incorporates academic terms that are cognates between English and students' L1	Produces complete sentences that contain high-frequency vocabulary terms Incorporates academic terms that are cognates between English and students' L1 Uses lower frequency academic terms and content-obligatory vocabulary to convey ideas, understanding and/or opinion or stance with sentence stem or word bank support	Produces complete sentences that contain high-frequency vocabulary terms Incorporates content-compatible academic terms Uses lower frequency academic terms and content-obligatory vocabulary to convey ideas, understanding and/or opinion or stance	

ELPS WRITING: Math						
ELPS EB students can produce written English in math by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
Structure and Form						
employing generally accepted conventions of academic text, including spelling, punctuation, capitalization and other content-specific formatting (such as mathematic equations or scientific abbreviations) (formerly ELPS 5-C);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled.	Writes some letters and symbols left to right and/or in linear manner Recognizes word boundaries Connects sounds to letters of English with some consistency; may rely more on phonetic or invented spelling Distinguishes between capital letters	Takes dictation of familiar words Combines 2 or more words to create phrases with some invented spelling- Uses capital letters with some consistency Connects sounds to letters of English with increasing consistency, including clusters, different syllable patterns, and groups of morphologically related prefixes/suffixes	Writes common symbols in the content areas (=, = -, &, etc.) when appropriate Spells high-frequency words accurately-Uses capital letters and high-frequency punctuation such as “.” “,” and “?” consistently to separate ideas and create text structure Takes dictation of more abstract, academic terms and/or morphologically complex words (multi-syllable words)	Consistently spells high-frequency and academic terms accurately most of the time Incorporates most punctuation symbols accurately Follows capitalization rules most of the time Takes dictation of low-frequency words Produces cohesive text mostly free of run-on sentences Employs conventional mathematical notation and abbreviations	MATH.VIII.A.2: Use mathematical language to represent and communicate the mathematical concepts in a problem. MATH.VIII.A.1: Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem. MATH.VIII.C.1: Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words .MATH.VIII.B.1: Model and interpret mathematical ideas and concepts using multiple representations. MATH.VIII.B.2: Summarize and interpret mathematical information provided orally, visually, or in written form within the given context. MATH.VIII.C.1: Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words. MATH I.C Systems of Measurement MATH.I.C.1: Select or use the appropriate type of method, unit, and tool for the attribute being measured. MATH.I.C.2: Convert units within and between systems of measurement.
using a variety of grammatical structures (ranging from simple to complex) and sentence lengths and patterns, appropriate for both grade- level and content area (formerly ELPS 5-E and 5-F);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled	Identifies parts of speech by sorting, labeling or listing Uses one word to label, describe, or indicate an action (nouns, adjectives, verbs) Poses a question using one wh word or another single word with rising intonation	Combines common nouns, verbs and adjectives to create simple phrases Uses simple, high-frequency patterns (such as S-V-O.) to convey information Forms questions using Wh words with some consistency in verb agreement Follows sentence stems provided by teacher or materials to create unfamiliar sentence patterns	Combines common nouns, verbs and adjectives to create some complex phrases Uses a variety of patterns to convey information Forms questions using Wh words with consistency in verb agreement and/or modal auxiliary verbs Follows sentence stems provided by teacher or materials to create more complex or longer sentences	Complex phrases and structures are evident in writing Employs question words and modal verbs accurately when posing a question Uses most prepositions, articles and conjunctions with accuracy Subject-verb agreement is consistent Lengthens sentences to include multiple clauses without composing “run-on” sentences Uses correct directionality when writing equations, notation, word problems or describing mathematical processes	

ELPS EB students can produce written English in math by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
Content and Context						
narrating, describing, explaining and/or arguing with sufficient specificity, detail and evidence appropriate for grade-level content concepts (formerly ELPS 5-G)	Recognizes if events depicted as images in a narrative or process are out of order	Sequences events or processes using a combination of images and print	Sequences words that are out of order to form grammatical sentences Writes sentences creatively to describe images depicting narrative, processes or opinions using familiar sentence frame Adds minimal detail to support a claim, position or an opinion	Employs features of rhetorical modes when supported with graphic organizer for writing (t-chart, claim/evidence, etc.) and/or sentence stems, word bank Writes sentences with increasing accuracy to create own narrative, describe a process or provide an opinion or stance Adds moderate detail to support a claim, position or an opinion	Employs features of rhetorical modes independently Writes sentences with accuracy to create own narrative, describe a process or provide an opinion or stance Adds sufficient detail to support a claim, position or an opinion Utilizes rhetorical structures and formulaic language common to mathematics such as explaining and analyzing Composes equations, charts, graphs, and/or word problems independently	
adjusting content, style and conventions for specific purpose, audience, register, and genre	Scribbles, draws pictures, and copies or traces some letters.	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled	Adapts writing independently for various contexts or purposes primarily via word choice or formulaic language collocations Adjusts writing for various contexts or purposes with graphic organizer or sentence stem support	Adapts content, style <i>or</i> conventions for a different audience, register <i>or</i> genre	Adapts content, style, <i>and</i> conventions for different audiences, registers <i>and</i> genres	
evaluating own and others' writing for grammar and usage, conventions, organization and vocabulary related to appropriate grade-level content concepts (formerly ELPS 5-D)	Evaluates print for directionality (left to right, top to bottom) by responding with gestures or pointing to accurate passages Classifies letters and punctuation into different categories by sorting Matches written verb words with images accurately recognizes if events depicted as images in a narrative or process are out of order	recognizes if letters are drawn incorrectly or are not letters corrects spelling of personal information distinguishes between upper and lower case letters adds punctuation in inventive ways	Corrects spelling of high-frequency words Identifies missing lexical items in sentences Identifies incorrect high-frequency punctuation Identifies incorrect word order Uses a model text to identify inconsistencies in a peers' or own writing sample	Corrects spelling of high-frequency and some academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order Offers suggestions to add details to key ideas or concepts Identifies diction (word choice) options by providing synonyms or antonyms	Corrects spelling of high-frequency and many academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order Offers suggestions to add details to key ideas or concepts	
Vocabulary						
integrating a combination of high- frequency social or instructional terms, general academic terms, and content- obligatory terms appropriate for grade- level concepts (formerly ELPS 5-B)	Copies or traces personal information such as name, address, class schedule, etc. Incorporates terms from L1 in written responses	Provides personal information such as name, address, class schedule, etc. in writing Includes high-frequency terms in English via a mix of invented or creative spelling, or words/prose in the students' L1	Includes high-frequency terms in English consistently Combines 2 or more high-frequency content-related words with functional terms to create simple, repetitive phrases Incorporates academic terms that are cognates between English and students' L1	Produces complete sentences that contain high-frequency vocabulary terms Incorporates academic terms that are cognates between English and students' L1 Uses lower frequency academic terms and content-obligatory vocabulary to convey ideas, understanding and/or opinion or stance with sentence stem or word bank support	Produces complete sentences that contain high-frequency vocabulary terms Incorporates content-compatible academic terms Uses lower frequency academic terms and content-obligatory math vocabulary to convey explain, analyze and convey understanding of mathematical concepts	

ELPS WRITING: Science

ELPS EB students produce written English in science by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
Structure and Form						
employing generally accepted conventions of academic text, including spelling, punctuation, capitalization and other content-specific formatting (such as mathematic equations or scientific abbreviations) (formerly ELPS 5-C);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled.	Writes some letters and symbols left to right and/or in linear manner Recognizes word boundaries Connects sounds to letters of English with some consistency; may rely more on phonetic or invented spelling Distinguishes between capital letters	Takes dictation of familiar words Combines 2 or more words to create phrases with some invented spelling-Uses capital letters with some consistency Connects sounds to letters of English with increasing consistency, including clusters, different syllable patterns, and groups of morphologically related prefixes/suffixes		Consistently spells high-frequency and academic terms accurately most of the time Incorporates most punctuation symbols accurately Follows capitalization rules most of the time Takes dictation of low-frequency words Produces cohesive text mostly free of run-on sentences Employs conventional scientific notation and abbreviations	SCIENCE.I.C.1: Collaborate on joint projects.SCIENCE.I.E.2: Use essential vocabulary of the discipline being studied.SCIENCE.I.D.1: Demonstrate literacy in computer use.SCIENCE.I.C.3: Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.SCIENCE.I.C.2: Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.SCIENCE.III.B.3: Recognize scientific and technical vocabulary in the field of studySCIENCE.I.E.2: Use essential vocabulary of the discipline being studied.SCIENCE.III.B.3: Recognize scientific and technical vocabulary in the field of study
using a variety of grammatical structures (ranging from simple to complex) and sentence lengths and patterns, appropriate for both grade- level and content area (formerly ELPS 5-E and 5-F);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled	Identifies parts of speech by sorting, labeling or listing Uses one word to label, describe, or indicate an action (nouns, adjectives, verbs) Poses a question using one wh word or another single word with rising intonation	Combines common nouns, verbs and adjectives to create simple phrases Uses simple, high-frequency patterns (such as S-V-O.) to convey information Forms questions using Wh words with some consistency in verb agreement Follows sentence stems provided by teacher or materials to create unfamiliar sentence patterns	Combines common nouns, verbs and adjectives to create some complex phrases Uses a variety of patterns to convey information Forms questions using Wh words with consistency in verb agreement and/or modal auxiliary verbs Follows sentence stems provided by teacher or materials to create more complex or longer sentences	Complex phrases and structures are evident in writing Employs question words and modal verbs accurately when posing a question Uses most prepositions, articles and conjunctions with accuracy Subject-verb agreement is consistent Lengthens sentences to include multiple clauses without composing “run-on” sentences Uses both passive and active verb tenses to indicate scientific processes, concepts and events	
Content and Context						
narrating, describing, explaining and/or arguing with sufficient specificity, detail and evidence appropriate for grade-level content concepts (formerly ELPS 5-G)	Recognizes if events depicted as images in a narrative or process are out of order	Sequences events or processes using a combination of images and print	Sequences words that are out of order to form grammatical sentences Writes sentences creatively to describe images depicting narrative, processes or opinions using familiar sentence frames Adds minimal detail to support a claim, position or an opinion	Employs features of rhetorical modes when supported with graphic organizer for writing (t-chart, claim/evidence, etc.) and/or sentence stems, word bank Writes sentences with increasing accuracy to create own narrative, describe a process or provide an opinion or stance Adds moderate detail to support a claim, position or an opinion	Employs features of rhetorical modes independently Writes sentences with accuracy to create own narrative, describe a process or provide an opinion or stance Adds sufficient detail to support a claim, position or an opinion Utilizes rhetorical structures and formulaic language of reporting, explaining, describing and analyzing	

WRITING
Grades 4-12

ELPS Writers Draft

ELPS EB students produce written English in science by:	1 PRE PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
					scientific concepts Composes charts, graphs, lab reports with basic guidance	
adjusting content, style and conventions for specific purpose, audience, register, and genre	Scribbles, draws pictures, and copies or traces some letters.	Copies modeled genre-specific words or short text	Adapts writing independently for various contexts or purposes primarily via word choice or formulaic language collocations Adjusts writing for various contexts or purposes with graphic organizer or sentence stem support	Adapts content, style <i>or</i> conventions for a different audience, register <i>or</i> genre	Adapts content, style, <i>and</i> conventions for different audiences, registers <i>and</i> genres	
evaluating own and others' writing for grammar and usage, conventions, organization and vocabulary related to appropriate grade-level content concepts (formerly ELPS 5-D)	Evaluates print for directionality (left to right, top to bottom) by responding with gestures or pointing to accurate passages Classifies letters and punctuation into different categories by sorting Matches written verb words with images accurately Recognizes if events depicted as images in a narrative or process are out of order	recognizes if letters are drawn incorrectly or are not letters corrects spelling of personal information distinguishes between upper and lower case letters adds punctuation in inventive ways	Corrects spelling of high-frequency words Identifies missing lexical items in sentences Identifies incorrect high-frequency punctuation Identifies incorrect word order Uses a model text to identify inconsistencies in a peers' or own writing sample	Corrects spelling of high-frequency and some academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order Offers suggestions to add details to key ideas or concepts Identifies diction (word choice) options by providing synonyms or antonyms	Corrects spelling of high-frequency and many academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order Offers suggestions to add details to key ideas or concepts Identifies diction (word choice) options by providing synonyms, antonyms or less frequent vocabulary terms	
Vocabulary						
integrating a combination of high- frequency social or instructional terms, general academic terms, and content- obligatory terms appropriate for grade- level concepts (formerly ELPS 5-B)	Copies or traces personal information such as name, address, class schedule, etc. Incorporates terms from L1 in written responses	Provides personal information such as name, address, class schedule, etc. in writing includes high-frequency terms in English via a mix of invented or creative spelling, or words/prose in the students' L1	Includes high-frequency terms in English consistently Combines 2 or more high-frequency content-related words with functional terms to create simple, repetitive phrases Incorporates academic terms that are cognates between English and students' L1	Produces complete sentences that contain high-frequency vocabulary terms Incorporates academic terms that are cognates between English and students' L1 Uses lower frequency academic terms and content-obligatory vocabulary to convey ideas, understanding and/or opinion or stance with sentence stem or word bank support	Produces complete sentences that contain high-frequency vocabulary terms Incorporates content-compatible academic terms Uses lower frequency academic terms and content-obligatory vocabulary to convey ideas, understanding and/or opinion or stance	

ELPS WRITING: Social Studies

ELPS EB students can produce written English in social studies by:	1 PRE PRODUCTION(silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
Structure and Form						
employing generally accepted conventions of academic text, including spelling, punctuation, capitalization and other content-specific formatting (such as mathematic equations or scientific abbreviations) (formerly ELPS 5-C);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound modeled.	Writes some letters and symbols left to right and/or in linear manner Recognizes word boundaries Connects sounds to letters of English with some consistency; may rely more on phonetic or invented spelling Distinguishes between capital letters	Takes dictation of familiar words Combines 2 or more words to create phrases with some invented spelling Uses capital letters with some consistency Connects sounds to letters of English with increasing consistency, including clusters, different syllable patterns, and groups of morphologically related prefixes/suffixes	Writes common symbols in the content areas (=, = -, &, etc.) when appropriate Spells high-frequency words accurately Uses capital letters and high-frequency punctuation such as “.” “;” and “?” consistently to separate ideas and create text structure Takes dictation of more abstract, academic terms and/or morphologically complex words (multi-syllable words)	Consistently spells high-frequency and academic terms accurately most of the time Incorporates most punctuation symbols accurately Follows capitalization rules most of the time Takes dictation of low-frequency words Produces cohesive text mostly free of run-on sentences Employs conventional social studies notation and abbreviations	SS.IV.C.1: Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.SS.IV.D.2: Recognize and evaluate counter-arguments.SS.IV.C.1: Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.
using a variety of grammatical structures (ranging from simple to complex) and sentence lengths and patterns, appropriate for both grade- level and content area (formerly ELPS 5-E and 5-F);	Scribbles, draws pictures, and copies or traces some letters. Distinguishes print and pictures in a book. Traces with finger letters and repeats the sound model	Identifies parts of speech by sorting, labeling or listing Uses one word to label, describe, or indicate an action (nouns, adjectives, verbs) Poses a question using one wh word or another single word with rising intonation	Combines common nouns, verbs and adjectives to create simple phrases Uses simple, high-frequency patterns (such as S-V-O.) to convey information Forms questions using Wh words with some consistency in verb agreement Follows sentence stems provided by teacher or materials to create unfamiliar sentence patterns	Combines common nouns, verbs and adjectives to create some complex phrases Uses a variety of patterns to convey information Forms questions using Wh words with consistency in verb agreement and/or modal auxiliary verbs Follows sentence stems provided by teacher or materials to create more complex or longer sentences	Complex phrases and structures are evident in writing Employs question words and modal verbs accurately when posing a question Uses most prepositions, articles and conjunctions with accuracy Subject-verb agreement is consistent Lengthens sentences to include multiple clauses without composing “run-on” sentences Uses past tense verbs accurately to indicate historical events	
Content and Context						
narrating, describing, explaining and/or arguing with sufficient specificity, detail and evidence appropriate for grade-level content concepts (formerly ELPS 5-G)	Recognizes if events depicted as images in a narrative or process are out of order	Sequences events or processes using a combination of images and print	Sequences words that are out of order to form grammatical sentences Writes sentences creatively to describe images depicting narrative, processes or opinions using familiar sentence frames Adds minimal detail to support a claim, position or an opinion	Employs features of rhetorical modes when supported with graphic organizer for writing (t-chart, claim/evidence, etc.) and/or sentence stems, word bank Writes sentences with increasing accuracy to create own narrative, describe a process or provide an opinion or stance Adds moderate detail to support a claim, position or an opinion	Employs features of rhetorical modes independently Writes sentences with accuracy to create own narrative, describe a process or provide an opinion or stance Adds sufficient detail to support a claim, position or an opinion Utilizes rhetorical structures and formulaic language common to social studies such as reporting, explaining, describing and stance-taking	
					Composes maps, timelines and narratives around historical events	

ELPS EB students can produce written English in social studies by:	1 PRE PRODUCTION(silent period to sound)	2 BEGINNING (sound to word)	3 LOW INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	CCRS (College & Career Readiness Standards)
					or social studies concepts with basic guidance	
adjusting content, style and conventions for specific purpose, audience, register, and genre	Scribbles, draws pictures, and copies or traces some letters.	Copies modeled genre-specific words or short text	Adapts writing independently for various contexts or purposes primarily via word choice or formulaic language collocations Adjusts writing for various contexts or purposes with graphic organizer or sentence stem support	Adapts content, style <i>or</i> conventions for a different audience, register <i>or</i> genre	Adapts content, style, <i>and</i> conventions for different audiences, registers <i>and</i> genres	
evaluating own and others' writing for grammar and usage, conventions, organization and vocabulary related to appropriate grade-level content concepts (formerly ELPS 5-D)	Evaluates print for directionality (left to right, top to bottom) by responding with gestures or pointing to accurate passages Classifies letters and punctuation into different categories by sorting Matches written verb words with images accurately recognizes if events depicted as images in a narrative or process are out of order	recognizes if letters are drawn incorrectly or are not letters corrects spelling of personal information distinguishes between upper and lower case letters adds punctuation in inventive ways	Corrects spelling of high-frequency words Identifies missing lexical items in sentences Identifies incorrect high-frequency punctuation Identifies incorrect word order Uses a model text to identify inconsistencies in a peers' or own writing sample	Corrects spelling of high-frequency and some academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order Offers suggestions to add details to key ideas or concepts Identifies diction (word choice) options by providing synonyms or antonyms	Corrects spelling of high-frequency and many academic words Identifies missing lexical items in sentences Identifies incorrect punctuation and capitalization Identifies incorrect word order Offers suggestions to add details to key ideas or concepts Identifies diction (word choice) options by providing synonyms, antonyms or less frequent vocabulary terms	
Vocabulary						
integrating a combination of high- frequency social or instructional terms, general academic terms, and content- obligatory terms appropriate for grade- level concepts (formerly ELPS 5-B)	Copies or traces personal information such as name, address, class schedule, etc. Incorporates terms from L1 in written responses	Provides personal information such as name, address, class schedule, etc. in writing includes high-frequency terms in English via a mix of invented or creative spelling, or words/prose in the students' L1	Includes high-frequency terms in English consistently Combines 2 or more high-frequency content-related words with functional terms to create simple, repetitive phrases Incorporates academic terms that are cognates between English and students' L1	Produces complete sentences that contain high-frequency vocabulary terms Incorporates academic terms that are cognates between English and students' L1 Uses lower frequency academic terms and content-obligatory vocabulary to convey ideas, understanding and/or opinion or stance with sentence stem or word bank support	Produces complete sentences that contain high-frequency vocabulary terms Incorporates content-compatible academic terms Uses lower frequency academic terms and content-obligatory vocabulary to convey ideas, understanding and/or opinion or stance	