New Revised ELPS	CURRENT ELPS	Listening /ELAR — Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in listening. The following examples of proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in ELAR.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
https://tea.texas.gov/sites/default/files/kinder-teks-082022.pdf **https://tea.texas.gov/sites/default/files/grade1-teks-082022.pdf** **https://tea.texas.gov/sites/default/files/grade2-teks-082022.pdf** **https://tea.texas.gov/sites/default/files/grade3-teks-082022.pdf**	**LISTENING ELPS 1 (c)(2)(A) Distinguish sounds and intonation patterns of English with increasing ease.**	Few aural (listening) skills in English are observed. Listens to letter-sound associations (phonemes) and repeats letters with sounds. Recognizes/produces intonation for yes/no questions	Recognizes by listening and produces intonation for Wh-questions and other words (ending of sentence, exclamations) with teacher assistance	Recognizes by listening /produces intonation difference for questions and sentences Completes simple sentence stems by listening and responding with correct intonation of simple words in simple complete sentences.	Listens and reproduces intonation differences for questions and sentences with little teacher assistance. Listens to word production and recognizes differences and gains pronunciation clarity in reproducing short and long vowel sounds in monosyllabic and multisyllabic words.	Listens to new words and recognizes contrasts and gains pronunciation clarity with multi-syllabic words using learned rules to apply the sounds in and intonation of new words and to decode multisyllabic words with multiple sound-spelling patterns comparable to native English speakers of the same grade level.	K(B)(i) identifying and matching the common sounds that letters represent.	1(2)(A)(iii) distinguishing between long and short vowel sounds in one-syllable words;	2(A)(ii) distinguishing between long and short vowel sounds in one-syllable and multisyllabic words.	3(2)(A)(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en
	LISTENING ELPS 2 (c)(2)(B) Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.	Few aural (listening) skills in English are observed. Listens to the sounds in songs, poems, nursery rhymes, and alliteration games and joins in mimicking the sounds. Sings along (mimicking) the ABC song.	Listens to words with the same beginning sound and states words that begin with the same consonant sounds. Listens to words with short or long vowel sounds during small groups and repeats words with short or long vowel sounds. Identifies beginning sounds of words by listening to the spoken word and selecting the letter that makes the word's beginning sound. Repeats consonant cluster sounds in isolation. Listens for long and short vowel sounds and differentiate between them.	Names the five vowels and produces short vowels and long vowel sounds. Listens to words and identifies words with silent letters. Completes various activities, including hearing a word or seeing a picture of a word to help practice identifying the long and short vowel sounds Differentiates between vowels and consonants.	Identifies short vowel sounds in one-syllable words (CVC pattern words). Identifies cluster consonants in new vocabulary between two words provided orally.	Responds to request to add single missing letters to build CVC (consonant-vowel-consonant) words first (e.g., adding a between c and t to create cat) comparable to native English speakers of the same grade level. Upon request, students perform advanced word-building activities that combine sound addition and sound substitution, as CVC words with a silent e (CVCe) or with two consonants for the initial or final sounds (CCVC and CVCC, respectively). For example, they are requested to make cane after can, cart after cat, or flat after fat comparable to native English speakers of the same grade level.	K(2)(A)(iv) demonstrate phonological awareness by: identifying syllables in spoken words.	1(2)(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one syllable words.	2(2)(A)(ii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one syllable and multisyllabic words.	3(2)(A)(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
LISTENING ELPS 3 Demonstrate an understanding of information by following oral directions in English.		Few aural (listening) skills in English are observed. Responds to simple directions with gestures such as nodding for "yes" and "no." Draws pictures after a shared verbal description. Points to pictures or graphics upon an oral request with teacher assistance.	Listens attentively to simple, short read aloud stories and identifies key details using thumbs up or down (Uses utterances to respond "yes" "no" Listens with demonstrated understanding and follows oral directions by responding with actions or with a limited number of words, phrases, or simple sentences Responds with appropriate gestures, simple words, phrases or sentences to songs, chants, or stories modeled by the teacher Arranges pictures of a story as the teacher reads the story.	Follows routine (2- to 3- step) instructions for classroom activities in the presence of gestures and clear contextual clues. Listens attentively to simple read-aloud stories and poems and retells the names of characters and the story setting when prompted with oral directions. This retelling stage may include producing simple sentences with some common pronunciation errors. Listens to and acts out songs, chants, stories and poems with gestures with the total class group Adds details to a picture based on a shared verbal story.	Follows common oral positive and negative commands and requests Listens attentively to read-aloud stories and poems and identifies key details and specific facts with increased levels of accuracy and correctness when prompted with oral directions (may identify two to three details) Role plays in response to oral instructions Follows oral directions, makes patterns from real objects or pictures based on the oral description from a model (e.g., "Follow me. Put one blue cube on the paper. Next, put two red cubes on the paper. Next, put three green cubes on the paper. Next, you choose three cubes to put on the paper") Asks questions to clarify understanding of oral directions.	Listens attentively and follows oral directions and demonstrates an understanding of information presented orally in the classroom by responding with appropriate answers, sharing information, or asking appropriate questions related to sequenced information using varied grammatical structures and academic vocabulary comparable to native English speakers of the same grade level. Shares verbally detailed information when prompted with oral directions about an oral conversation (detailed information gleaned from a conversation or read passage may include who, what, when, where and sequenced actions/information) with the same proficiency as that of comparable to native English speakers of the same grade level. Responds to read-aloud stories, poems, and informational text and identifies key details and specific facts in order when prompted with oral directions as comparable to native English speakers of the same grade level. (identifies three to four details). Follows oral directions for discussions (e.g.,	K(1)(B) restate and follow oral directions that involve a short, related sequence of actions.	1(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.	2(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.	3(1)(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
						gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) comparable to native English speakers of the same grade level.				
	LISTENING ELPS 4 (c)(2)(C) Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	Few aural (listening) skills in English are observed.

Listens actively during social interactions and lesson presentations and responds with gestures or simple one-word answers.

Imitates some social interactions, such as saying "Hi," "Good morning," "How are you?"

Makes eye contact during social interactions and responds accordingly.

When prompted with vocabulary words, points to correct pictures. | When prompted, points to correct vocabulary words and accompanying pictures.

Acts out some verbs when directed by teachers.

Initiates social interactions, such as saying "Hi," "Good morning," "How are you?" with ease.

Follows verbal rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Responds to questions about personal everyday activities and expresses immediate needs, using simple learned phrases or short sentences with limited control of grammar. | Asks questions for clarification about the topics being discussed.

Constructs a complete, simple sentence with new academic vocabulary when prompted.

Identifies the meaning of social interaction vocabulary and responds accordingly.

Follows verbal rules for discussions (e.g., being respectful when others are talking, listening to others and taking turns speaking about the topics and texts under discussion).

Responds to questions about personal everyday activities and expresses immediate needs, using phrases or complete sentences with somewhat limited control of grammar. | Plays games accurately after listening to the rules verbally.

Listens actively to new academic vocabulary before the lesson is introduced and responds by using the vocabulary in the lesson.

Identifies idioms appropriately in the conversation.

Distinguishes language use in informal versus simple formal situations (i.e., pays attention to language register-- way a person speaks in relation to their audience).

Interprets information from a conversation and in a variety of listening contexts and responds appropriately (e.g., in person, in classroom discussions, on telephone, via announcements).

Responds to requests for clarification.

Interprets statements, questions and commands and responds appropriately in a variety of familiar | Inferences words when words are described (drawing, speaking, or writing the word) comparable to native English speakers of the same grade level.

Identifies synonyms and antonyms of words, as well as homophones and homographs, presented orally and applies synonyms, antonyms, homophones, and homographs in conversations comparable to native English speakers of the same grade level.

Recognizes/responds to idiomatic expressions in familiar situations comparable to native English speakers of the same grade level.

Interprets detailed information in a variety of listening contexts (e.g., from conversation, recordings, or broadcast) comparable to native English speakers of the same grade level.

Responds with proper grammar and focused | K(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language.

K(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | 1(1)(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

1(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | 2(1)(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

2(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | 3(1)(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

3(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
					situations with basic and academic vocabulary. Identifies synonyms and antonyms of words, as well as homographs, presented orally comparable to native English speakers of the same grade level.	answer to complex scenarios or requests (presented orally) for clarification, elaboration, and/or opinion comparable to native English speakers of the same grade level. Follow detailed multi-step directions and instructions in familiar situations comparable to native English speakers of the same grade level.				
LISTENING ELPS 5 Demonstrate an understanding of spoken language during classroom instruction with accurate retelling, summarizing, responding, and asking for clarification and/or additional details in formal inquiry, and demonstrates the same understanding of spoken language in informal inquiry settings. (Formerly C2D and C2I)	(c)(2)(d) Monitor understanding and seek clarification (c)(2)(i) Demonstrate listening comprehension	Few aural (listening) skills in English are observed. Responds to requests with gestures such as nodding for "yes" and "no". Engages the native language to respond or interact in informal situations or remains silent. Recognizes/responds to personal information questions (e.g., "What is your name?" "Who is your teacher?").	Asks and answers questions by using short phrases or simple sentences lacking proper grammar structures. Participates in class discussions and lesson presentations by responding with one-word answers, short phrases, or simple sentences lacking proper grammar structures. Places pictures in order to retell a story that has been read to the students.	Participates in pairs to answer some questions and discussions about read-aloud stories. Listens to native English speakers and asks and answers simple questions during paired or cooperative group activities with some grammar mistakes. Retell familiar stories and hold short conversations some grammar mistakes using appropriate gestures, expressions, and illustrative objects.	Listens attentively to stories and information and identifies important details and concepts using verbal and nonverbal responses. Asks for clarification or for more information related to the concept or story in the lesson. Listens in cooperative learning settings to classmates' points of view and responds to questions generated in the group. Ask questions to understand information and answer questions using multi-word responses Distinguishes language use in informal versus simple formal situations (i.e., pays attention to language register--way a person speaks in relation to their audience).	Proposes ideas to contribute to conversations in appropriate manner comparable to native English speakers of the same grade level. Asks questions to request clarification with correct grammar structures comparable to native English speakers of the same grade level. Retells stories and engage in a conversation about school-related activities and lessons by using expanded vocabulary, descriptive words, and paraphrasing comparable to native English speakers of the same grade level. Summarizes topics related to news and events in the school or local/broader with correct grammar structures community comparable to native English speakers of the same grade level.	K(12)(A) generate questions for formal and informal inquiry with adult assistance. K(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses.	1(13)(A) generate questions for formal and informal inquiry with adult assistance. 1(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	2(13)(A) generate questions for formal and informal inquiry with adult assistance. 2(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	3(13)(A) generate questions on a topic for formal and informal inquiry. 3(1)(A) listen actively, ask relevant questions to clarify information, and make pertinent comments.C32

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
LISTENING ELPS 6 Gain an increasing level of listening comprehension using visual, contextual, and linguistic supports to enhance and confirm understanding related to newly acquired language in all content areas commensurate with grade-level learning expectations. **(Formerly c.2.e. and c.2.h.)**	**(c)(2)(H) understand implicit ideas and information** **(c)(2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.**	Few aural (listening) skills in English are observed. Imitates verbalizations of others. Responds with one word, gestures, or content-area visual or contextual support.	Identifies illustrated activities with oral descriptions ("point to the plant"; "point to the rock"). Follows prompts to respond to likes or dislikes (e.g., "Do you like the red ball or the blue ball?-- response would not be in a complete sentence). Struggles to responds to simple conversations and simple discussions even when the topics are familiar and the speaker uses language supports (e.g., visuals, slower speech and other verbal cues, gestures). May not seek clarification in English when unable to understand spoken English, but observes others for cues.	Matches real-life objects to illustrations about their use based on the teacher's oral statements. Responding to teacher prompts, uses everyday objects to perform actions (e.g., "Put the pencil on the table."). Identifies people and places associated with everyday events described orally (e.g., "It is Monday. You are at school."). Executes simple or routine directions, as well engages in short, simple conversations and short, simple discussions on familiar or unfamiliar topics with teacher assistance. Often seeks clarification in English when unable to understand spoken English (asks the speaker to repeat, slow down, or rephrase).	Identifies language associated with features of objects or print when directed orally (e.g., "Show me a word in the title."). Follows peer modeled oral commands with a partner. Responds to longer, more elaborated oral directions, conversations, and discussions on familiar and unfamiliar topics with limited teacher assistance (sometimes needs processing time and may depend on visuals, verbal cues, and gestures for support). Answers questions on most main points, most important details, and some implicit information in oral classroom discussions with limited teacher assistance. Sometimes asks the speaker to repeat, slow down, or rephrase to clarify the meaning of the spoken English.	Draws individual phases or steps to "how" questions when asked by the teacher (e.g., "How does a caterpillar change into a butterfly?") comparable to native English speakers of the same grade level. Points out illustrated details that match oral descriptions of cycles or procedures comparable to native English speakers of the same grade level. Responds to longer, elaborated oral directions, conversations, and discussions on familiar and unfamiliar topics comparable to native English speakers of the same grade level. Answers questions independently main points, important details, and implicit information in oral classroom discussions at a level comparable to native English speakers of the same grade level. Rarely asks the speaker to repeat, slow down, or rephrase to clarify the meaning of the spoken English comparable to native English speakers of the same grade level.	K(12)(A) generate questions for formal and informal inquiry with adult assistance.	1(13)(A) generate questions for formal and informal inquiry with adult assistance.	2(13)(A) generate questions for formal and informal inquiry with adult assistance.	3(13)(A) generate questions for formal and informal inquiry
LISTENING ELPS 7 Listen to and derive meaning from a variety of applications, devices, and online learning environments to engage	**(c)(2)(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build**	Listens to and engages with videos and predictable story books on applications and responds to simple questions with	Participates in online learning games and responds with simple answers (pronunciation and grammar errors may	Participates in online intermediate learning games and responds to oral questions asked to check for	Listens to stories and videos, online learning games, and asks some questions to clarify concepts (with limited teacher assistance).	Engages independently in complex online advanced learning games and assessments and	K(1)(A) listen actively and ask questions to understand information and answer questions	1(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	2(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	3(1)(A) listen actively, ask relevant questions to clarify information, and make pertinent comments

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
with content to build and reinforce concepts and language attainment **(Formerly c.2.F.)**	**and reinforce concept and language attainment**	gestures or with one or two words or by drawing pictures appropriate to grade level (with high level of teacher assistance). Listens actively to and engages at a basic level in simple language educational games on applications to increase vocabulary and reinforce academic concepts (with high level of teacher assistance).	be observed) to questions asked to check for understanding (with high level of teacher assistance). Participates in and engages with beginning level language learning games and applications to reinforce academic language and concepts (with high level of teacher assistance).	understanding (with teacher assistance). Completes simple tasks online with applications and assessments to reinforce academic vocabulary and concepts (with teacher assistance).	Answers complex questions after listening to stories, information, and videos online and in applications with multi-words responses (with limited teacher assistance).	responds to questions asked to check for understanding comparable to native English speakers of the same grade level. Completes complex tasks online, applications, and assessments after watching and listening to videos, stories, and informational texts comparable to native English speakers of the same grade level.	using multi-word responses.			
LISTENING ELPS 8 Apply listening skills to identify general meaning, main points, and important details in a variety of familiar and unfamiliar topics, settings, and contexts **(formerly c2G)**	(c)(2)(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	Few aural (listening) skills in English are observed. Imitates verbalizations of others in different settings.	Listens diligently to simple stories and answers simple questions to check for understanding. Responds with one to two words with teacher assistance to story maps after listening to stories in a whole class presentation.	Participates actively in listening activities to identify characters, meaning, main point, and details of a story listened to before. Responds in multiple words with teacher assistance to story maps after listening story.	Asks questions to clarify understanding and identify details of topics after listening to familiar topics. Applies listening skills to answer questions (with multiple words) asked orally related to familiar topics, settings, and contexts.	Asks questions to clarify understanding and identify details of topics after listening to unfamiliar topics, settings, and contexts comparable to native English speakers of the same grade level. Applies listening skills to answer questions asked orally related to unfamiliar topics, settings, and contexts comparable to native English speakers of the same grade level. Determines the meaning of unfamiliar words and multiple-meaning words using context clues in a sentence comparable to native English speakers of the same grade level.	K(1)A) listen actively and ask questions to understand information and answer questions using multi-word responses.	1(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	2(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	3(1)(A) listen actively, ask relevant questions to clarify information, and make pertinent comments. 3(3)(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
LISTENING ELPS 9 Listens and demonstrates an understanding and usage of first and third-person NEW		Few aural (listening) skills in English are observed. Identifies themselves as first person (I am...). Imitates verbalizations of others that imply	Identifies the use of first and third person in a conversation with teacher assistance. Refer to I when pointing to himself/herself.	Listens to stories in first person and makes connections with their background by answering basic questions or drawing pictures with teacher assistance.	Selects the correct first-person or third-person sentences after reads the sentence stem. (e.g., The boy went to the store. ____ [he, she, I, they] bought a candy bar).	Selects the correct sentences that represent verb agreement for first-person and for third-person (e.g., She go the beach or She goes to the beach. They like to play games or They likes to play games)	K(9)(E) listen to and experience first and third-person texts.	1(10)(E) listen to and experience first and third-person texts.	2(10)(E) identify the use of first or third person in a text.	3(10)(E) identify the use of literary devices, including first- or third-person point of view

LISTENING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		first person and third person.	Refer to he/she when pointing to a boy or girl.	Listens to stories in the third person that English native speakers tell to their friends and tells a short story in third person in English with simple sentences. Listen to texts used in the first and third-person, depending on the situation and distinguishes first and third person when asked.		comparable to native English speakers of the same grade level.				

*Students advancing through these stages is a highly individualized process and timeline, because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Listening /Math Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in listening. The following examples of proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Math.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
	LISTENING ELPS 1 (c)(2)(A) Distinguish sounds and intonation patterns of English with increasing ease.	**N/A**								
	LISTENING ELPS 2 (c)(2)(B) Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.	**N/A**								
LISTENING ELPS 3 Demonstrate an understanding of information by following oral directions in English.	(c)(2)(D) Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; (c)(2)(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	Few aural (listening) skills in English are observed. Responds to simple directions related to geometric shapes with gestures such as nodding for "yes" and "no." Draws pictures of geometric shapes after a shared verbal description. Points to geometric pictures or graphics upon an oral request with teacher assistance. Upon request, manipulates different three dimensional shapes (cylinders, cones, sphere, cubes) or coins (pennies, nickels, dimes, and quarters).	Answers oral questions related to geometric shapes with one or two-word response or by pointing to pictures. When prompted, identifies with manipulatives three dimensional solids, including cylinders, cones, spheres, and cubes which may appear in the real world (with teacher assistance). When prompted, identifies coins, including pennies, nickels, dimes, and quarters (e.g., Teacher asks, "Which coin is nickel?").	2(2)(A)(ii) distinguishing between long and short vowel sounds in one syllable and multisyllabic words.	Focuses on prior learning skills and visual cues to solve new mathematics problems after listening to different stories. Listens to new math vocabulary/terms and uses them in new situations. Listens to math equation stems and completes response.	Listens to new contextual factors and is able to understand sequential processes (mathematical) in order to solve real world scenarios comparable to native English speakers of the same grade level. Identifies mathematical processes and operations when listening to a story problem related to real life comparable to native English speakers of the same grade level. Engages in partner listening & talking (AB- A listens B talks vice versa) to solve math problems comparable to native English speakers of the same grade level.	K(6)(B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. K(6)(C) identify two-dimensional components of three-dimensional objects. K(4) identify U.S. coins by name, including pennies, nickels, dimes, and quarters. K(3)(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10.	1(6)(E) identify three dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language. 1(6)(B) distinguish between attributes that define a two dimensional or three-dimensional figure and attributes that do not define the shape. 1(4)(A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them. No standard present in the vertical progression 1(3)(B) use objects and pictorial models to solve word problems involving joining, separating,	2(8)(B) classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular. 2(5)(A) determine the value of a collection of coins up to one dollar.	3(1)(B) follow, restate, and give oral instructions that involve a series of related sequences of 3(6)(A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language. 3(4)(C) determine the value of a collection of coins and bills.

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
							and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3			
	LISTENING ELPS 4 (c)(2)(C) Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	Few aural (listening) skills in English are observed.

Listens actively during social interactions and math lesson presentations and responds with gestures or simple one-word answers.

Imitates some social interactions, such as saying "Hi," "Good morning," "How are you?" "How much?" "How many?"

Makes eye contact during social interactions and responds accordingly.

When prompted with math vocabulary words, points to correct pictures. | When prompted, points to correct math vocabulary words and accompanying pictures.

Acts out number word problems physically and with realia or manipulatives when directed by teachers.

Initiates social interactions, such as saying "Hi," "Good morning," "How are you?" "How much?" "How many?" with ease.

Listens as teacher shares number names and counting sequence and can demonstrate orally knowledge of number names and the counting sequence.

When presented with practical math problems, with assistance provides strategies for solving problems and responds to practical situations involving basic addition and subtraction.

When presented with practical math problems, with assistance provides characteristics of objects that can be measured and directly compares | Asks questions for clarification about math topics being discussed.

Listens actively and communicates mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and new math language with guided assistance.

Listens actively and creates and uses representations to organize, record, and communicate new language in mathematical ideas with guided assistance.

When presented with a math problem orally, analyzes mathematical relationships to connect and communicate mathematical ideas with guided assistance.

When asked, explains and justifies mathematical ideas and arguments using mathematical academic vocabulary with guided assistance. | Listens actively to new academic vocabulary before the lesson is introduced and responds by using the vocabulary in the lesson.

Asks questions for clarification about math topics being discussed.

Listens actively and communicates mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and new math language with limited assistance.

Listens actively and creates and uses representations to organize, record, and communicate new language in mathematical ideas with limited assistance.

When presented with a math problem orally, analyzes mathematical relationships to connect and communicate mathematical ideas with limited assistance.

When asked, explains and justifies | Asks questions for clarification about math topics being discussed.

Listens actively and communicates mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and new math language independently comparable to native English speakers of the same grade level.

Listens actively and creates and uses representations to organize, record, and communicate new language in mathematical ideas independently comparable to native English speakers of the same grade level.

When presented with a math problem orally, analyzes mathematical relationships to connect and communicate mathematical ideas independently comparable to native English speakers of the same grade level.

When asked, explains and justifies mathematical ideas and arguments using | K(A)(4)(A) Students develop number and operations through several fundamental concepts. Students know number names and the counting sequence. Counting and cardinality lay a solid foundation for number. Students apply the principles of counting to make the connection between numbers and quantities.

K(A)(4)(B) Students use meanings of numbers to create strategies for solving problems and responding to practical situations involving addition and subtraction.

K(A)(4)(C) Students identify characteristics of objects that can be measured and directly compare objects according to these measurable attributes. | 1(B)(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 1(B)(1)(E) create and use representations to organize, record, and communicate mathematical ideas; 1(B)(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and 1(B)(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. | 2(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

2(1)(E) create and use representations to organize, record, and communicate mathematical ideas;

2(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

2(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. | 3(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

3(1)(E) create and use representations to organize, record, and communicate mathematical ideas;

3(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

3(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
			objects according to these measurable attributes.		mathematical ideas and arguments using mathematical academic vocabulary with limited assistance.	mathematical academic vocabulary independently comparable to native English speakers of the same grade level.				
LISTENING ELPS 5 Demonstrate an understanding of spoken language during classroom instruction with accurate retelling, summarizing, responding, and asking for clarification and/or additional details in formal inquiry, and demonstrates the same understanding of spoken language in informal inquiry settings. (Formerly C2D and C2I)	**(c)(2)(D) Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;** **(c)(2)(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.**	Few aural skills (listening) in English are observed. Responds to requests with gestures such as nodding for "yes" and "no" Engages the native language to respond to everyday mathematics problems or remains silent.	Answers oral questions related to everyday mathematics by pointing to pictures related to situations and daily problems. Uses visual support to solve math problems.	Listens to different math story problems and offers solutions individually, in pairs, or cooperative groups. Listens as daily problems are presented, and names numbers and math symbols as potential resolutions to the problems. Listens to math equation stems and completes responses based on visual choices given (e.g., Teacher states, "One plus one equals _____." Students are provided visuals with manipulatives or realia).	Focuses on prior learning skills and visual cues to solve new mathematics problems after listening to different stories. Listens to new math vocabulary/terms and uses them in new situations. Listens to math equation stems and completes response.	Listens to new contextual factors and is able to understand sequential processes (mathematical) in order to solve real world scenarios comparable to native English speakers of the same grade level. Identifies mathematical processes and operations when listening to a story problem related to real life comparable to native English speakers of the same grade level. Engages in partner listening and talking (AB- A listens B talks vice versa) as math terms are used comparable to native English speakers of the same grade level.	K(1)(A) apply mathematics to problems arising in everyday life, society, and the workplace K(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; K(1)(E) create and use representations to organize, record, and communicate mathematical ideas; K(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and	1(1)(A) apply mathematics to problems arising in everyday life, society, and the workplace 1(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 1(1)(E) create and use representations to organize, record, and communicate mathematical ideas; 1(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and 1(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	2(1)(A) apply mathematics to problems arising in everyday life, society, and the workplace 2(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 2(1)(E) create and use representations to organize, record, and communicate mathematical ideas; 2(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and 2(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	3(1)(A) apply mathematics to problems arising in everyday life, society, and the workplace 3(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 3(1)(E) create and use representations to organize, record, and communicate mathematical ideas; 3(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and 3(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
		Few aural skills in English are observed. When prompted, manipulates different two-dimensional shapes.	When prompted, identifies basic two-dimensional shapes regardless of orientation or size of different pictures. When prompted, sorts objects by shapes as	Sorts shapes by attributes as requested. When requested orally, sorts two dimensional shapes according to the number of sides that they have.	Recognizes and states by name, when presented orally, the different two-dimensional solids with 12 of fewer sides. Matches pictures of two dimensional	Listens to directions and sorts objects by attributes as requested and formal and informal names comparable to native English speakers of the same grade level.	K(6)(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.	1(6)(A) classify and sort regular and irregular two dimensional shapes based on attributes using informal geometric language.	2(8)(C) classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.	3(6)(A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
		Participates in songs or rhymes about shapes.	requested with teacher assistance.		shapes to objects when presented orally.	Listens to lessons on polygons and distinguishes polygons by number of sides comparable to native English speakers of the same grade level.				
LISTENING ELPS 6 Gain an increasing level of listening comprehension using visual, contextual, and linguistic supports to enhance and confirm understanding related to newly acquired language in all content areas commensurate with grade-level learning expectations. **(Formerly c.2.e. and c.2.h.)**	**(c)(2)(H) understand implicit ideas and information** **(c)(2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.**	Few aural skills in English are observed. Upon request, manipulates different three dimensional shapes (cylinders, cones, sphere, cubes) Uses applications to listen to the name of the solids.	Identifies basic three dimensional shapes when asked orally. When directed orally, sorts objects by shapes.	Identify two dimensional shapes of three dimensional objects. Sorts solids by attributes as requested.	Recognizes the different three dimensional solids by their formal names. (rectangular prism, triangular pyramid). Compares real objects to basic three dimensional shapes (cylinders, cones, sphere, cubes).	Creates different solids and asks for the formal name according to the new shapes comparable to native English speakers of the same grade level. Per verbal prompts, refers to center materials and anchor charts to identify the formal name of the solids comparable to native English speakers of the same grade level.	K(6)(B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. K(6)(C) identify two-dimensional components of three-dimensional objects.	1(6)(B) identify three dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. 1(6)(C) identify two dimensional components of three-dimensional objects. No standard present in the vertical progression	1(6)(E) identify three dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language. 1(6)(B) distinguish between attributes that define a two dimensional or three dimensional figure and attributes that do not define the shape. No standard present in the vertical progression	No standard present in the vertical progression 2(8)(B) classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular
	3(7)(C) determine the...	Few aural skills in English are observed. Hears the numerals and repeats them from 1-20.	Can call the numbers from 1-20, matching sets when presented. Identifies addition and subtraction symbols when discussed orally. When prompted, uses technology and/or native language to confirm understanding.	Distinguishes the right symbols to be used according to the problem and employs the academic math vocabulary when prompted with some assistance. When asked orally, names the right mathematical operation that represents joining and the one representing separating with assistance. Listens to lessons on financial literacy and responds to related questions with assistance.	Applies the right mathematical operation when a situation is presented by the teacher and with limited assistance. After listening to examples, shares how to solve the same problem when presented in a different way (2+4 = [ ] and 2 + [ ] = 6) by referring to the anchor chart with assistance.	Analyzes situations and uses prior knowledge and visual contexts to determine the correct mathematical operations or respond to personal financial literacy when requested orally comparable to native English speakers of the same grade level.	K(3)(A) model the action of joining to represent addition and the action of separating to represent subtraction. K(2)(A) count forward and backward to at least 20 with and without objects;	1(3)(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3. 1(9)(A) define money earned as income	2(2)(C) generate a number that is greater than or less than a given whole number up to 1,200; 2(2)(F) name the whole number that corresponds to a specific point on a number line. 2(3)(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part;(2(10)(A) explain that the length of a bar in a bar graph or the number of pictures in a pictograph	3(7)(C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes describe the mathematical relationships found in the base-10 place value system through the hundred thousands place; 3(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
									represents the number of data points for a given category; 2(11)(B) plain that saving is an alternative to spending;	language as appropriate; 3(2)(B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place; 3(5)(C) describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24; 3(9)(A) explain the connection between human capital/labor and income; 3(9)(B) describe the relationship between the availability or scarcity of resources and how that impacts cost; 3(9)(C) identify the costs and benefits of planned and unplanned spending decisions; 3(9)(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest; 3(9)(E) list reasons to save and explain the benefit of a savings plan, including for college; and 3(9)(F) identify decisions involving income, spending,

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
										saving, credit, and charitable giving.
LISTENING ELPS 7 Listen to and derive meaning from a variety of applications, devices, and online learning environments to engage with content to build and reinforce concepts and language attainment (Formerly c.2.F.)	**(c)(2)(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment**	Few aural skills in English are observed. Observes different visual mathematical concepts in different settings. Interacts with different manipulatives to represent mathematical concepts. When prompted, participates in aural activities using different devices.	Responds to simple requests or commands as modeled that include numbers. Holding up the correct number of fingers as modeled when the teacher calls out a number. Selects different devices to practice on number sense.	Selects manipulatives to demonstrate understanding of simple math stories while working with a partner. Uses fingers, manipulatives and technology to solve problems.	Assembles models of orally stated math stories using different settings. Develops visual representation of math stories while listening to it in small groups or with peers. Requests for clarification as needed.	Creates visual representations of math stories independently comparable to native English speakers of the same grade level. Answers problems by using mental representations comparable to native English speakers of the same grade level. Distinguishes between different strategies that may be used to solve problems comparable to native English speakers of the same grade level.	K(1)(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	1(1)(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	2(1)(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	3(1)(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
LISTENING ELPS 8 Apply listening skills to identify general meaning, main points, and important details in a variety of familiar and unfamiliar topics, settings, and contexts (formerly c2G)	(c)(2)(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	Few aural skills in English are observed. Mimics other children in activities that involve play money.	Attends to stories related to money and salaries and responds with a related simple story that has main points and details with major teacher assistance. Listens as the teacher demonstrates specific coins, then the student Identifies some coins while using play and real money.	Shows interest in the stories and activities related to money, and is able to demonstrate a knowledge of coins and their value in different settings with some assistance.	After a discussion on income, the student can explain the purpose of income with little assistance. Listens to gaming and apps related to money, and applies coins and values in the game/app with little assistance.	When prompted, independently distinguishes between money and income and different ways to earn money comparable to native English speakers of the same grade level. Listens to stories related to money and identifies the commercial transaction comparable to native English speakers of the same grade level.	K(9)(A) identify ways to earn income	1(9)(A) define money earned as income.		
		Few aural skills in English are observed. Participates in collecting data to create a graph after the teacher models the use of visuals.	When requested orally, selects their favorite color of picture to create graphs as a group and model by the teacher. Follows teachers directions to collect data. In creating a graph, listens to teacher	Follows teachers directions to organize data in different categories with some assistance. When requested, uses two or three categories while creating a graph with some assistance. Data are shared and the student organizes	When requested, analyzes data in a graph after collecting data (which one has more or less) with little assistance. Data are shared, and the student organizes it into three or more categories while using a graph with little assistance.	When requested, collects data and creates their own data charts comparable to native English speakers of the same grade level. Responds to questions related to the chart comparable to native English speakers of the same grade level.	K(8)(A) collect, sort, and organize data into two or three categories.	1(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.		

LISTENING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
			choices in order to share a response.	it into two categories while using a graph with some assistance.		Uses applications to create data charts and answers questions related to the data comparable to native English speakers of the same grade level.				
LISTENING ELPS 9 Listens and demonstrates an understanding and usage of first and third-person NEW		N/A								

*Students advancing through these stages is a highly individualized process and timeline, because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

LISTENING
Grades K-3

New Revised ELPS	CURRENT ELPS	Listening /Science Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in listening. The following examples of proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Science.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
	LISTENING ELPS 1 (c)(2)(A) Distinguish sounds and intonation patterns of English with increasing ease.	N/A								
LISTENING ELPS 2 Demonstrate an understanding of information by following oral directions in English.		N/A								
LISTENING ELPS 3 Demonstrate an understanding of spoken language during classroom instruction with accurate retelling, summarizing, responding, and asking for clarification and/or additional details in formal inquiry, and demonstrates the same understanding of spoken language in informal inquiry settings. (Formerly C2D and C2I)	(c)(2)(D) Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; (c)(2)(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	Few aural (Listening) skills are observed. Watches and listens to experiments on different applications and videos and responds to oral questions with gestures or drawings or one-word statements. Watches demonstrations (in animation or short documentaries) and responds to oral questions with gestures or drawings or one-word statements.	Listens to the teacher about collecting evidence and scientific vocabulary and student engages in the scientific discussion with basic science vocabulary. Listens to classmates' explanations about videos of experiments watched and begins to join in discussion or asks come questions.	After the teacher shares the word wall, the student identifies and articulates science vocabulary words in word wall. Listens to definitions of science vocabulary and completes science sentence stems.	Participates in listening in an AB partner structure and explains science definitions and ways to collect evidence. Listen to different evidence and is able to record the evidence in a science notebook.	Listens to a discussion about findings of experiments and makes inferences based on the result without teacher assistance comparable to native English speakers of the same grade level. Participates and listens within AB partner structures to discuss evidence of different scientific processes comparable to native English speakers of the same grade level.	K(3)(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.	1(3)(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.	2(3)(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.	3(3)(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.
		Participates in observations as a whole class: in the classroom, outside, and videos and when prompted, draws/paints picture of the observations. Participates in experiments by listening and observing and responds with gestures or one-word answers to questions asked.	Listens as the teacher explains process skills, and then engages with a partner in the process skills while doing simple experiments (classifying, comparing, contracting, and more) using visual contexts with teacher or partner assistance.	Listens as the teacher explains the skills needed in a process to observe or do experiments safely. Asks questions after completing oral science sentence stems.	Teacher poses questions related to science problems and student asks questions and defines problems based on observations or information from text, phenomena, models, or investigations. Upon request, states the steps to follow during an observation or making experiments.	Based on initial oral directions from the teacher, the student plans and implements descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world (as formal and informal inquiry) comparable to native	K(1)(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations.	1(1)(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations.	2(1)(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations.	3(1)(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
						English speakers of the same grade level. Participants listen and engage in asking and answering questions related to observations and experiments comparable to native English speakers of the same grade level.				
LISTENING ELPS 4 Gain an increasing level of listening comprehension using visual, contextual, and linguistic supports to enhance and confirm understanding related to newly acquired language in all content areas commensurate with grade-level learning expectations. **(Formerly c.2.e. and c.2.h.)**	**C.2.H. understand implicit ideas and information** **(C)(2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language**	Few aural (listening) skills are observed. Participates in listening to new vocabulary before science lessons are presented and repeats the words (mimics the words). Participates in listening to conversations during experiments by observing and imitating classmates.	Upon verbal request, identifies tools used for science experiments and uses the tools for experimenting (e.g. use physical tools, manipulatives, science measures, etc. in the science center of makerspace) with teacher assistance.	Listens to the name of tools and selects the correct one when asked. Participates in listening activities in the content area with linguistic support as needed.	Identifies new academic vocabulary by listening to descriptions of this new vocabulary using gestures or verbal responses. Confirms understanding of new content in science by responding orally to questions teachers or peers ask.	Identifies new vocabulary by responding verbally to questions meeting grade-level learning expectations comparable to native English speakers of the same grade level. Participates in oral evaluations to check for understanding new vocabulary in the content area comparable to native English speakers of the same grade level. Upon request, student collects, records, and analyzes information using tools comparable to native English speakers of the same grade level.	K(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare	1(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare	2(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare	3(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
LISTENING ELPS 5 Listen to and derive meaning from a variety of applications, devices, and online learning environments to engage with content to build and reinforce concepts and language attainment (Formerly c.2.F.)	**(c)(2)(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment**	Few aural (Listening) skills are observed. Listening to videos related to science, including experiments and tools for science and responds to questions with gestures or one-word answers. With teacher directives, students respond to questions related which tools to choose for an experiment (with teacher assistance).	Participates in applications that allow tracking of the number of videos watched and related experiments performed with a variety of tools related to reinforcing science concepts. Listens to and watches science games and videos in applications that include activities of self-correcting.	Engages in listening activities online and responds to simple questions to check for understanding. Enjoys science lessons by listening to stories and experiments on different devices and asking questions to clarify for understanding. After teacher directions, student collects, records, and compares information with age-appropriate tools and models to investigate the natural world (with teacher assistance).	Identifies tools and concepts of the content area by listening to oral directions on different devices comparable to native English speakers of the same grade level. Listens to content stories on different devices and demonstrates an understanding of academic vocabulary by performing well on games and quizzes online comparable to native English speakers of the same grade level.	Refines listening skills by participating in online academic games and content videos by being able to respond to quizzes online comparable to native English speakers of the same grade level. Performs assessments to check for understanding on different devices after listening to content lessons and educational games comparable to native English speakers of the same grade level. After teacher directions, the student collects, records, and compares the information with age-appropriate tools and models to investigate the natural world independently comparable to native English speakers of the same grade level.	K(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare	1(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare	2(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare	3(1)(D) use tools, including hand lenses, goggles, trays, cups, bowls, sieves or sifters, notebooks, terrariums, sample (rocks, sand, soil, loam, gravel, clay, seeds, and plants), windsock, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, blocks or cubes, tuning fork, various flashlights, small paper cups, items that roll, noise makers, hot plate, opaque objects, transparent objects, foil pie pans, foil muffin cups, wax paper, Sun-Moon-Earth model, and plant life cycle model to observe, measure, test, and compare
LISTENING ELPS 6 Apply listening skills to identify general meaning, main points, and important details in a variety of familiar and unfamiliar topics, settings, and contexts (formerly c2G)	(c)(2)(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	Few aural (Listening) skills are observed. Participates in listening activities related to science and responds with drawings, gestures, or one-word answers.	Responds to oral questions with simple sentences related to science content.	Applies listening skills to identify details of familiar science topics.	Listens to science lessons and identifies main points and details of familiar topics.	Applies listening skills to understand unfamiliar topics by reviewing new vocabulary. Listens to science lessons and identifies main points and details of unfamiliar science topics.	K(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats.	1(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats.	2(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats.	3(2)(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.
LISTENING ELPS 7 Listens and demonstrates an understanding of first and third-person NEW		**N/A**								

*Students advancing through these stages is a highly individualized process and timeline, because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Listening /Social Studies Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in listening. The following examples of proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Social Studies.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
	LISTENING ELPS 1. Distinguish sounds and intonation patterns of English with increasing ease (Renamed from c2a) (We moved c.2.b. to reading; it does not fit in listening; We move c.2.c. to Speaking which fits that ELPS best.)	**N/A**								
LISTENING ELPS 2 Demonstrate an understanding of information by following oral directions in English.	(c)(2)(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; (c)(2)(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	Participates in games where spatial terms are used and tries to follow directions. Imitates peers when listening to spatial terms.	Participates in TPR activities acting out the spatial terms following oral directions. Places objects in different locations in the classroom and school using spatial terms following oral directions with teacher assistance. Follows oral directions involving spatial terms with teacher assistance.	Listens to spatial terms and provides oral directions to peers with some assistance. Places objects in different locations in the classroom and school using spatial terms following oral directions with little assistance. Follows oral directions to take turn with peers to practice names of spatial terms.	Sorts pictures of spatial terms when requested. Identifies the location of objects in the classroom by listening to oral directions. Follows oral directions to create maps within the home, school, and community with little assistance.	Listens to spatial terms and follows the oral directions in a picture comparable to native English speakers of the same grade level. Follows cardinal and intermediate directions to locate places on maps and globes in relation to the local community comparable to native English speakers of the same grade level.	K(3)(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location.	1(3)(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms.	2(3)(B) create maps to show places and routes within the home, school, and community.	3(4)(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community
LISTENING ELPS 3 Demonstrate an understanding of spoken language during classroom instruction with accurate retelling, summarizing, responding, and asking for clarification and/or additional details in formal inquiry, and demonstrates the same understanding of spoken language in informal inquiry settings. (Formerly C2D and C2I)		Few aural (listening) skills are observed. Listens to historical figures' stories and responds to questions with drawings, gestures, or one-word answers.	Identifies pictures of historical figures by pointing or selecting their books when asked. Selects favorite historical figure by gestures or naming it when asked.	Identifies historical figures by pointing out their names when asked. Matches pictures of historical figures with names and contributions when asked.	Listens to historical figures' stories and contributions and responds to simple questions about their lives with little assistance. Retells stories after paying attention to another student's favorite historical figure stories with little assistance.	Chooses historical figures after listening to their contributions in detail comparable to native English speakers of the same grade level. Retells stories after paying attention to another student's favorite historical figure stories comparable to native English speakers of the same grade level.	K(2)(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.	1(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state, and nation.	2(2)(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state, and nation.	3(1)(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and 3(1)(C) describe how individuals, including Daniel Boone and the Founding Fathers, have contributed to the expansion of existing communities

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
						Summarizes historical figures' stories and contributions after listening to peers' explanations comparable to native English speakers of the same grade level.				or to the creation of new communities.
LISTENING ELPS 4 Gain an increasing level of listening comprehension using visual, contextual, and linguistic supports to enhance and confirm understanding related to newly acquired language in all content areas commensurate with grade-level learning expectations. **(Formerly c.2.e. and c.2.h.)**	(c)(2)(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and (c)(2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	Participates in school parades, ceremonies, and lessons related to patriotic holidays. Listens to storybooks and videos related to patriotic holidays. Participates in art and crafts ideas about patriotic holidays and listens to the stories behind these celebrations.	Identifies symbols, pictures, and objects associated with patriotic holidays by gestures. Listens to stories related to national patriotic holidays and refers to them using visual and linguistic supports.	Names patriotic holidays as requested. Listens to stories related to patriotic holidays supported with visual and linguistic support as needed. Participates in pair-share activities associated with patriotic holidays.	Retells patriotic holiday stories after listening to them. Takes turns to listen and speak activities while sharing information about patriotic holidays.	Confirms understanding by summarizing holiday information comparable to native English speakers of the same grade level. Role-plays representing characters such as Columbus, Lincoln, Washington and other national heroes and first responders after listening to their stories comparable to native English speakers of the same grade level.	K(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.	1(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.	2(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.	3(11)(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains
LISTENING ELPS 5 Listen to and derive meaning from a variety of applications, devices, and online learning environments to engage with content to build and reinforce concepts and language attainment **(Formerly c.2.F.)**	**(c)(2)(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment**	Identifies different devices that are being used at school and home. Chooses the device to listen to different activities. Listens to new vocabulary on different devices.	Practices new vocabulary on the devices and matches their pictures with the words when listening to them with teacher assistance. Listens to and watches videos of historical figures on different devices and names them as requested. Listens to a class discussion on technology and how it is helpful to society and draws pictures or make a collage on showing how technology is helpful.	After listening to stories and participating in social studies lessons on different devices, points out the main concepts when asked with little assistance. Participates in different games and assessments after listening to social studies lessons and topics on different devices.	After listening to stories and participating in social studies lessons on different devices, points out the main concepts when asked. Listens to class lesson or works online to determine and report how technology has impacted our lives related to communication, transportation, and recreation Listens to biographies read by the teacher or partners or watches online stories and identifies the contributions of scientists and inventors such as Alexander Graham	Listens to new social studies vocabulary and its meaning and uses it correctly during conversations comparable to native English speakers of the same grade level. Participates in online lessons connecting with other students in different countries to listen to their culture and history comparable to native English speakers of the same grade level. Makes connections with prior knowledge and personal background and how this is applied in social studies comparable to native English	K(12)(A) identify examples of technology used in the home and school. K(12)(B) describe how technology helps accomplish specific tasks and meet people's needs K(12)(C) describe how his or her life might be different without modern technology.	1(15)(A) describe how technology changes the ways families live. 1(15)(B) describe how technology has affected communication, transportation, and recreation 1(15)(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.	2(13)(B) explain how science and technology have affected the ways in which people meet basic needs.	3(13)(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Listening in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
					Bell, Thomas Edison, and Garrett Morgan.	speakers of the same grade level.				
LISTENING ELPS 6 Apply listening skills to identify general meaning, main points, and important details in a variety of familiar and unfamiliar topics, settings, and contexts (formerly c2G)	(c)(2)(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	Participates in listening activities associated with social studies topics (Geography, History, Economics, Government, Culture, and Citizenships). Listens actively to social studies lessons and responds to simple questions with drawings, gestures, or one-word answers.	Responds to social studies topics using visual and linguistic support as requested. Identifies historical figures and events by gestures when asked.	Listens actively to familiar topics and responds to simple questions. Asks simple questions to clarify information related to familiar topics.	Recalls details of familiar stories and stories about historical figures and responds during pair-share activities. Responds to questions during lesson presentations to check for understanding.	Identifies main points of social studies lessons after listening to presentations comparable to native English speakers of the same grade level. Describes important details or main points of unfamiliar stories after listening to them comparable to native English speakers of the same grade level. Shares the main idea of familiar and unfamiliar stories after listening comparable to native English speakers of the same grade level.	K(2)(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation. K(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.	1(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state, and nation. K(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.	2(2)(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state, and nation. 2(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.	3(1)(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and 3(1)(C) describe how individuals, including Daniel Boone and the Founding Fathers, have contributed to the expansion of existing communities or to the creation of new communities. 3(11)(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains
LISTENING ELPS 7 Listens and demonstrates an understanding of first and third-person NEW		N/A								

*Students advancing through these stages is a highly individualized process and timeline, because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

SPEAKING
Grades K-3

New Revised ELPS	CURRENT ELPS	Speaking /ELAR Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in speaking. The following examples of proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in ELAR.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
	SPEAKING ELPS 1 (c)(3)(A) practice producing sounds of newly acquired vocabulary, such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	Few oral skills in English are observed. Participates in songs, poems, nursery rhymes, and alliteration games. Imitates English sounds.	Repeats words with the same beginning sound. Produces words as needed. Practices rhyming words.	Distinguishes short vowels and long vowel sounds and produce them. Practices dividing words into syllables. Identifies words with silent letters and practices sounding out the words. Repeats rhyming words in poems.	Produces short vowel sound in one syllable words. Recalls CVC word families. Produces rhyming words to given words.	Produces short and long vowel sound words in multiple-syllables words comparable to native English speakers of the same grade level. Explains rhyming word comparable to native English speakers of the same grade level. Produces CVC words comparable to native English speakers of the same grade level. Creates different word clusters and pronounces them appropriately comparable to native English speakers of the same grade level.	K(2)(A)(iv) identifying syllables in spoken words. K(8)(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems.	1(2)(A)(iii) distinguishing between long and short vowel sounds in one syllable words. 1(9)(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.	2(2)(A)(ii) distinguishing between long and short vowel sounds in one syllable and multisyllabic words. 2(9)(B) explain visual patterns and structures in a variety of poems.	3(2)(A)(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en 3(9)(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems
		Few oral skills in English are observed. Draws or points to pictures to describe familiar people, places, things, and/or events.	Restates some language associated with illustrated short stories or informational text (e.g., "I see." "I hear."). Speaks using single words and short phrases consisting of recently practiced, memorized, repeated, or highly familiar material Speaks using a very limited number of high frequency, concrete vocabulary, including key words and expressions needed for basic communication in	Re-enacts various roles when interacting in pairs or in small groups. Retells main events in short narrative stories to peers using pictures Describes attributes of familiar objects, people, and places. Expresses simple, original messages, speaks using sentences, and participates in short conversations and classroom interactions (simple tense may be used; vocabulary is being built, but is still limited)	Retells familiar stories through a series of pictures Shares personal stories or experiences with others (may interject native language). Participates in most conversations and academic discussions on familiar topics (may restate, self-correct, repeat, or search for words and phrases to clarify meaning) Discusses familiar academic topics using content-based terms and common abstract vocabulary	Relates school based content and personal experiences with peers and adults comparable to native English speakers of the same grade level. Rephrases events from stories or information with a partner (e.g., class rules or routines) comparable to native English speakers of the same age. Engages in longer, elaborated conversations and discussions on familiar and unfamiliar topics using academic or highly specialized	K(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance. K(6)(A) describe personal connections to a variety of sources. K(7)(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.	1(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance. 1(7)(A) describe personal connections to a variety of sources. 1(8)(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.	2(6)(E) make connections to personal experiences, ideas in other texts, and society. 2(7)(A) describe personal connections to a variety of sources. 2(8)(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.	3(6)(E) make connections to personal experiences, ideas in other texts, and society 3(7)(A) describe personal connections to a variety of sources, including self-selected texts 3(7)(G) discuss specific ideas in the text that are important to the meaning 3(8)(C) analyze plot elements, including the sequence of events, the conflict, and the resolution

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
			academic and social contexts	May need additional thinking time to process information for communication		language comparable to native English speakers of the same age.

Expresses main points, important details, and implicit information at a level comparable to native English- speaking peers during social and instructional interactions comparable to native English speakers of the same age. | | | | 3(10)(F) discuss how the author's use of language contributes to voice |
| | SPEAKING ELPS 3 (c)(3)(C) Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. | Few oral skills in English are observed

Mimics classmates with sounds and actions.

Listens to songs, fingerplays, and nursery rhymes and begins to mimic the sounds and movements heard. | Connects oral language to print (e.g., through language experience, sentence stems).

Repeats simple sentences as modeled by the teacher (e.g., teacher points to words in writing and speaks the sentence with the students repeating/following)

Repeats a familiar nursery rhymes, poems, songs in a small or large group (follow along with teacher modeling) | Describes familiar events or phenomena using sentence starters and drawings

Shares creative stories with short sentences and subject-verb agreements (e.g., uses pictures, photos, picture books, simple sequences to tell the story; some errors may be noted in tense)

Participates in alliteration games and can distinguish the auditory patterns heard and begins to participate. | Describes how to do something through a sequence of pictures and words with increasing complex sentences.

Narrates or retells stories in present, past, and future tenses using more complex sentences and complex grammar features (may exhibit some grammatical, semantic, or syntactical errors)

Produces rhyming family words and sentences and produces rhyming word sentences (e.g., The cat sat on a hat.) | Sequences content-related processes by drawing and describing objects (e.g., from seeds to plants) comparable to native English speakers of the same grade level.

Narrates or describes using English grammar structures and complex sentences at a level comparable to native English- speaking peers | K(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language.

K(2)(A)(ii) demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

K(2)(A)(iii) demonstrate phonological awareness by: identifying the individual words in a spoken sentence. | 1(1)(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

1(2)(A)(ii) demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound. | 2(1)(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. | 3(b)(1)(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively |
| | SPEAKING ELPS 4 (c)(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. | Few oral skills in English are observed

Imitates verbalizations of others

Responds with one word or gestures to communicate.

Sorts objects such as: color, shape, position, numbers, living, nonliving. | Identifies familiar objects used in everyday routines and activities with a partner (e.g., in the native language and English)

Rehearses and acts out key steps in procedures or classroom routines following models | Compares and contrasts placement of real life objects and phenomena (e.g., states the location of the objects "on the table" v. "under the table"; "this is a solid; this is a liquid"; bigger than/ smaller than, longer/ wider)

States the roles of familiar people (e.g., | Discusses familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics

Relates school-based content and personal experiences with peers and adults | Agrees or disagrees with reasons for categorizing content-related information with a partner comparable to native English- speaking peers

States personal opinions with justification for content-related ideas or topics comparable | K(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

K(6)(F) respond using newly acquired vocabulary as appropriate. | 1(3)(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

1(7)(F) respond using newly acquired vocabulary as appropriate. | 2(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

2(7)(F) respond using newly acquired | 3(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text

3(7)(F) respond using newly acquired vocabulary as appropriate |

SPEAKING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
			(e.g., "Put away toys. Get in line.") Connects oral academic vocabulary to print (e.g., through language experience, pictures, or sentence stems).	"The teacher reads a story about water.") States attributes and classifies objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes; "These are the red triangles; these are the blue squares.") Discuss content interests, opinions, or preferences working with a partner	Discuss reasons for a character's actions using vocabulary in the story while working with a partner Increases use of words and phrases in a variety of contexts (nonfiction books).	to native English-speaking peers Negotiates solutions and provides arguments to content-area problems comparable to native English- speaking peers Expands repertoire of words and phrases including idioms and collocations (fast food, hard as a rock) with expanding precision comparable to native English-speaking peers Justifies reasons for a character's actions or outcomes of an experiment or solution to a problem with visual supports comparable to native English- speaking peers				
SPEAKING ELPS 5 Ask and share information in extended speaking assignments using high-frequency, high need, concrete to abstract vocabulary, including key words and expressions needed for basic communication in academic and social contexts. (Formerly C.3.F. rewritten)	(c)(3)(F) ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	Few oral (speaking) skills in English are observed. Participates in repeating high-frequency words. Identifies some vocabulary words related to social interaction and classroom labels.	Repeat high-frequency and high-need words. Repeats concrete vocabulary using visual context.	Produces short sentences with high-needed words. Produces short sentences including high-frequency words.	Speaks in complete sentences using concrete and abstract words. Speaks in complete sentences using high-frequency words and high-need words. Takes turns in discussions providing appropriate discussions.	Participates in discussions following the rules (taking turns, respecting the speaker) comparable to native English speakers of the same grade level. Participates in social contexts using polite words comparable to native English speakers of the same grade level. Expresses points of view using academic vocabulary comparable to native English speakers of the same grade level.	K(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns. K(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	1(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. 1(1)(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	2(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others. 2(1)(E) develop social communication such as distinguishing between asking and telling.	3(1)(D) work collaboratively with others by following agreed-upon rules, norms, and protocols. 3(1)(E) develop social communication such as conversing politely in all situations
SPEAKING ELPS 6 Speak audibly and intelligibly to convey	(c)(3)(G) express opinions, ideas, and feelings ranging from	Few oral (speaking) skills in English are observed.	Names feelings by using pictures.	Follows agreed-upon rules for discussions (e.g., listening to	Participates in collaborative conversations with	Confirms understanding of a text read aloud or	K(5)(G) evaluate details to determine what is most	1(6)(G) evaluate details to determine what is most	2(6)(G) evaluate details read to determine key ideas.	3(6)(G) evaluate details read to determine key ideas

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
ideas, feelings, opinions, and information and in a variety of situations for a variety of purposes and audiences. (Formerly C.3.G rewritten)	communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics.	Identifies feelings photos and other pictures. Greets classmates by smiling, or saying Hi or with another greeting word or sign. Says "Bye" when leaving the room. Appropriately interacts with classmates or teacher (e.g., Makes eye contact in conversations; nods for understanding)	Listens and respond appropriately to the comments of others using single words Follows basic turn-taking during conversation Responds to stories shared by the teacher (e.g., feelings of the characters- using single words to express feelings)	others and taking turns speaking in words and phrases about the topics and texts under discussion). Expresses feelings when asked. Asks questions to clear up any confusion about the topics and texts under discussion. Performs speaking tasks that require a short, simple explanation related to expressing needs, feelings, or information in familiar contexts	partners about grade-level appropriate topics and texts with peers and adults in small and large groups (feelings or opinions are expressed). Performs speaking tasks that require the presentation of information, explanation, or persuasion in somewhat familiar contexts	information presented orally, or via discussions, or through other media by asking and answering questions about key details and requesting clarification if something is not understood (using full sentences with appropriate structure) comparable to native English-speaking peers. Performs speaking tasks that require making a point with evidence and examples, synthesizing ideas, or phrasing thoughts, feelings, or opinions carefully in somewhat formal or unsupported contexts comparable to native English-speaking peers.	important with adult assistance. K(5)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	important with adult assistance. 1(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	2(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information.	3(12)(A) generate questions on a topic for formal and informal inquiry
	SPEAKING ELPS 7 (c)(3)(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired.	Few oral (speaking) skills in English are observed. Mimics characters from some stories read before. Observes peers acting up stories.	Participates and repeats some lines of a memorized story from favorite stories; identifies main characters.	Practices role playing with a partner; characters and answers questions about the story as a group; includes characters and settings of the story; uses L1 as support to express ideas.	Retells stories; answering a story map as a group; Recalls stories and asks questions about it in a small group.	Analyzes a story by answering questions related to the story; provides details about a story; sharing finds with peers; participates in role plays; narrates personal stories comparable to native English speaking peers.	K(8)(C) discuss main characters in drama.	1(9)(C) discuss elements of drama such as characters and setting.	2(9)(C) discuss elements of drama such as characters, dialogue, and setting.	3(9)(C) discuss elements of drama such as characters, dialogue, setting, and acts
SPEAKING ELPS 8 Communicates and adapts spoken language appropriately in formal and informal social and classroom settings. (Formerly C.3.E. and C.3.I. rewritten and combined)	(c)(3)(I) adapts spoken language appropriately for formal and informal purposes. (c)(3)(E) share information in cooperative learning interactions;	Few oral (speaking) skills in English are observed Communicates using some signs or isolated words to communicate (hi, bye).	Communicates nonverbal gestures appropriately (e.g., makes eye contact with the speaker, uses facial expressions to illustrate emotion, stands an appropriate distance from the speaker, uses gestures to communicate basic needs when vocabulary is limited)	Initiates, participates in, or terminates conversations appropriately (e.g., engages in appropriate greetings, contributes to an interactive conversation) Practices initiating, participating in, or terminating conversations	Speaks using proper titles when addressing people (e.g., refers to classmates by first name but uses the title "Mrs." or "Mr." when addressing the teacher) Participates in role play activities using proper titles when speaking to people	Aligns vocabulary to match the situation (e.g., uses academic words in the classroom and more informal word choice when in the cafeteria; leads discussions appropriately in pair-shares or cooperative learning groups) comparable to native	K(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. K(1)(D) work collaboratively with others by following agreed-upon rules for	1(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. 1(1)(E) develop social communication such	2(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.	3(1)(D) work collaboratively with others by following agreed-upon rules, norms, and protocols 3(1)(E) develop social communication such as conversing politely in all situations

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
				appropriately (e.g., engages in appropriate greetings, contributes to an interactive conversation, discusses topics appropriately in pair-shares or cooperative learning groups).	(e.g., refers to classmates by first name but uses the title "Mrs." or "Mr." when addressing the teacher).	English speaking peers.	discussion, including taking turns.	as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	2(1)(E) develop social communication such as distinguishing between asking and telling.

2(10)(F) identify and explain the use of repetition. | 3(10)(G) identify and explain the use of hyperbole |
| | SPEAKING ELPS 9 (c)(3)(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. | Few oral (speaking) skills in English are observed.

Responds to print or other media related to social studies with mimicking classmates, simple words, or yes/no answers. | Shares information orally related to social studies topics with multi-word simple sentences. | Shares information orally related to results of social studies investigations with complete sentences. | Shares information presenting a report on social studies readings and investigations with newly learned vocabulary. | Shares information presenting a report on social studies readings and investigations with vocabulary appropriate for the grade level and comparable to native English speakers of the same grade level. | K(12)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | 1(13)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | 2(13)(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | 3(13)(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |

*Students advancing through these stages or levels is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking process. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Speaking /Math Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in speaking. The following examples of proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Math.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
	SPEAKING ELPS 1 (c)(3)(A) practice producing sounds of newly acquired vocabulary, such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	N/A								
	SPEAKING ELPS 2 (c)(3)(B) expand an internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.	Few oral skills in English are observed. Sorts U.S. coins by size. Participates in play money activities.	Tells stories related to money, and may use the native language. Mentions the names of different objects posted on the vocabulary wall. Identifies needs and wants and classifies these objects.	Tells stories about parents working for money. Tells stories about receiving money as a gift during birthday parties. Distinguishes the difference between wants and needs by sorting pictures and sharing orally with peers during group work.	Explains the purpose of income. Express some personal experiences going to the store to spend money. Tells stories about things that you want or need. Explain how to save money, borrow money (and the rules of lending and borrowing and payments).	Explains the difference between money as income and as a gift comparable to native English speakers of the same grade level. Expresses thoughts about receiving money as a gif comparable to native English speakers of the same grade level. t. Provides feedback about spending money and receiving the money as an income or as a gift comparable to native English speakers of the same grade level. Explains how to use income to buy things that are one's needs or wants (related to using credit and with the concept of interest that is required to be paid to the lender by the borrower) comparable to native English speakers of the same grade level.	K(9)(B) differentiate between money received as income and money received as gifts. K(9)(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs.	1(9)(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. 1(9)(D) consider charitable giving.	No standard present in the vertical progression 2(11)(B) explain that saving is an alternative to spending. 2(11)(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing. 2(11)(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions	3(9)(B) describe the relationship between the availability or scarcity of resources and how that impacts cost 3(9)(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest
	SPEAKING ELPS 3 (c)(3)(C) Speak using a	N/A								

SPEAKING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
	variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.									
	SPEAKING ELPS 4 (c)(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.	Participates in oral rote counting with teacher modeling. Counts orally objects matching one to one correspondence.	Names numbers to 20. Counts orally items in sets using one-to-one correspondence. Compares two sets of objects and names the one that has "more' or "less".	Identifies and names the signs >, <, and = ("greater than, less than, or equal to"). Counts and compares two groups of objects and uses the information to complete the math sentence stems. Names the words "more' and "less" and "equal to" when comparing sets with support.	Speaks in complete sentences using sentence stems that include "greater than, less than, or equal to" to compare sets of objects and numerals. Compares numerals using concrete materials to represent and name units, tens, hundreds, and thousands at grade level expectation.	Analyzes groups of objects and numerals while comparing them using the signs >, <, and = and using the language of "greater than, less than, or equal to" at appropriate grade level expectations.	K(2)(G) compare sets of objects up to at least 20 in each set using comparative language. K(2)(H) use comparative language to describe two numbers up to 20 presented as written numerals.	1(2)(E) use place value to compare whole numbers up to 120 using comparative language.	2(2)(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	3(2)(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =
		Functions minimally in English. Communicates only through gestures and a few isolated words. Makes pictures to represent mathematical situations.	Recites some mathematical concepts and vocabulary. Identifies cause and effect of everyday life problems.	Explains drawings, manipulatives and other tools to represent a problem and solutions with teacher's support and following some models provided.	Identifies a mathematical relationship to be communicated. Composes a statement that clearly explains their ideas.	Expresses thinking orally, with mathematical representations and appropriate language while justifying solutions comparable to native English speakers of the same grade level. Communicates mathematical ideas using appropriate vocabulary comparable to native English speakers of the same grade level.	K(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas K(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	1(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas 1(1)(G) display, explain, and justify mathematical ideas and arguments using	2(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas 2(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	3(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas 3(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
		Participates in rote counting.	Counts forward 1-20 orally. Counts 1-20 utilizing objects or a chart.	Counts backward 1-20 orally. Counts backward 1-20 utilizing objects or a chart.	Counts forward 1-500 orally. Counts 1-50 utilizing objects or a chart.	Counts backward 1-50 orally comparable to native English speakers of the same grade level. Counts backward 1-50 utilizing objects or a chart comparable to native English speakers of the same grade level.	K(2)(A) count forward and backward to at least 20 with and without objects.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
		Counts real objects or in apps.	Counts objects up at least to 20 utilizing the one-to-one correspondence. Uses a chart to count sets and/or applications.	Counts objects and responds to the question, how many items are in the set? Counts items to define sets.	Counts items in a set and assign the right number. Counts up at least to 50 in a set to	Creates sets with varied numbers in sets comparable to native English speakers of the same grade level. Counts orally up at least to 100 by 2, 5 and 10s comparable to native English speakers of the same grade level.	K(2)(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
		Functions minimally in English. Communicates only through gestures and a few isolated words. Makes pictures to represent mathematical situations.	Recites some mathematical concepts and vocabulary. Identifies cause and effect of everyday life problems.	Explains drawings, manipulatives and other tools to represent a problem and solutions with teacher's support and following some models provided.	Identifies a mathematical relationship to be communicated. Composes a statement that clearly explains their ideas.	Expresses their thinking orally, with mathematical representations and appropriate language while justifying solutions comparable to native English speakers of the same grade level. Communicates mathematical ideas using appropriate vocabulary comparable to native English speakers of the same grade level.	K(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas K(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	1(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas 1(1)(G) display, explain, and justify mathematical ideas and arguments using	2(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas 2(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	3(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication 3(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas
		Participates in rote counting.	Counts forward 1-20 orally. Counts 1-20 utilizing objects or a chart.	Counts backward 1-20 orally. Counts backward 1-20 utilizing objects or a chart.	Counts forward 1-500 orally. Counts 1-50 utilizing objects or a chart.	Counts backward 1-50 orally comparable to native English speakers of the same grade level. Counts backward 1-50 utilizing objects or a chart comparable to native English speakers of the same grade level.	K(2)(A) count forward and backward to at least 20 with and without objects.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
		Counts real objects or in apps.	Counts objects up at least to 20 utilizing the one-to-one correspondence. Uses a chart to count sets and/or applications.	Counts objects and responds to the question, how many items are in the set? Counts items to define sets.	Counts items in a set and assign the right number. Counts up at least to 50 in a set to	Creates sets and counts the objects up at least 50 to ensure the number in the set comparable to native English speakers of the same grade level. Counts orally up at least to 100 by 2, 5 and 10 comparable to native English	K(2)(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
						speakers of the same grade level. s.				
		Participates in rote counting

Counts real objects or in apps. | Counts objects up at least to 20 utilizing the one-to-one correspondence.

Uses a chart to count sets and/ or applications. | Counts a set, determines the number and adds one more (up to least to 20).

Generate a number that is one more than or one less than another number up to at least 20. | Counts a set, determines the number and subtract one (up to least to 20).

Generate a number that is greater than or less than a given whole number up to 120. | Responds orally when asked to add one to a set given (up to least to 50) comparable to native English speakers of the same grade level.

Responses orally when asked to subtract one (up to least to 50) comparable to native English speakers of the same grade level.

Generate a number that is greater than or less than a given whole number up to 1,200 comparable to native English speakers of the same grade level. | K(2)(F) generate a number that is one more than or one less than another number up to at least 20. | 1(2)(D) generate a number that is greater than or less than a given whole number up to 120. | 2(2)(C) generate a number that is greater than or less than a given whole number up to 1,200. | No standard present in the vertical progression |
| | | Participates in rote counting by initially mimicking numbers, then reproducing counting numbers to at least 10 to 20. | Counts orally using a number line.

Counts orally using the 100 chart | Response quickly to the missing number using the number line..

Names the signs >, <, and = ("greater than, less than, or equal to") to order numbers..

Represents a fraction with a picture or model and explains parts of the whole. | Uses the words "greater than, less than, or equal to" to compare sets of objects and numerals.

Utilizes concrete materials to represent and name units, tens, hundred, and thousands to compare the numerals.

Identify and name fractions using words such as halves, thirds, and fourths.

Explain that the numerator represents the number of parts being considered, and the denominator represents the total number of equal parts.

Recognize, generate, and share simple equivalent fractions, such as 1/2 = 2/4. | Uses the language of "greater than, less than, or equal to" when comparing groups of objects when using the signs >, <, and =. comparable to native English speakers of the same grade level.

Compares numerals using the signs >, <, and = and uses the appropriate language comparable to native English speakers of the same grade level.

Explain fractions as parts of a whole comparable to native English speakers of the same grade level.

Identifies and names unit fractions (fractions with 1 as the numerator) comparable to native | No standard present in the vertical progression. | 1(2)(F) order whole numbers up to 120 using place value and open number lines.

1(2)(G) represent the comparison of two numbers to 100 using the symbols >, <, or =. | 2(2)(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).

2(2)(F) name the whole number that corresponds to a specific point on a number line.

2(3)(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part. | 3(2)(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.

3(3)(C) explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
					Add and subtract fractions with like denominators by counting equal parts. Solves word problems involving fractions using visual models or equation	English speakers of the same grade level. Represents fractions on a number line comparable to native English speakers of the same grade level. Compares fractions with the same numerator or denominator comparable to native English speakers of the same grade level. Finds equivalent fractions comparable to native English speakers of the same grade level. Adds and subtracts fractions with the same denominator or with denominators that are multiples of each other (e.g., 1/4 + 1/4 = 2/4 = 1/2) comparable to native English speakers of the same grade level. Solves and explains simple word problems involving fractions, such as "If a pizza has 8 slices and I eat 3, what fraction of the pizza is left?" comparable to native English speakers of the same grade level.				
			Participates in rote counting to 100. Counts by ones using the 100 chart. (e.g. use simple songs, have a puppet count, march counting)	Counts to 100 using the 100 chart. Counts by ones and by tens using the 100 chart to find patterns. (e.g. utilize everyday objects in the classroom)	Recalls numbers that are missing in a number line or 100 chart. Counts by ones and 10s orally. (e.g. utilize number cards and have the students place on the number line)	Starts counting from any random number when asked by the teacher or during paired assignments comparable to native English speakers of the same grade level. Participates in oral mathematical	K(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens	1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.	2(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.	3(5)(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; 3(5)(B) represent and solve one- and two-

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
						problems comparable to native English speakers of the same grade level.	beginning with any given number.			step multiplication and division problems within 100 using arrays, strip diagrams, and equations;

3(5)(C) describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24;

3(5)(D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and

(E) represent real-world relationships using number pairs in a table and verbal descriptions |
| SPEAKING ELPS 5 Ask and share information in extended speaking assignments using high-frequency, high need, concrete to abstract vocabulary, including key words and expressions needed for basic communication in academic and social contexts. (Formerly C.3.F. rewritten) | (c)(3)(F) ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | Few oral (speaking) skills in English are observed.

Functions minimally in English. Communicates only through gestures and a few isolated words.

Makes pictures to represent mathematical situations. | Recites some mathematical concepts and vocabulary.

Identifies cause and effect of everyday life problems. | Explains drawings, manipulatives and other tools to represent a problem and solutions with teacher's support and following some models provided. | Identifies a mathematical relationship to be communicated.

Composes a statement that clearly explains their ideas. | Expresses their thinking orally, with mathematical representations and appropriate language while justifying solutions comparable to native English speakers of the same grade level.

Communicates mathematical ideas using appropriate vocabulary comparable to native English speakers of the same grade level. | K(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas

K(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication | 1(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas

1(1)(G) display, explain, and justify mathematical ideas and arguments using | 2(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas

2(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication | 3(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

3(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas |
| SPEAKING ELPS 6 Speak audibly and intelligibly to convey ideas, feelings, opinions, and information and in a variety of situations for a variety of purposes | (c)(3)(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade | Few oral (speaking) skills in English are observed.

No communicative capacity except for an isolated word or phrase. | Makes sense of problems and solutions by providing some solutions to daily problems in whole group presentations. | Names the problem-solving model steps after the teacher models the process.

Refer to charts to follow the problem- | Expresses opinions about the solutions obtained following the problem-solving model, guided by the teacher. | Communicates every step followed to obtain the solutions reached independently comparable to native English speakers of the same grade level. | K(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying | K(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying | K(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying | 3(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
and audiences. (Formerly C.3.G rewritten)	appropriate academic topics.	Performs nonverbal responses when solving problems (number puzzles, patterns, drawing).	Recites the steps of the problem-solving model.	solving model guided by the teacher.	Ensures that all the steps are followed by speaking out each step.	Justifies every solution obtained while using the problem-solving model comparable to native English speakers of the same grade level.	the solution, and evaluating the problem-solving process and the reasonableness of the solution.	the solution, and evaluating the problem-solving process and the reasonableness of the solution.	the solution, and evaluating the problem-solving process and the reasonableness of the solution.	the solution, and evaluating the problem-solving process and the reasonableness of the solution
							K(4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters. K(4)(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters.	1(4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to: 1(4)(A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.	2(5) Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to: No standard present in the vertical progression	3(4)(C) determine the value of a collection of coins and bills
	SPEAKING ELPS 7 (c)(3)(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired.	Few oral (speaking) skills in English are observed. Participates in rote counting using the number line.	Names numbers that fingers represent. Names the following mathematical operations: addition or subtraction and their respective signs (plus and minus). Solves simple problems using number equation sentences and support.	Solves mathematical operations (adding or subtracting) using cubes, pictures, or fingers. Names the mathematical operations needed to solve problems using spoken words, pictures, and equation sentences.	Explains the strategies used supported with sentence stems and by teachers. Describes mathematical concrete materials to represent and name units, tens, hundreds, and thousands to solve problems and explains the solutions.	Explains the mental strategies used to solve a problem. Narrates the mathematical operations used to solve problems using mental representations of units, tens, hundreds, and thousands by supporting orally the responses.	K(3)(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences	1(3) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.	2(4) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	3(4)(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction
SPEAKING ELPS 8 Communicates and adapts spoken language appropriately in formal and informal social and classroom settings. (Formerly C.3.E. and C.3.I. rewritten and combined)	(c)(3)(I) adapts spoken language appropriately for formal and informal purposes. (c)(3)(E) share information in cooperative learning interactions;	Few oral (speaking) skills in English are observed. Sort objects by shapes.	Participates in songs and chants related to two-dimensional shapes. Name two-dimensional shapes using informal and formal language.	Name two-dimensional shapes using informal and formal language, and classify them by sides. Describes some attributes of the two-dimensional shapes using sentence stems.	Name two-dimensional shapes using formal geometric language Describes some attributes of the two-dimensional shapes using formal and informal language.	Compares and explains two-dimensional shapes by attributes and establishes relationships comparable to native English speakers of the same grade level. Explains relationships among two-dimensional shapes	K(6)(D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	1(6)(D) identify two dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language. 1(1)(D) communicate mathematical ideas,	2(8)(A) create two-dimensional shapes based on given attributes, including number of sides and vertices.	3(6)(B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
						using formal geometric language comparable to native English speakers of the same grade level.		reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 1(1)(E) create and use representations to organize, record, and communicate mathematical ideas; 1(1)(F) analyze mathematical relationships to connect and communicate mathematical ideas; and 1(1)(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		
	SPEAKING ELPS 9 (c)(3)(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	Few oral (speaking) skills in English are observed. Participates in rote counting and morning routines.	Recites mathematical concepts during morning routines. Name some mathematical concepts supported by environmental print and native language.	Uses mathematical sentence stems to respond orally to questions when asked. Uses words, actions, objects, and pictures to represent mathematical operations.	Responses verbally to specific questions in everyday conversation working with a partner. Speaks in complete sentences when justifying mathematical responses	Utilizes proper mathematical language when explaining ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate comparable to native English speakers of the same grade level. Explains the reason for using specific number sentences comparable to native English speakers of the same grade level.	K(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. K(1)(E) create and use representations to organize, record, and communicate mathematical ideas.	1(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate 1(1)(E) create and use representations to organize, record, and communicate mathematical ideas	2(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate 2(1)(E) create and use representations to organize, record, and communicate mathematical ideas	3(1)(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

*Students advancing through these stages or levels is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking process. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Speaking /Science Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in speaking. The following examples of proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Science.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
	SPEAKING ELPS 1 (c)(3)(A) practice producing sounds of newly acquired vocabulary, such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	**N/A**								
	SPEAKING ELPS 2 (c)(3)(B) expand an internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.	Few oral (speaking) skills in English are observed. Identifies a scientist or engineer (differentiates from a firefighter, nurse, mailperson, etc. Sorts day and night activities and begins to state such words as day and night. Plays with flashlights, blindfolds, and mystery boxes and expresses findings in simple yes/no responses. Matches objects with their colors and begins to state colors (using one-word).	Names different sources of light. Names activities that can be engaged in during the day and some during the night.	Repeats phrases related to sources of light, modeled by the teacher. Names objects by their shades.	Explains the impact of light on objects. Participates in teams to express some reasons for not being able to see objects. Explains how to make shades.	Summarizes the importance of light to be able to observe objects comparable to native English speakers of the same grade level. Discusses that the absence of light blocks the vision of objects after wearing a blindfold comparable to native English speakers of the same grade level. Supports why some activities need to be done only during the day comparable to native English speakers of the same grade level.	K(8)(A) communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of objects. K(8)(B) demonstrate and explain that light travels through some objects and is blocked by other objects, creating shadows			
		Few oral (speaking) skills in English are observed.	Name some scientists and engineers. Describes scientists and engineers' jobs based on pictures.	Uses a few words to identify each scientist or engineer according to their contribution to humanity. Ask questions about the scientists and engineers.	Explains each scientist and engineers' contribution to humanity. Compares and contrasts some scientists' inventions.	Discusses scientists' and engineers' jobs comparable to native English speakers of the same grade level. Selects their favorite scientists and supports the choice comparable to native English speakers of the same grade level.	K(4)(B) identify scientists and engineers such as Isaac Newton, Mae Jemison, and Ynes Mexia and explore what different scientists and engineers do.	1(4)(B) identify scientists and engineers such as Katherine Johnson, Sally Ride, and Ernest Just and explore what different scientists and engineers do	2(4)(B) identify scientists and engineers such as Alexander Graham Bell, Marie Daly, Mario Molina, and Jane Goodall and explore what different scientists and engineers do	3(4)(A) explain how scientific discoveries and innovative solutions to problems impact science and society

SPEAKING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
						Narrates the scientists' lives comparable to native English speakers of the same grade level comparable to native English speakers of the same grade level.				
	SPEAKING ELPS 3. (c)(3)(C) Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.	**N/A**								
	SPEAKING ELPS 4 (c)(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.	Few oral skills are observed. Participates in teams to solve some science games and puzzles.	Names some of innovations using some visual contexts. Lists the benefits of science using one word or native language.	Talks to partners about ways to help each other. Reads sentence stems to complete information about the science's benefits and some innovations.	Explains different ways that science has helped humanity. Expresses feelings and opinions about the latest innovations.	Discusses how innovation and science have helped humanity comparable to native English speakers of the same grade level.	K(4)(A) explain how science, or an innovation can help others.	1(4)(A) explain how science, or an innovation can help others.	2(4)(A) explain how science, or an innovation can help others.	3(4)(A) explain how scientific discoveries and innovative solutions to problems impact science and society
SPEAKING ELPS 5 Ask and share information in extended speaking assignments using high-frequency, high need, concrete to abstract vocabulary, including key words and expressions needed for basic communication in academic and social contexts. (Formerly C.3.F. rewritten)	(c)(3)(F) ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	Few oral (speaking) skills in English are observed. Participates in oral repetition of vocabulary words.	Names science words supported by visual and linguistic support. Produce concrete words to communicate properties of objects and organisms using single words or visual support.	Names and describes scientific vocabulary using sentence stems. Communicates properties of objects and organisms using single words or visual support. Describes how factors or conditions can cause objects, organisms, and systems to either change or stay the same. Describes the properties of objects in terms of relative size (scale) and relative quantity.	Describes abstract vocabulary in Science, like properties, factors, causes, and more. Explains cause and effect phenomena in objects at school. Applies adjectives to describe objects in terms of size.	Participates in discussions on how factors may change objects, organisms, and systems using academic vocabulary comparable to native English speakers of the same grade level. Explains the properties of objects studied during science lessons comparable to native English speakers of the same grade level. Describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations comparable to native English speakers of the same grade level.	K(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same. K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity.	1(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same. 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity.	2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same. 2(5)(C) measure and describe the properties of objects in terms of size (scale) and quantity.	3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems 3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
SPEAKING ELPS 6 Speak audibly and intelligibly to convey ideas, feelings, opinions and information and in a variety of situations for a variety of purposes and audiences. (Formerly C.3.G rewritten)	(c)(3)(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics.	Few oral (speaking) skills in English are observed.

Participates in teams to solve some science games and puzzles. | Names some of innovations using some visual contexts.

Lists the benefits of science using one word or native language. | Talks to partners about ways to help each other.

Reads sentence stems to complete information about the science's benefits and some innovations. | Explains different ways that science has helped humanity.

Expresses feelings and opinions about the latest innovations. | Discusses how innovation and science have helped humanity comparable to native English speakers of the same grade level.

Discusses different plans to save the earth using science comparable to native English speakers of the same grade level. | K(4)(A) explain how science, or an innovation can help others. | 1(4)(A) explain how science, or an innovation can help others. | 2(4)(A) explain how science, or an innovation can help others. | 3(4)(A) explain how scientific discoveries and innovative solutions to problems impact science and society |
| | **SPEAKING ELPS 7 (c)(3)(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired.** | Few oral (speaking) skills in English are observed.

Participates in role plays about scientists.

Wears some safety gears and tools. | Names some safety gears while performing some experiments.

Performs some safety rules followed during an experiment. | Describes the safety gears and tools and simple experiments.

Talks in small groups about safety rules while performing some experiments | Explains the purposes of the safety gears and safety practices followed while performing an experiment.

Speaks about the need of wearing the safety gears. | Arranges safety gears from safest to the safeless and supports the selection comparable to native English speakers of the same grade level.

Critiques and explains safety practices comparable to native English speakers of the same grade level. | K(1)(C) identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency Approved safety standards. | 1(1)(C) identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency Approved safety standards. | 2(1)(C) identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency Approved safety standards. | 3(1)(C) identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency Approved safety standards. |
| | | Few oral (speaking) skills in English are observed.

Participates in solving problems, in whole groups or media applications. | Uses cards to solve problems in pairs or with the teachers.

Mentions one word that represents the solution to problems presented. | Solves problems using visual contexts in small groups.

Rearranges pictures that indicate the problems and explain the arrangement. May use native language. | Explains the solution of problems following a plan.

Reports to a team the solutions to problems assigned.

Reports solutions to a group. | Participates in cooperative groups to discuss solutions to different problems comparable to native English speakers of the same grade level.

Leads discussions in collaborative learning or working groups comparable to native English speakers of the same grade level.

Describes every step followed to solve a problem comparable to native English speakers of the same grade level. | K(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats. | 1(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats. | 2(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats. | 2(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats. |
| **SPEAKING ELPS 8 Communicates and adapts spoken language appropriately in formal and informal social and classroom settings. (Formerly C.3.E. and C.3.I.** | (c)(3)(I) adapts spoken language appropriately for formal and informal purposes.

(c)(3)(E) | Few oral (speaking) skills in English are observed.

Pretends to be scientists | Names some objects by function.

Classifies objects, organisms, and systems correctly with assistance. | Describes objects, organisms, and systems using appropriate language.

Describes the relationship of objects | Explains the relationship between structure and functions of objects, organisms, and systems. | Compares objects, organisms, and systems functions using academic vocabulary in formal settings comparable to native English | K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems. | 1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems. | 2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems. | 3(5)(F) explain the relationship between structure and function of objects, organisms, and systems

3(5)(G) explain how factors or conditions |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
rewritten and combined)	share information in cooperative learning interactions;	Repeats words on the vocabulary wall. Identifies objects by function using gestures.		by function using sentence stems.		speakers of the same grade level. Adapts language to discuss and support findings comparable to native English speakers of the same grade level.				impact stability and change in objects, organisms, and systems
	SPEAKING ELPS 9 (c)(3)(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	Few oral (speaking) skills in English are observed. Names the devices that uses to play, learn, and retrieve information. Tries to repeat some of the vocabulary words that listen in different media.	Recalls vocabulary words presented before lessons and posted on walls. Recalls words presented on electronic devices.	Retrieves data from different resources and explains the meaning. Proposes solutions to problems naming the steps followed.	Explains how data was retrieved from different resources to solve problems. Develops plans to solve problems or perform investigations based on data presented in various resources.	Discuss possible solutions to different problems with peers and decide the one that makes more sense based on the data and information retrieved from various resources comparable to native English speakers of the same grade level. Reports the final solutions to problems and experiments discussed or presented in various mediums comparable to native English speakers of the same grade level.	K(3)(A) develop explanations and propose solutions supported by data and models	1(3)(A) develop explanations and propose solutions supported by data and models.	2(3)(A) develop explanations and propose solutions supported by data and models.	3(3)(A) develop explanations and propose solutions supported by data and models

*Students advancing through these stages or levels is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking process. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Speaking /Social Studies								
		Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in speaking. The following examples of proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Social Studies.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
	SPEAKING ELPS 1 (c)(3)(A) practice producing sounds of newly acquired vocabulary, such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	N/A								
	SPEAKING ELPS 2 (c)(3)(B) expand an internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.	Few oral (speaking) skills in English are observed. Demonstrates using gestures to select the historical figure that the teacher is showing. Recognizes some historical figures on pictures when requested.	Names historical figures by using visual support. Describes pictures of historical figures and names as many details on the picture, including adjectives, places, and objects with linguistic support.	Names historical figures by highlighting their contributions. Names historical figures and matches pictures with names and contributions.	Explains the historical figures and contributions to the state or nation by answering simple questions about their lives. Retells stories shared by another student about their favorite historical figure stories.	Compares and contrasts the state or nations' historical figures' contributions comparable to native English speakers of the same grade level. Summarizes historical figures' contributions to the community by presenting them to a group comparable to native English speakers of the same grade level.	No standard present in the vertical progression	1(2)(B) compare the lives of historical figures and other individuals who have influenced the state, and nation.	2(2)(B) describe how people and events have influenced local community history.	3(1)(A) describe how individuals, events, and ideas have changed communities, past and present; 3(1)(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and 3(1)(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.
		Listens to the stories about national holidays and responds using gestures or words to show a basic understanding of the importance of the holiday. Participates in school parades, ceremonies, and lessons related to patriotic holidays.	Names symbols, pictures, and objects associated with patriotic holidays using linguistic support. Mentions national patriotic holidays using linguistic support.	Describes the state and nation patriotic holidays with some support. Participates in pair-share activities to describe holidays. Describes art crafts create that represent national holidays.	Explains the importance of the holidays using sentence stems with newly acquired vocabulary learned. Presents newly acquired facts about the importance of the holiday with peers.	Compares and contrasts the contributions made and the impact on the community comparable to native English speakers of the same grade level. Gathers data regarding the contributions of Columbus, Lincoln, and Washington.	K(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day	1(1)(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day.	2(1)(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.	3(15)(C) apply the terms year, decade, and century to describe historical times

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
		Participates in arts and crafts activities.				Creates a historical timeline with peers to present comparable to native English speakers of the same grade level.				
		Listens to spatial directions as the teacher models using objects. Participates using an object to demonstrate understanding of spatial words as modeled by the teacher. Repeats spatial words as demonstrated by the teacher.	Names spatial terms to objects and self. Sort cards by location and name the groups (over, under, near, etc.) using visual support for the terms.	Takes turns with peers to practice names of spatial terms by providing oral directions. Practices the cardinal directions.	Provides location of objects in the classroom by using spatial terms. Provides location of places on the map using the cardinal directions.	Explains the difference between the location terms. Provides directions to find a place on the map.	K(3)(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location. No standard present in the vertical progression	1(3)(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms. 1(3)(B) locate places using the four cardinal directions.	2(3)(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.	3(4)(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community
		Participates in mock elections voting for favorite animal, book, etc. Demonstrates favorite picture of book using gestures. Casts votes in the ballot drop box.	Repeats civic vocabulary. Names words related to voting.	Describes the process of voting using visual and linguistic support. Talks about the purpose of voting with peers.	Explains voting as a civic responsibility using routing language as a process to take a decision in the classroom. Describes the process of voting in the classroom.	Communicates other civic responsibilities as a citizen comparable to native English speakers of the same grade level. Summarizes the process of voting to make decisions as a group comparable to native English speakers of the same grade level.	K(9)(C) use voting as a method for group decision making.	1(13)(D) explain and practice voting as a way of making choices and decisions.	No standard present in the vertical progression	3(9)(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting
		Walks around the school and repeats the names of different school locations. Intents to draw maps of the school.	Names different school locations. Identifies different country maps by name.	Describes different school locations. Describes people in the different school locations. Identifies the map of the country of origin and retells personal stories.	Calls locations in school maps and describes the route to get there. Describes places that pass when coming to school. Identifies areas on the map using the cardinals.	Describes routes from one point to another point on the map comparable to native English speakers of the same grade level. Chooses between two routes on the map and explains why comparable to native English speakers of the same grade level. Names countries on the globe and explain how to get from one country to another comparable to native	K(3)(B) locate places on the school campus and describe their relative locations.	No standard present in the vertical progression. 1(4)(A) create and use simple maps such as maps of the home, classroom, school, and community.	No standard present in the vertical progression. 2(3)(B) create maps to show places and routes within the home, school, and community.	3(4)(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
						English speakers of the same grade level.				
		Participates in role-playing representing public officials.

Repeats vocabulary related to the lesson. | Interacts with other students pretending to be police, principal, or president.

Names different public officials using visual support. | Names people representing authority: parents, principal, mayor, governor, and police.

Describes the role of people representing authority: parents, principal, mayor, governor, and police.

Names current mayor, governor, and president. | Defines vocabulary presented for this lesson.

Lists services that public officials should provide. | Explains and describes how individuals, events, and ideas have changed communities, past and present comparable to native English speakers of the same grade level.

Discusses the process of electing governors and presidents comparable to native English speakers of the same grade level.

Expresses the need to respect laws and consequences if not comparable to native English speakers of the same grade level.

Compares and contrasts people that represent authority and report findings to peers comparable to native English speakers of the same grade level. | K(8)(A) identify authority figures in the home, school, and community.

K(8)(B) explain how authority figures enforce rules. | No standard present in the vertical progression.

1(10)(A) explain the purpose for rules and laws in the home, school, and community.

1(11)(B) identify and describe the roles of public officials in the community, state, and nation. | No standard present in the vertical progression

2(9)(A) name current public officials, including mayor, governor, and president | 3(1)(A) describe how individuals, events, and ideas have changed communities, past and present

3(7)(A) describe the basic structure of government in the local community, state, and nation;

3(7)(B) identify local, state, and national government officials and explain how they are chosen; and

3(7)(C) identify services commonly provided by local, state, and national governments. |
| | | Names the country of origin and marks it on the map.

Participates in multicultural activities and crafts. | Names countries of origin, and languages spoken in the classroom using visual support.

Lists celebrations and family traditions using visual support. | Recalls family traditions and cultural traditions using visual support.

Speaks in their first language and names the language spoken in the classroom. | Describes own traditions using sentence stems.

Lists different traditions and celebrations.

Retell simple personal stories.

Presents multicultural crafts created to peers. | Explains the importance of family traditions and cultural traditions, including native language comparable to native English speakers of the same grade level.

Compares and contrasts traditions and celebrations comparable to native English speakers of the same grade level.

Reports similarities and differences between traditions and celebrations comparable to native | K(11)(A) describe and explain the importance of family traditions. | 1(14)(A) describe and explain the importance of beliefs, language, and traditions of families and communities.

1(14)(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities. | 2(12)(A) identify the significance of various ethnic and/or cultural celebrations. | 3(10)(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and

(B) compare ethnic and/or cultural celebrations in the local community with other communities. |

SPEAKING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
						English speakers of the same grade level.\n\nVisits classrooms to talk about their personal stories and crafts created comparable to native English speakers of the same grade level.				
	SPEAKING ELPS 3 (c)(3)(C) Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.									
	SPEAKING ELPS 4 (c)(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.	Responds using gestures and visuals to identify sequence. Point to what happened first.\n\nSorts or sequences images, visuals, realia to demonstrate chronology.\n\nRepeats single words to identify/name vocabulary related to time an chronology.	Generates short responses in first language related to topic.\n\nGenerates one word responses in English to identify/name vocabulary related to time and chronology with linguistic and visual supports.\n\nRepeats short phrases embedded in daily routines related to time and chronology, such as calendar time or songs and poems.	May shift between first language and Spanish when speaking about time and chronology.\n\nGenerates short phrases related to time and chronology that include target vocabulary with linguistic and visual support.\n\nRetells the chronology of events using target vocabulary with linguistic and visual supports.	Generates complete sentences orally using target vocabulary.\n\nApplies more complex sentence structure when orally describing chronology, including transitions words to connect ideas (first, second, third, next, finally), and prepositional phrases (before, after, during) with linguistic support.	Explains orally the chronology of events using complex grammar structure comparable to native English speakers of the same grade level.\n\nDescribes historical events orally using appropriate verb tenses (past, present, future), in increasingly complex sentences comparable to native English speakers of the same grade level.	K(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow.	1(17)(B) use a calendar to describe and measure time in days, weeks, months, and years.\n\n1(17)(E) use social studies terminology correctly.	2(16)(B) apply vocabulary related to chronology, including past, present, and future.\n\n2(16)(D) use social studies terminology correctly.	3(15)(C) apply the terms year, decade, and century to describe historical times.\n\n3(15)(A) use social studies terminology correctly
SPEAKING ELPS 5 Ask and share information in extended speaking assignments using high-frequency, high need, concrete to abstract vocabulary, including key words and expressions needed for basic communication in academic and social contexts. (Formerly C.3.F. rewritten)	(c)(5)(F) ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	Few oral (speaking) skills in English are observed.\n\nPlays with different job tools and names them using visuals or first language vocabulary.\n\nSorts tools by job specific and tries to name them.\n\nSorts play money by size, color and value.	Repeats names of tools during circle time.\n\nNames different jobs using visual support.\n\nNames US coins and their purpose.	Names tools and describes functionality.\n\nNames parents' jobs and describes them.\n\nDescribes how parents earn money.\n\nDescribes buying items in a social context (visiting the store).	Explains the relationship between tools and functionality.\n\nExplains the relationship between earning, spending, and saving money in a social context (home)	Discusses the use of tools to help produce goods and services faster comparable to native English speakers of the same grade level.\n\nSummarizes the concepts of earning, spending, saving, and donating money using academic vocabulary comparable to native English speakers of the same grade level.	K(9)(C) list simple skills required for jobs.	1(9)(A) describe the tools of various jobs and the characteristics of a job well performed.\n\n1(9)(B) describe how various jobs contribute to the production of goods and services.	No standard present in the vertical progression	No standard present in the vertical progression

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
SPEAKING ELPS 6 Speak audibly and intelligibly to convey ideas, feelings, opinions, and information and in a variety of situations for a variety of purposes and audiences. (Formerly C.3.G rewritten)	(c)(3)(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics.	Few oral (speaking) skills in English are observed. Identifies pictures of wants and needs by imitating models.	Identifies the basic human needs using visual support. Identifies needs and wants using visual support by naming the pictures.	Describes the basic human needs and explain why by using sentence stems to express ideas. Describes the difference between needs and wants using some examples using sentence stems.	Expresses opinions about how families spend money to purchase goods and services in various situations. Expresses ideas about how basic needs can be met.	Discuss with partners how families meet their needs and report findings comparable to native English speakers of the same grade level. Recollects information and expresses opinions about how supply and demand may affect the price of products and services comparable to native English speakers of the same grade level.	K(5)(B) explain the difference between needs and wants. K(5)(C) explain how basic human needs can be met.	1(6)(A) describe ways that families meet basic human needs. 1(6)(B) describe similarities and differences in ways families meet basic human needs.	2(6)(A) explain how work provides income to purchase goods and services.	3(6)(A) explain how supply and demand affect the price of a good or service
		Identifies situations where one may feel uncomfortable using visual support or gestures. Identifies bullying using visual support or gestures. Names parents or teachers as trusted people to talk about bullying.	Speaks audibly if feels being bullied using linguistic support. Names people that can be trusted if being bullied. Names different forms to be bullied (classroom, social media, community).	Describes steps to follow to report if being bullied. Describes places where bullying may happen.	Explains situations where the child may feel bullied and who to report if it happens. Explains some risks of being online without supervision.	Speaks audibly and intelligibly to express feelings if being bullied comparable to native English speakers of the same grade level. Participates in campaigns anti-bully speaking audibly feelings, information, and consequences comparable to native English speakers of the same grade level.	K(11)(A) identify situations one should get help from a teacher when, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.	1(12)(A) demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.	2(12)(A) identify unsafe requests made in a digital or online environment and how to take appropriate action	3(15)(A) use social studies terminology correctly 3(15)(D) express ideas orally based on knowledge and experiences
	SPEAKING ELPS 7 (c)(3)(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired.	Few oral (speaking) skills in English are observed. Selects books by favorite character or topic.	Describes social studies book covers using prior knowledge and experiences and using linguistic support. Pronounces a list of social studies vocabulary used during the unit using visual support.	Shares knowledge learned during peer discussion. Provides details of social studies topics presented before.	Narrates personal stories related to social studies topics. Explains new social studies content based on prior knowledge.	Expresses ideas orally after a social study topic is provided during discussion with peers comparable to native English speakers of the same grade level. Provides details during an explanation of social studies topics based on personal experiences comparable to native English speakers of the same grade level.	K(14)(C) express ideas orally based on knowledge and experiences.	1(17)(C) express ideas orally based on knowledge and experiences. 1(17)(E) use social studies terminology correctly.	2(16)(D) use social studies terminology correctly. 2(16)(E) express ideas orally based on knowledge and experiences.	3(15)(A) use social studies terminology correctly 3(15)(D) express ideas orally based on knowledge and experiences
SPEAKING ELPS 8 Communicates and adapts spoken language appropriately in formal and informal	(c)(3)(I) adapts spoken language appropriately for formal and informal purposes.	Few oral (speaking) skills in English are observed.	Lists the steps for problem-solving or decision-making processes.	Describes the steps followed to solve problems while working with others.	Communicates orally when necessary to follow the steps for problem-solving or	Evaluates the effectiveness of the solutions orally taken during a conflict and report them formally	K(15) uses problem-solving and decision-making skills, working independently and	1(18) uses problem-solving and decision-making skills, working independently and	2(2)(A)(ii) demonstrate phonological awareness by: distinguishing	3(16) uses problem-solving and decision-making skills, working independently and

SPEAKING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Speaking in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
social and classroom settings. (Formerly C.3.E. and C.3.I. rewritten and combined)	(c)(3)(E) share information in cooperative learning interactions;	Participates in simple problem-solving or decision-making process while playing with others following simple rules.	Communicates if it is fair or unfair when presenting different situations in pictures.	Describes the decision-making steps followed while working independently or in groups.	decision-making processes. Discusses if problem-solving or decision-making processes can be used during informal situations.	to peers comparable to native English speakers of the same grade level. Participates orally in problem-solving and decision-making processes in formal settings comparable to native English speakers of the same grade level.	with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	between long and short vowel sounds in one syllable and multisyllabic words. 2(9)(B) explain visual patterns and structures in a variety of poems.	with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
	(c)(3)(J) **respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.**	Few oral (speaking) skills in English are observed. Identifies different devices used to retrieve information with assistance.	Lists technology tools that can be used to retrieve information may use visual support. Decides which technology tool to use to retrieve information.	Describes different technology devices and how to use them. Practices speaking by listening and repeating words or phrases using different technology devices.	Explains orally how technology helps them to find information and creates reports to present them orally lately. Presents orally how technology has helped humanity in communication, transportation, and more.	Participates in debates about technology impacting human life comparable to native English speakers of the same grade level. Discusses how technology has benefited and hurt humanity comparable to native English speakers of the same grade level.	K(12)(B) describe how technology helps accomplish specific tasks and meet people's needs. K(12)(C) describe how his or her life might be different without modern technology. No standard present in the vertical progression	1(15)(A) describe how technology changes the ways families live. 1(15)(B) describe how technology has affected communication, transportation, and recreation. 1(15)(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.	2(13)(B) explain how science and technology have affected the ways in which people meet basic needs. 2(13)(A) describe how science and technology have affected communication, transportation, and recreation. 2(14)(A) identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.	3(13)(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities

*Students advancing through these stages or levels is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking process. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Reading /ELAR Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in reading. The following examples of proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in ELAR.							
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
	READING ELPS 1 (c)(4)(A) Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.	Few reading skills in English are observed. Engages in the reading and singing of simple songs through mimicry of teacher and peers with extensive visual and linguistic support. Engages in ABC songs and participates in pretend reading activities. Participates in sentence segmentation by following classmates and teacher and clapping words. Imitates verbalizations of others. Demonstrates print awareness by tracking words when text is read aloud. Identifies the sounds and names a few letters in English when presented in text with extensive visual and linguistic support. Identifies and produces rhyming words in text with extensive teacher and peer support. Orders letters or words with extensive teacher and peer support. Responds to questions with gestures,	Identifies and names the 26 letters' fundamental sounds when asked, including consonant and vowel sounds of the letters when presented in text with significant visual and linguistic support. Blends spoken phonemes to form one-syllable words and segments spoken one syllable words into individual phonemes when text is read aloud with significant teacher and peer support. Engages in syllabication of multisyllabic words presented in text with significant teacher and peer support. Engages in segmentation of sentences presented in text with significant teacher and peer support. Identifies rhyming words in text with significant teacher and peer support. Produces rhyming words for words presented in text with significant teacher and peer support. Responds to questions with short answers and/or simple sentences when	Divides words into its consonant syllables and notes them. Produces a series of rhyming words Produces Consonant, Vowel, Consonant (CVC) words. Produces rhyming words from visual cues. Segments spoken one syllable words into individual phonemes. Recognizes that new words are created when letters are changed, added, or deleted such as it - pit - tip – tap. Blends syllables to form multisyllabic words. Segments multisyllabic words into syllables. Blends spoken onsets and rhymes to form simple words. Manipulated phonemes within base words. Blends spoken phonemes to form one-syllable words, including initial and/or final consonant blends.	Determines the amount of syllables in a word and divides it into segments. Blends single-syllable spoken words' rimes and onsets with the least amount of support. Constructs new words and/or rhyming words with little support, add or replace individual phonemes in simple (CVC) words. Identifies some cognates and the different meanings of each one. Decodes words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables. Decodes words with short, long, or variant vowels, trigraphs, and blends; Decodes words with silent letters such as knife and gnat Decodes multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; r-controlled syllables;	Produces a series of rhyming words; reads and shares original short poems with rhyming words comparable to native English speakers of the same grade level. Creates new words, affixing prefixes or suffixes to root words comparable to native English speakers of the same grade level. Decodes multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables comparable to native English speakers of the same grade level. Differentiates cognate and non-cognate words comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(2)(A)(i) identifying and producing rhyming words. K(2)(A)(ix) manipulating syllables within a multisyllabic word. K(2)(A)(viii) blending spoken phonemes to form one-syllable words. K(2)(A)(x) segmenting spoken one syllable words into individual phonemes. K(2)(B)(i) identifying and matching the common sounds that letters represent. K(2)(B)(ii) using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words. K(2)(B)(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip – tap No standard present in the vertical progression. K(3)(A) use a resource such as a picture dictionary or digital resource to find words.	1(2)(A)(i) producing a series of rhyming words. 1(2)(A)(vi) manipulating phonemes within base words. 1(2)(A)(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. 1(2)(A)(vii) segmenting spoken one syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends. 1(2)(B)(i) decoding words in isolation and in context by applying common letter sound correspondences. 1(2)(B)(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs 1(2)(B)(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. 1(2)(B)(iv) using knowledge of base	2(B)(i) decoding words with short, long, or variant vowels, trigraphs, and blends; 2(B)(ii) decoding words with silent letters such as knife and gnat 2(B)(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 2(B)(iv) decoding compound words, contractions, and common abbreviations; 2(B)(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; 2(B)(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; 2(B)(vii) identifying and reading high-frequency words from a research-based list;	3(2)(A)(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; 3(2)(A)(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 3(2)(A)(iii) decoding compound words, contractions, and abbreviations; 3(2)(A)(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; 3(2)(A)(v) decoding words using knowledge of prefixes; 3(2)(A)(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and 3(2)(A)(vii) identifying and reading high-

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		drawings, yes/no, and/or one-word answers.	provided sentence stems/frames.	Decodes words in isolation and in context by applying common letter sound correspondences. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	and final stable syllables; Decodes compound words, contractions, and common abbreviations; Decodes words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; Decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; Identifies and reads high-frequency words from a research-based list; Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.		No standard present in the vertical progression. K(10)(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words.	words to decode common compound words and contractions. 1(3)(A) use a resource such as a picture dictionary or digital resource to find words. 1(2)(E) alphabetize a series of words to the first or second letter and use a dictionary to find words. 1(11)(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade appropriate orthographic patterns and rules and high-frequency words with adult assistance. 1(2)(C)(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r controlled syllables. 1(2)(C)(ii) spelling words with initial and final consonant blends, digraphs, and No standard present in the vertical progression		frequency words from a research-based list 3(2)(C) alphabetize a series of words to the third letter;
		Few reading skills in English are observed. Demonstrates phonological awareness by: identifying syllables in spoken words with extensive visual and linguistic support.	Selects songs and nursery rhymes to listen in centers. Reads high-frequency words. Identifies cognates. Reads family words.	Draws their favorite part of the nursery rhyme. Uses words or gestures (teacher writes students words on drawing). Identifies nouns and verb agreement.	Identifies some letter sounds when asked. Acts out familiar rhymes from text read aloud or chanted in small groups. Reads cognates and expresses their meanings.	Distinguishes between words that sound the same comparable to native English speakers of the same grade level. Reads sentences including cognates comparable to native	K(2)(A)(iv) demonstrates phonological awareness by: identifying syllables in spoken words. K(2)(A)(iv) demonstrate phonological awareness by:	1(2)(A)(iii) demonstrates phonological awareness by: distinguishing between long and short vowel sounds in one syllable words.	2(2)(A)(ii) demonstrates phonological awareness by: distinguishing between long and short vowel sounds in one syllable and multisyllabic words.	3(3)(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		Segments, blends, and manipulates syllables in words presented in text with extensive teacher and peer support.

Responds to questions with gestures, drawings, yes/no, and/or one-word answers. | Participates in shared reading activities where the teacher emphasizes cognates and affixes.

Demonstrates phonological awareness by: distinguishing between long and short vowel sounds in one syllable and multisyllabic words presented in text with significant visual and linguistic support.

Identifies the meaning of words with the affixes -s, -ed, and -ing presented in text with significant teacher and peer support.

Responds to questions with short answers and/or simple sentences when provided sentence stems/frames. | Emphasizes the ending sounds when reading some verbs. (s, Ed, ing).

Reads bank of words with some affixes (un, re, er, im, non, and more).

Demonstrates phonological awareness by: distinguishing between long and short vowel sounds in one syllable and multisyllabic words presented in text with limited visual and linguistic support.

Identifies the meaning of words with the affixes -s, -ed, and -ing presented in text with limited teacher and peer support.

Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary. | Creates lists of verbs (third-person, progressive, past tense and reads them to peers.

Demonstrates phonological awareness by: distinguishing between long and short vowel sounds in one syllable and multisyllabic words presented in text independently.

Identifies and applies the meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion presented in text independently.

Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. | English speakers of the same grade level.

Classifies words according to the roots, third person, progressive, past tense, and more as instructed comparable to native English speakers of the same grade level.

Classifies words by roots and explains meaning comparable to native English speakers of the same grade level.

Identifies and applies the meaning of words with the affixes im-(into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful presented in text comparable to native English speakers of the same grade level.

Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level. | identifying syllables in spoken words.

No standard present in the vertical progression | 1(3)(C) identify the meaning of words with the affixes -s, -ed, and -ing. | 2(3)(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

"2(11)(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade appropriate orthographic patterns and rules and high-frequency words.

2(2)(C)(i) demonstrate and apply spelling knowledge by: spelling one syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

2(2)(C)(ii) demonstrate and apply spelling knowledge by: spelling words with silent letters such as knife and gnat. No standard present in the vertical progression" | |
| **READING ELPS 2 Demonstrate print awareness and directionality of reading as left to right and top to bottom (formerly c4b)** | (c)(4)(B) Recognize directionality of English reading such as left to right and top to bottom. | Few reading skills in English are observed.

Demonstrates developing print awareness by correctly holding books or papers, turning pages, and tracking text from left to right. | Demonstrates print awareness by correctly holding books or papers, turning pages, and tracking text from left to right.

Locates information provided in different parts of a book with significant teacher and peer support. | Demonstrates print awareness by correctly holding books or papers, turning pages, and tracking text from left to right.

Locates information provided in different parts of text to gain understanding of text read with limited | Demonstrates print awareness by correctly holding books or papers, turning pages, and tracking text from left to right.

Locates information provided in different parts of text to gain understanding of text read independently. | Demonstrates print awareness by correctly holding books or papers, turning pages, and tracking text from left to right.

Locates information provided in different parts of text to gain understanding of text read comparable to | K(2)(D)(i) identifying the front cover, back cover, and title page of a book. | 1(2)(D) identifying the information that different parts of a book provide. | No standard present in the vertical progression | No standard present in the vertical progression |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		Locates information provided in different parts of a book with extensive teacher and peer support.

Engages in pretend reading activities with extensive teacher and peer support.

Distinguishes between illustrations and writing in text with extensive visual and linguistic support.

Responds to questions with gestures, drawings, yes/no, and/or one-word answers. | Distinguishes between illustrations and writing in text with significant visual and linguistic support.

Responds to questions with short answers and/or simple sentences when provided sentence stems/frames. | teacher and peer support.

Distinguishes between illustrations and writing in text with limited visual and linguistic support.

Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary. | Utilizes context clues, such as visuals and surrounding text, to answer questions and gain understanding of a text read independently.

Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. | native English speakers of the same grade level.

Utilizes context clues, such as visuals and surrounding text, to answer questions and gain understanding of a text read comparable to native English speakers of the same grade level.

Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level. | | | | |
| | READING ELPS 3 (c)(4)(C) Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | Few reading skills in English are observed.

Recognizes some environmental print (i.e. books, stores, food, toys, signs, posters, movies) with extensive teacher and peer support.

Points to a picture or illustration depicting a particular word.

Applies phonetic knowledge by: identifying and reading at least 25 high- frequency words presented in text with extensive visual and linguistic support.

Responds to questions with gestures, drawings, yes/no, and/or one-word answers. | Identifies and reads some of the sight words and environmental print when they are asked to do it.

Identifies some school signs by pointing them out when read by teachers.

Recognizes some environmental print (i.e. books, stores, food, toys, signs, posters, movies) with significant teacher and peer support.

Applies phonetic knowledge by: identifying and reading at least 100 high- frequency words presented in text with significant visual and linguistic support.

Responds to questions with short answers and/or simple | Uses grade-level appropriate reading skills while reading labels and sight words by naming some of the letters of the environmental print.

Recognizes environmental print (i.e. books, stores, food, toys, signs, posters, movies) with limited teacher and peer support.

Applies phonetic knowledge by: identifying and reading more than 100 high- frequency words presented in text with limited visual and linguistic support.

Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary. | Recognizes environmental print (i.e. books, stores, food, toys, signs, posters, movies) independently.

Applies phonetic knowledge by: identifying and reading more than 100 high- frequency words presented in text independently.

Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. | Defines new meanings for well-known words and correctly uses them. Using the most prevalent intonation to determine the meaning of new words while reading comparable to native English speakers of the same grade level.

Recognizes environmental print (i.e. books, stores, food, toys, signs, posters, movies) comparable to native English speakers of the same grade level.

Applies phonetic knowledge by: identifying and reading high- frequency words presented in text comparable to native English speakers of the same grade level. | K(2)(B)(iv) identifying and reading at least 25 high- frequency words from a research-based list. | 1(2)(B)(vi) identifying and reading at least 100 high frequency words from a research based list. | 2(2)(B)(vii) identifying and reading high-frequency words from a research-based list. | 3(2)(B)(vii) identifying and reading high-frequency words from a research-based list. |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
			sentences when provided sentence stems/frames.			Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
READING ELPS 4 Preview text, connect to prior knowledge, make predictions/ inferences, and organize ideas when presented in text with advance organizers. (formerly ELPS C4d)	(c)(4)(D) Use pre reading supports such as graphic organizers, illustrations, and pre taught topic related vocabulary and other pre reading activities to enhance comprehension of written text.	Few reading skills in English are observed. Engages in abc songs using abc charts and pretend reading activities. Holds a book correctly. Establishes purpose for reading and selects texts to read with extensive teacher and peer support. Creates and describes mental images to deepen understanding of text read aloud with extensive visual and linguistic support. Utilizes illustrations and text evidence to support responses about text read aloud with extensive visual and linguistic support. Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Retells stories by using known books. They may use prompts to retell the story. Identifying parts of the book. Listens to bilingual stories. Some clarification in their first language is provided during reading. Some prompts may be used as needed. Re-reads favorite stories and repeats favorite words. Establishes purpose for reading and selects texts to read with significant teacher and peer support. Creates and describes mental images to deepen understanding of text read aloud or independently with significant visual and linguistic support. Utilizes illustrations and text evidence to support responses about text read aloud or independently with significant visual and linguistic support. Locates information provided in different parts of a book with significant teacher and peer support.	Makes predictions about a book based on the cover. Connects prior knowledge with a new story. Reads word walls and uses these words while retelling a story. Reads and create a word wall of new English words and cognates. Reads and uses these new words in sentences. Provides some story books that are interesting for students. Establishes purpose for reading and selects texts to read with limited teacher and peer support. Creates and describes mental images to deepen understanding of text read with limited visual and linguistic support. Utilizes illustrations and text evidence to support responses about text read with limited visual and linguistic support. Locates information provided in different parts of a book with limited teacher and peer support.	Refers to a picture to read and understand a story while reading it. Shares stories with peers. Reads some books independently allows them to use the anchor charts, prompts, and word wall. Selects and shares their favorite stories for each group of literature: folktales, fables, fairy tales, and nursery rhymes. Establishes purpose for reading and selects texts to read independently. Creates and describes mental images to deepen understanding of text read independently. Utilizes illustrations and text evidence to support responses about text read independently. Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes independently. Responds to questions and participates in discussions with	Analyzes a story by using story maps, word walls, and anchor charts to read and understand a written text (book, magazines, etc) comparable to native English speakers of the same grade level. Reflects on learning and connects to prior knowledge when reading comparable to native English speakers of the same grade level. Reads some content books independently, and shares content with peers comparable to native English speakers of the same grade level. Establishes purpose for reading and selects texts to read comparable to native English speakers of the same grade level. Creates and describes mental images to deepen understanding of text read comparable to native English speakers of the same grade level. Utilizes illustrations and text evidence to	K(5)(D) create mental images to deepen understanding with adult assistance. K(6)(C) use text evidence to support an appropriate response. K(5)(A) establish purpose for reading assigned and self-selected texts with adult assistance. K(4)(A) self-select text and interact independently with text for increasing periods of time. K(8)(A) demonstrate knowledge of distinguishing characteristics of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes.	1(6)(D) create mental images to deepen understanding with adult assistance. 1(7)(C) use text evidence to support an appropriate response. 1(2)(D) identifying the information that different parts of a book provide. 1(6)(A) establish purpose for reading assigned and self-selected texts with adult assistance. 1(5)(A) self-select text and interact independently with text for increasing periods of time. 1(9)(A) demonstrate knowledge of distinguishing characteristics of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes.	2(6)(D) create mental images to deepen understanding. 2(7)(C) use text evidence to support an appropriate response. No standard present in the vertical progression 2(6)(A) establish purpose for reading assigned and self-selected texts. 2(9)(A) demonstrate knowledge of distinguishing characteristics of well known children's literature such as folktales, fables, and fairy tales.	3(6)(A) establish purpose for reading assigned and self-selected texts 3(6)(D) create mental images to deepen understanding. 3(9)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
			Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes with extensive visual and linguistic support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes with limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	increasingly complex sentences and newly-acquired vocabulary.	support responses about text read comparable to native English speakers of the same grade level. Differentiates between and describes the characteristics of various types of children's literature, such as folktales, fables, fairy tales, legends, and myths comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
		Few reading skills in English are observed. Utilizes text features and structures to make and confirm inferences and predictions and gains understanding when text is read aloud with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Utilizes text features, characteristics of genre, and structures to make, correct, and confirm inferences and predictions and gains understanding when text is read aloud or independently with significant visual and linguistic support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Utilizes text features, characteristics of genre, and structures to make, correct, and confirm inferences and predictions and gains understanding when text is read with limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Draws pictures to make predictions from illustrated stories read aloud (e.g., "What happens next?") Classifies fact from fiction in oral discourse (e.g., through physical responses or sorting pictures) Shares main points after reading a story. Utilizes text features, characteristics of genre, and structures to make, correct, and confirm inferences and predictions and gains understanding when text is read independently. Responds to questions and participates in discussions with	Agrees or disagrees with oral claims using gestures (e.g., "Tomorrow will be hotter than today.") comparable to native English speakers of the same grade level. Identifies reasons for choices in real life scenarios read aloud (e.g., by circling pictures) comparable to native English speakers of the same grade level. When reading or telling a story, the student shares with specificity the main points of the story and shares the context of the story with accurate language usage comparable to native English speakers of the same grade level.	K(5)(C) make and confirm predictions using text features and structures with adult assistance.	1(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	2(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures.	3(6)(C) make and correct or confirm predictions using text features, characteristics of genre, and structures

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
					increasingly complex sentences and newly-acquired vocabulary.	Utilizes text features, characteristics of genre, and structures to make, correct, and confirm inferences and predictions and gains understanding when text is read comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
READING ELPS 5 Read grade appropriate content-area text, enhance and confirm understanding, develop vocabulary, grasp language structures, and develop background knowledge needed to comprehend increasingly challenging language. *Formerly C.4.E.and C.4.F. combined rewritten)	(c)(4)(E) Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned (c)(4)(F) Use visual and contextual support and support from peers and teachers to read grade appropriate content area text, enhance and confirm understanding, develop vocabulary, grasp of language structures, and develop background knowledge needed to comprehend increasingly challenging language.	Few reading skills in English are observed. Listens to content books from teachers, computer programs, and peers (teacher uses finger tracking or a pointer). Utilizes resources, such as picture dictionaries or digital sources, to find words or word meanings presented in text with extensive teacher and peer support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read aloud with extensive visual and linguistic support. Establishes purpose for reading various texts and selects texts to read with extensive teacher and peer support.	Focuses on grade appropriate books by using resources available to refer and understand the meaning of the words read. Participates in guided shared reading activities and independent reading. (students are pretend reading by using their tracking finger and some vocabulary) Utilizes resources, such as picture dictionaries or digital sources, to find words or word meanings presented in text with significant teacher and peer support. Establishes purpose for reading various texts and selects texts to read with significant teacher and peer support.	Focuses on grade-appropriate books according to their skills and vocabulary knowledge and some books that provide some challenge to them. Participates in small groups, peer reading and independent reading. Demonstrates understanding of words and phrases from previously read materials. Utilizes digital or print resources to determine meaning and pronunciation of unfamiliar words presented in text with limited teacher and peer support. Establishes purpose for reading various texts and selects texts to read with limited	Participates in peer reading and sharing understanding in small group or independently. Utilizes digital or print resources to determine meaning and pronunciation of unfamiliar words presented in text independently. Establishes purpose for reading various texts and selects texts to read independently. Connects ideas of text read to prior knowledge and experiences, ideas in other text, and society and organizes ideas in graphic organizers independently. Asks questions about text read aloud or independently before, during, and after reading to deepen understanding and	Responds to questions to check the level of understanding of the books read during one to one reading time comparable to native English speakers of the same grade level. Establishes purpose for reading various texts and selects texts to read independently. Generates questions about text before, during, and after reading to deepen understanding and gain information comparable to native English speakers of the same grade level. Makes, correct, or confirms predictions using text features, characteristics of genre, and structures comparable to native English speakers of the same grade level.	K(3)(A) use a resource such as a picture dictionary or digital resource to find words. K(5)(A) establish purpose for reading assigned and self-selected texts with adult assistance. K(4)(A) self-select text and interact independently with text for increasing periods of time. K(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance. K(5)(C) make and confirm predictions using text features and structures with adult assistance K(5)(B) generate questions about text before, during, and	1(3)(A) use a resource such as a picture dictionary or digital resource to find words. 1(6)(A) establish purpose for reading assigned and self-selected texts with adult assistance. 1(5)(A) self-select text and interact independently with text for increasing periods of time. 1(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance. 1(6)(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	2(3)(A) use print or digital resources to determine meaning and pronunciation of unknown words. 2(6)(A) establish purpose for reading assigned and self-selected texts. 2(5)(A) self-select text and read independently for sustained periods of time. 2(3)(B) use context within and beyond a sentence to determine the meaning of unfamiliar words. 2(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. 2(6)(E) make connections to personal experiences,	3(3)(A) use print or digital resources to determine meaning, syllabication, and pronunciation of unknown words. 3(6)(A) establish purpose for reading assigned and self-selected texts. 3(5) self-select text and read independently for a sustained period of time. 3(B) generate questions about text before, during, and after reading to deepen understanding and gain information; 3(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		Connects ideas of text read aloud to prior knowledge and experiences, ideas in other text, and society and organizes ideas in graphic organizers, such as KWL charts, with extensive teacher and peer support.

Asks questions about text read aloud before, during, and after reading to deepen understanding and gain information with extensive visual and linguistic support.

Responds to questions with gestures, drawings, yes/no, and/or one-word answers. | Connects ideas of text read aloud or independently to prior knowledge and experiences, ideas in other text, and society and organizes ideas in graphic organizers, such as KWL charts, with significant teacher and peer support.

Asks questions about text read aloud or independently before, during, and after reading to deepen understanding and gain information with significant visual and linguistic support.

Responds to questions with short answers and/or simple sentences when provided sentence stems/frames. | teacher and peer support.

Connects ideas of text read to prior knowledge and experiences, ideas in other text, and society and organizes ideas in graphic organizers with limited teacher and peer support.

Asks questions about text read aloud or independently before, during, and after reading to deepen understanding and gain information with limited visual and linguistic support.

Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary. | gain information independently.

Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. | Creates mental images to deepen understanding comparable to native English speakers of the same grade level.

Makes connections to personal experiences, ideas in other texts, and society comparable to native English speakers of the same grade level.

Makes inferences and use evidence to support understanding comparable to native English speakers of the same grade level.

Evaluates details read to determine key ideas comparable to native English speakers of the same grade level.

Synthesizes information to create new understanding comparable to native English speakers of the same grade level.

Monitors comprehension and makes adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down comparable to native English speakers of the same grade level.

Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native | after reading to deepen understanding and gain information with adult assistance. | 1(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. | ideas in other texts, and society with adult assistance.

2(6)(C) make and correct or confirm predictions using text features, characteristics of genre, and structures | 3(D) create mental images to deepen understanding;

3(E) make connections to personal experiences, ideas in other texts, and society;

3(F) make inferences and use evidence to support understanding;

3(G) evaluate details read to determine key ideas;

3(H) synthesize information to create new understanding; and

3(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
						English speakers of the same grade level.				
	READING ELPS 6 (c)(4)(G) Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.	Few reading skills in English are observed. Participates in pretending to read activities while guided by the teacher. Asks questions about text read aloud before, during, and after reading to deepen understanding and gain information with extensive visual and linguistic support. Synthesizes information to create new understanding about text read aloud with extensive teacher and peer support. Monitors comprehension and makes adjustments, such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down, about text read aloud with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Participates in choral reading and small group reading activities by responding to some "wh" questions to check for understanding. Asks questions about text read aloud or independently before, during, and after reading to deepen understanding and gain information with significant visual and linguistic support. Synthesizes information to create new understanding about text read aloud or independently with significant teacher and peer support. Monitors comprehension and makes adjustments, such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down, about text read aloud or independently with significant visual and linguistic support. Responds to questions with short answers and/or simple sentences when provided sentence stems /frames.	Participates in choral reading and small group reading activities by responding to some "wh" questions to check for understanding. Asks questions about text read before, during, and after reading to deepen understanding and gain information with limited visual and linguistic support. Synthesizes information to create new understanding about text read with limited teacher and peer support. Monitors comprehension and makes adjustments, such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down, about text read with limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Retells stories by using new vocabulary and answering some "wh" questions. Asks questions about text read before, during, and after reading to deepen understanding and gain information independently. Synthesizes information to create new understanding about text read independently. Monitors comprehension and makes adjustments, such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down, about text read independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Summarizes a reading text using some notes and uses a complex vocabulary comparable to native English speaking peers. Retells stories by using background knowledge and a complex vocabulary comparable to native English speaking peers. Asks questions about text read before, during, and after reading to deepen understanding and gain information comparable to native English speakers of the same grade level. Synthesizes information to create new understanding about text read comparable to native English speakers of the same grade level. Monitors comprehension and makes adjustments, such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down, about text read comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and	K(5)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance K(5)(H) synthesize information to create new understanding with adult assistance. K(5)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	1(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. 1(6)(H) synthesize information to create new understanding with adult assistance. 1(6)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	2(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain 2(6)(H) synthesize information to create new understanding. 2(6)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	3(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information. 3(6)(H) synthesize information to create new understanding. 3(6)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
						sentence structures comparable to native English speakers of the same grade level.				
READING ELPS 7 Demonstrate comprehension of text read silently for increasing periods of time (formerly C4H)	(c)(4)(H) Read silently with increasing ease and comprehension for longer periods.	Few reading skills in English are observed. Participates in pretending reading activities while guided by the teacher. Recalls important information about text read aloud, such as main character(s), theme, and setting, and rephrases it in their own words with extensive visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read aloud with extensive visual and linguistic support. Selects texts to read with extensive teacher and peer support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Recalls important information about text read aloud or independently, such as main character(s), theme, and setting, and rephrases it in their own words with significant visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read aloud or independently with significant visual and linguistic support. Selects texts to read with significant teacher and peer support. Applies appropriate fluency (rate, accuracy, and prosody) when reading grade-level text infrequently with significant visual and linguistic support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Recalls important information about text read, such as main character(s), theme, and setting, and rephrases it in their own words with limited visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding of text read with limited visual and linguistic support. Selects texts to read with limited teacher and peer support. Applies appropriate fluency (rate, accuracy, and prosody) when reading grade-level text with increasing frequency with limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Recalls important information about text read, such as main character(s), theme, and setting, and rephrases it in their own words independently. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding of text read independently. Selects texts to read independently. Applies appropriate fluency (rate, accuracy, and prosody) when reading grade-level text with increasing frequency independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Recalls important information about text read, such as main character(s), theme, and setting, and rephrases it in their own words comparable to native English speakers of the same grade level. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding of text read comparable to native English speakers of the same grade level. Selects texts to read comparable to native English speakers of the same grade level. Applies appropriate fluency (rate, accuracy, and prosody) when reading grade-level text frequently comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	No standard present in the vertical progression	1(4)(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	2(4)(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	3(4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 3(5) The student is expected to self-select text and read independently for a sustained period of time.
READING ELPS 8 Engage in active reading strategies to interact with text to identify the key information and	(c)(4)(I) Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating	Few reading skills in English are observed. Participates in pretending to read	Retells a story through basic reading skills such as walking through the pages of the book.	Selects a favorite part of the story, and explains the meaning of the text with their own words.	Retells stories by providing details of the story, like main characters, plot, setting and main idea.	Summarizes the stories by supporting the favorite part of the story with details, and using graphic organizers comparable	K(6)(C) use text evidence to support an appropriate response.	1(7)(C) use text evidence to support an appropriate response.	2(7)(C) use text evidence to support an appropriate response. 2(7)(D) retell and paraphrase texts in	3(7)(D) retell and paraphrase texts in ways that maintain meaning and logical order

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
supporting details, make inferences about unfamiliar words by using context clues and text features (ex: Graphs, charts, examples, bold/italicized print), summarize text, form an overview of content, and locate information. (formerly ELPS c4i)	understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.	activities while guided by the teacher. Focuses in picture books. Recalls important information about text read aloud, such as main character(s), motives, and setting, and rephrases it in their own words with extensive visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read aloud with extensive visual and linguistic support. Utilizes illustrations and text evidence to identify key information and clarify unfamiliar word meanings of text read aloud with extensive teacher and peer support. Recognizes characteristics of expository text read aloud, such as main idea, titles, graphics, and sequence of events, with extensive teacher and peer support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Recalls important information about text read aloud or independently, such as main character(s), motives, and setting, and rephrases it in their own words with significant visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding about read aloud or independently with significant visual and linguistic support. Utilizes illustrations and text evidence to identify key information and clarify unfamiliar word meanings of text read aloud or independently with significant teacher and peer support. Recognizes characteristics of expository text read aloud or independently, such as main idea, titles, graphics, and sequence of events, with significant teacher and peer support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Recalls important information about text read aloud or independently, such as main character(s), motives, and setting, and rephrases it in their own words with limited visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding about read aloud or independently with limited visual and linguistic support. Utilizes illustrations and text evidence to identify key information and clarify unfamiliar word meanings of text read aloud or independently with limited teacher and peer support. Recognizes characteristics of expository text read aloud or independently, such as organizational patterns (i.e. chronological order, description), with limited teacher and peer support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Recalls important information about text read, such as main character(s), motives, and setting, and rephrases it in their own words independently. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding about read independently. Utilizes illustrations and text evidence to identify key information and clarify unfamiliar word meanings of text read independently. Recognizes characteristics of expository text read aloud or independently, such as organizational patterns (i.e. chronological order, cause and effect), with limited teacher support. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	to native English speaking peers. Retells stories by providing details of the story, like main characters, plot, setting and main idea. Recalls important information about text read, such as character(s), motives, relationships, and setting, and rephrases it in their own words comparable to native English speakers of the same grade level. Explains the relationships between characters in text read independently. Explains the influence of the setting on the plot of text read aloud or independently. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding about read comparable to native English speakers of the same grade level. Utilizes illustrations and text evidence to identify key information and clarify unfamiliar word meanings of text read comparable to native English speakers of the same grade level. Recognizes characteristics of expository text read aloud or	K(6)(D) retell texts in ways that maintain meaning. K(7)(B) identify and describe the main character(s). K(7)(D) describe the setting. K(8)(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance. K(8)(D)(ii) recognize characteristics and structures of informational text, including: titles and simple graphics to gain information K(8)(D)(iii) recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance.	1(7)(D) retell texts in ways that maintain meaning. 1(8)(B) describe the main character(s) and the reason(s) for their actions. 1(8)(D) describe the setting. 1(9)(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance. 1(9)(D)(ii) recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information. 1(9)(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and description with adult assistance.	ways that maintain meaning and logical order. 2(8)(B) describe the main character's (characters') internal and external traits. 2(8)(D) describe the importance of the setting. 2(9)(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance. 2(9)(D)(ii) recognize characteristics and structures of informational text, including: features and graphics to locate and gain information. 2(9)(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and cause and effect stated explicitly.	3(8)(B) explain the relationships among the major and minor characters 3((D) explain the influence of the setting on the plot 3(9)(D) (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
						independently, such as organizational patterns (i.e. chronological order, cause and effect), with limited teacher support. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
READING ELPS 9 Employ inferential skills in reading such as predicting, identifying text features, making connections between ideas, drawing conclusions from text and graphic sources, and finding supporting text evidence. (formerly C4J)	(c)(4)(J) Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.	Few reading skills in English are observed. Participates in pretend reading activities while guided by the teacher. Recalls important information about text read aloud and rephrases it in their own words with extensive visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read aloud with extensive visual and linguistic support. Utilizes illustrations and text evidence to determine basic themes of texts read aloud with extensive teacher and peer support. Connects ideas of text read aloud to prior knowledge and organizes ideas in graphic organizers, such as KWL charts, with extensive teacher and peer support.	Predicts about a story book based on the cover of the book by making connections with their background knowledge. Recalls important information about text read aloud and independently and rephrases it in their own words with significant visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read aloud and independently with significant visual and linguistic support. Utilizes illustrations and text evidence to determine basic themes of texts read aloud and independently with significant teacher and peer support. Connects ideas of text read aloud or independently to prior knowledge and organizes ideas in graphic organizers,	Responds to specific questions during the reading aloud and shared reading may use illustrations to make inferences about the characters and the plot. Recalls important information about text read independently and rephrases it in their own words with limited visual and linguistic support. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read independently with limited visual and linguistic support. Utilizes illustrations and text evidence to determine basic themes of texts read aloud and independently with limited teacher and peer support. Connects ideas of text read to prior knowledge and organizes ideas in graphic organizers,	Shows comprehension of the text by discussing some inferences based on text evidence. Recalls important information about text read independently and rephrases it in their own words independently. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding when text is read independently. Utilizes illustrations and text evidence to determine basic themes of texts read independently. Connects ideas of text read to prior knowledge and organizes ideas in graphic organizers, such as KWL charts, independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Concludes the meaning of the text after reading it and using inferences and supporting ideas comparable to native English speakers of the same grade level. Connects reading texts to real life situations comparable to native English speakers of the same grade level. Recalls important information about text read independently and rephrases it in their own words comparable to native English speakers of the same grade level. Utilizes illustrations and text evidence to make inferences and predictions and gains understanding of texts read comparable to native English speakers of the same grade level. Utilizes illustrations and text evidence to determine basic themes of texts read comparable to native English speakers of the same grade level..	K(5)(F) make inferences and use evidence to support understanding with adult assistance. K(7)(A) discuss topics and determine the basic theme using text evidence with adult assistance.	1(6)(F) make inferences and use evidence to support understanding with adult assistance. 1(8)(A) discuss topics and determine theme using text evidence with adult assistance.	2(6)(F) make inferences and use evidence to support understanding 2(8)(A) discuss topics and determine theme using text evidence with adult assistance.	3(6)(F) make inferences and use evidence to support understanding 3(7)(C) use text evidence to support an appropriate response 3(8) (A) infer the theme of a work, distinguishing theme from topic

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	such as KWL charts, with significant teacher and peer support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	such as KWL charts, with limited teacher and peer support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.		Connects ideas of text read to prior knowledge and organizes ideas in graphic organizers, such as KWL charts, comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
	READING ELPS 10 (c)(4)(K) Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	Few reading skills in English are observed. Draws a picture of their favorite part of the book or story. Recalls important information about text read aloud and rephrases it in their own words with extensive visual and linguistic support. Utilizes illustrations and text to answer questions and gain understanding of text read aloud with extensive visual and linguistic support. Provides simple written commentary about text read aloud when provided sentence stems/frames and with significant teacher and peer support. Responds to questions with gestures, drawings, yes/no,	Retell a story using the pictures and selecting favorite part of the book. Re-arrange pictures in sequence of a reading story to retell the story. Recalls important information about a text read aloud or independently and rephrases it in their own words with significant visual and linguistic support. Utilizes illustrations and text to answer questions and gain understanding of text read aloud or independently with significant visual and linguistic support. Provides simple written commentary about of text read aloud or independently when provided sentence stems/frames and with	Participates in shared reading and analyzes the meaning of some words or the story accordingly to grade-level needs. Reads pattern books and responds to literature by drawing their favorite part of the story. Writes some sentences that represent the meaning of the story read. Recalls important information about and rephrases it in their own words with limited visual and linguistic support. Utilizes context clues, such as visuals and surrounding text, to answer questions and gain understanding of a text read independently with limited visual and linguistic support.	Response in writing the main idea de la story after reading a story or text. Completes an organizational chart to demonstrate understanding of a reading story that is grade-level appropriate (story map, Venn diagram, etc). Recalls important information about a text read and rephrases it in their own words independently. Utilizes context clues, such as visuals and surrounding text, to answer questions and gain understanding of a text read independently. Provides increasingly complex written commentary demonstrating an understanding of text read independently	Completes advance organizer charts to demonstrate English comprehension and facilitate reading evaluation. Recalls important information about a text read and rephrases it in their own words comparable to native English speakers of the same grade level. Utilizes context clues, such as visuals and surrounding text, to answer questions and gain understanding of a text read comparable to native English speakers of the same grade level. Provides complex written commentary or responses demonstrating an understanding of text read comparable to native English speakers of the same grade level.	K(6)(B) provide an oral, pictorial, or written response to a text.	1(7)(B) write brief comments on literary or informational texts.	2(7)(B) write brief comments on literary or informational texts that demonstrate an understanding of the text.	3(7)(B) write a response to a literary or informational text that demonstrates an understanding of a text;

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		and/or one-word answers.	significant teacher and peer support.

Responds to questions with short answers and/or simple sentences when provided sentence stems/frames. | Provides simple written commentary demonstrating an understanding of text read aloud or independently with limited teacher and peer support.

Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary. | with limited teacher and peer support.

Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. | Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level. | | | | |
| **READING ELPS 11 Develop language comprehension by engaging in a variety of narrative and expository literature.** | | Few reading skills in English are observed.

Interacts with different children's literature, such as folktales, fables, fairy tales, and nursery rhymes with extensive teacher and peer support.

Listens to different stories, such as folktales, fables, fairy tales, and nursery rhymes.

Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes with extensive visual and linguistic support.

Differentiates between fiction and non-fiction texts with extensive visual and linguistic support.

Responds to questions with gestures, drawings, yes/no, and/or one-word answers. | Re-reads favorite stories and repeats favorite words.

Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes with significant visual and linguistic support.

Differentiates between fiction and non-fiction texts with significant visual and linguistic support.

Responds to questions with short answers and/or simple sentences when provided sentence stems/frames. | Recites different stories.

Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes with limited visual and linguistic support.

Differentiates between fiction and non-fiction texts with limited visual and linguistic support.

Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary. | Selects and shares their favorite stories for each group of literature: folktales, fables, fairy tales, and nursery rhymes.

Differentiates between various types of children's literature, such as folktales, fables, fairy tales, and nursery rhymes independently.

Differentiates between fiction and non-fiction texts independently.

Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. | Differentiates between and describes the characteristics of various types of children's literature, such as folktales, fables, fairy tales, legends, and myths comparable to native English speakers of the same grade level.

Differentiates between and describes the characteristics of fiction and non-fiction texts comparable to native English speakers of the same grade level.

Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level. | K(8)(A) demonstrate knowledge of distinguishing characteristics of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes. | 1(9)(A) demonstrate knowledge of distinguishing characteristics of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes. | 2(9)(A) demonstrate knowledge of distinguishing characteristics of well known children's literature such as folktales, fables, and fairy tales. | 3(9)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths |
| **READING ELPS 12 Uses visual, contextual, and linguistic support** | | Few reading skills are observed. | Reads words independently using visual support | Matches definitions with the words they represent presented in | Matches definitions with the words they | Utilizes context clues, such as visuals and surrounding text, to | K(3)(B) use illustrations and texts the student is able to | 1(3)(B) use illustrations and texts the student is able to | 2(3)(B) use context within and beyond a sentence to determine | 3(3)(B) use context within and beyond a sentence to determine |

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
to enhance and confirm understanding of increasingly complex and elaborated written language.		Participates in reading word walls during circle time using visual support. Associates meaning of words by functionality (for brush- pretending brushing hair. Matches visuals with the words they represent presented in text with extensive teacher and peer support. Utilizes illustrations and surrounding text to learn or clarify word meanings with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Takes turns with peers to read flashcards. Matches visuals with the words they represent presented in text with significant teacher and peer support. Utilizes illustrations and surrounding text to learn or clarify word meanings with significant visual and linguistic support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	text with limited teacher and peer support. Utilizes context clues, such as visuals and surrounding text, to learn or clarify unfamiliar words presented in text with limited visual and linguistic support. Recalls important information presented in text and rephrases it in their own words with limited teacher and peer support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	represent presented in text independently. Utilizes context clues, such as visuals and surrounding text, to learn or clarify unfamiliar words presented in text independently. Recalls important information presented in text and rephrases it in their own words independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	learn or clarify unfamiliar and multiple-meaning words presented in text independently. Reads, discusses, and evaluates stories with peers using different strategies (independent reading, pair-share, charts, and more) comparable to native English speakers of the same grade level. Recalls important information presented in text and rephrases it in their own words comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	read or hear to learn or clarify word meanings.	read or hear to learn or clarify word meanings.	the meaning of unfamiliar words.	the meaning of unfamiliar words and multiple-meaning words
		Few reading skills are observed. Demonstrates print awareness by tracking words of text read aloud. Engages in the reading and singing of nursery rhymes and poems through mimicry of teacher and peers with extensive visual and linguistic support. Discusses and rhyme and rhythm in nursery rhymes and poems presented in text with extensive teacher and peer support.	Identifies rhyming words in text with significant teacher and peer support. Produces rhyming words for words presented in text with significant teacher and peer support. Distinguishes between rhyming and non-rhyming words presented in text with significant linguistic and visual support. Discusses rhyme, rhythm, and alliteration in poetry presented in text with	Identifies rhyming words in text with limited teacher and peer support. Produces rhyming words for words presented in text with limited teacher and peer support. Distinguishes between rhyming and non-rhyming words presented in text with limited linguistic and visual support. Discusses rhyme, rhythm, and alliteration in poetry	Acts out familiar rhymes from text read aloud or chanted in small groups. Uses contextual factors to make sense of vocabulary used to convey a message. Identifies rhyming words in text independently. Produces rhyming words for words presented in text independently. Distinguishes between rhyming and non-rhyming words	Reads poems independently to identify rhyming words comparable to native English speakers of the same grade level. Explains the rhyming word scheme read in poems comparable to native English speakers of the same grade level. Identifies rhyming words in text comparable to native English speakers of the same grade level.	K(8)(B) discusses rhyme and rhythm in nursery rhymes and a variety of poems.	1(9)(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.	2(9)(B) explain visual patterns and structures in a variety of poems.	3(9)(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
		Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	significant teacher and peer support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	with limited teacher and peer support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	presented in text independently. Responds to questions and participates in discussions involving patterns and structures of poetry presented in text with increasingly complex sentences and newly-acquired vocabulary.	Produces rhyming words for words presented in text comparable to native English speakers of the same grade level. Distinguishes between rhyming and non-rhyming words presented in text comparable to native English speakers of the same grade level. Responds to questions and participates in discussions involving rhyme scheme, sound devices, and structural elements, such as stanzas, of poetry presented in text with vocabulary and sentence structures comparable to native English speakers of the same grade level.				

*Students advancing through these stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Reading /Math Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in reading. The following examples of proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Math..								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
	READING ELPS 1 (c)(4)(A) Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.	N/A								
READING ELPS 2 Demonstrate print awareness and directionality of reading as left to right and top to bottom (formerly c4b)	(c)(4)(B) Recognize directionality of English reading such as left to right and top to bottom.	Few reading skills in English are observed. Demonstrates developing print awareness by correctly holding books or papers, turning pages, and tracking text from left to right. Responds to questions with gestures, drawings, yes/no, and/or one-word answers with extensive visual and linguistic support.	Demonstrates print awareness by correctly holding books or papers, turning pages, and tracking text from left to right. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames with significant visual and linguistic support.	Recognizes and reads orally a few whole numbers under ten presented in text with manipulatives and significant visual and linguistic support. Reads orally and identifies whole numbers up to five presented in text with manipulatives or visuals with few mistakes. Reads orally simple word problems. Responds to questions with simple sentences and newly-acquired vocabulary.	Reads orally and identifies several whole numbers under ten presented in text with/without manipulatives and limited visual and linguistic support. Reads orally increasingly complex word problems. Orders whole numbers up to 20 presented in text in ascending order with limited mistakes. Responds to questions with increasingly complex sentences and newly-acquired vocabulary.	Recognizes and reads whole numbers up to 20 presented in text comparable to native English speakers of the same grade level. Reads orally complex word problems comparable to native English speakers of the same grade level. Orders whole numbers up to twenty presented in text in ascending or descending order with limited mistakes comparable to native English speakers of the same grade level. Responds to questions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(2)(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
	READING ELPS 3 (c)(4)(C) Develop basic sight **vocabulary**, derive meaning of environmental print, and comprehend English vocabulary and language structures used	Few reading skills in English are observed. Reads and follows written classroom rules, procedures, and/or instructions	Locates, reads visual cues, and follows written classroom rules, procedures, and/or instructions with limited teacher and peer assistance.	Reads written classroom rules, procedures, and/or instructions. Generates a number comparison from a whole number up to	Reads written classroom rules, procedures, and/or instructions. Generates a number comparison from a whole number up to	Reads written classroom rules, procedures, and/or instructions comparable to native English speakers of the same grade level.	K(2)(F) generate a number that is one more than or one less than another number up to at least 20.	1(2)(D) generate a number that is greater than or less than a given whole number up to 120.	2(2)(C) generate a number that is greater than or less than a given whole number up to 1,200.	3(2)(C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
	routinely in written classroom materials	with teacher and peer assistance.

Locates a whole number that is one more or one less than another whole number up to at least 20 on a number line with manipulatives extensive linguistic and visual support. | Generates a number comparison from a whole number up to 100 given on a number line or presented in text including 'greater than' and 'less than' statements with manipulatives with significant visual and linguistic support.

Discusses the relationship between whole numbers including 'greater than' and 'less than' statements in short simple sentences with peers. | 120 presented in text including 'greater than' and 'less than' statements with manipulatives with limited visual and linguistic support.

Discusses the relationship between whole numbers including 'greater than' and 'less than' statements in simple sentences with peers. | 1,200 presented in text including 'greater than' and 'less than' statements with manipulatives with limited visual and linguistic support.

Discusses the relationship between whole numbers including 'greater than' and 'less than' statements in increasingly complex sentences with peers. | Locates a number on a number line being between two consecutive multiples of 10; 100; 1,000; or 10,000 and justifies their answers comparable to native English speakers of the same grade level.

Explains the process of rounding whole numbers up or down of a number presented in text comparable to native English speakers of the same grade level.

Discusses the relationship between whole numbers including 'greater than' and 'less than' statements with vocabulary and sentence structures comparable to native English speakers of the same grade level. | | | | numbers in order to round whole numbers |
| READING ELPS 4 Preview text, connect to prior knowledge, make predictions/inferences, and organize ideas when presented in text with advance organizers. (formerly ELPS C4d) | (c)(4)(D)Use pre reading supports such as graphic organizers, illustrations, and pre taught topic related vocabulary and other pre reading activities to enhance comprehension of written text. | Few reading skills in English are observed.

Previews text by examining illustrations.

Composes and decomposes numbers up to 10 presented in text with manipulatives and extensive linguistic and visual support.

Organizes ideas presented in text with advanced organizers, such as number lines, graphs, charts, and tables, with teacher and peer assistance. | Previews text by examining illustrations.

Utilizes models to compose and decompose numbers up to 10 presented in text with manipulatives and significant linguistic and visual support.

Organizes ideas presented in text with advanced organizers, such as number lines, graphs, charts and tables, with teacher and peer assistance. | Previews text by examining illustrations.

Utilizes models to compose and decompose numbers up to 10 presented in text with manipulatives and extensive linguistic and visual support.

Organizes ideas presented in text with advanced organizers, such as number lines, graphs, charts, and tables, with teacher and peer assistance. | Previews text by examining illustrations.

Utilizes models to compose and decompose numbers up to 1,200 presented in text in one way as a sum of so many thousands, hundreds, tens, and ones with limited linguistic and visual support.

Organizes ideas presented in text with advanced organizers, such as number lines, graphs, charts, and tables, with limited teacher and peer assistance. | Previews text by examining illustration comparable to native English speakers of the same grade level.

Composes and decomposes independently numbers up to 1,200 presented in text in multiple ways as a sum of as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate comparable to native | K(2)(I) compose and decompose numbers up to 10 with objects and pictures. | 1(2)(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. | 2(2)(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones. | 3(2)(A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
						English speakers of the same grade level. Organizes ideas presented in text with advanced organizers, such as number lines, graphs, charts, and tables, independently comparable to native English speakers of the same grade level. .				
READING ELPS 5 Read grade appropriate content-area text, enhance and confirm understanding, develop vocabulary, grasp language structures, and develop background knowledge needed to comprehend increasingly challenging language. *Formerly C.4.E.and C.4.F. combined rewritten)	(c)(4)(E) Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned (c)(4)(F) Use visual and contextual support and support from peers and teachers to read grade appropriate content area text, enhance and confirm understanding, develop vocabulary, grasp of language structures, and develop background knowledge needed to comprehend increasingly challenging language.	Few reading skills in English are observed. Identifies numbers up to ten presented in text with extensive visual and linguistic support. Recalls the value of coins (i.e. pennies, nickels, and/or dimes) with teacher and peer assistance. Responds to questions with gestures, drawings, yes/no, and/or one word answers.	Calculates simple word problems involving addition of a collection of coins (i.e. pennies, nickels, and/or dimes) presented in text with significant visual and linguistic support. Counts by twos, fives, and tens with limited teacher and peer assistance. Responds to questions and discusses the value of coins in short phrases and some simple sentences when provided sentence stems/frames.	Calculates simple word problems involving addition of a collection of coins (i.e. pennies, nickels, and/or dimes) presented in text with limited visual and linguistic support. Counts by twos, fives, and tens independently. Responds to questions and discusses the value of coins in simple sentences.	Calculates increasingly complex word problems involving addition of a collection of coins (i.e. pennies, nickels, dimes, and/or quarters) up to one dollar presented in text independently. Responds to questions and discusses the value of coins in increasingly complex sentences. Explains their problem-solving processes with increasingly complex sentences.	Calculates complex word problems involving addition of a collection of coins (i.e. pennies, nickels, dimes, and/or quarters) up to one dollar presented in text independently comparable to native English speakers of the same grade level. Responds to questions and discusses the value of money up to one dollar comparable to native English speakers of the same grade level. Explains their problem-solving processes with vocabulary and sentence structures comparable to native English speakers of the same grade level.	No standard present in the vertical progression	1(4)(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	2(5)(A) determine the value of a collection of coins up to one dollar.	3(4)(C) determine the value of a collection of coins and bills
	READING ELPS 6 (c)(4)(G) Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.	N/A								

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
READING ELPS 7 Demonstrate comprehension of text read silently for increasing periods of time (formerly C4H)	(c)(4)(H) Read silently with increasing ease and comprehension for longer periods.	**N/A**								
READING ELPS 8 Engage in 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), summarize text, form an overview of content, and locate information. (formerly ELPS c4i)	(c)(4)(I). Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.	Few reading skills in English are observed. Calculates simple word problems involving addition and subtraction up to 20 presented in text with extensive visual and linguistic support. Composes and decomposes numbers up to 10 presented in text with manipulatives and extensive linguistic and visual support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Calculates simple word problems involving addition and subtraction within 20 presented in text with significant visual and linguistic support. Responds to questions and discusses addition and subtraction in short phrases and some simple sentences when provided sentence stems/frames.	Calculates increasingly complex word problems involving addition and subtraction within 1,000 presented in text with limited visual and linguistic support. Responds to questions and discusses addition and subtraction in simple sentences.	Calculates increasingly complex word problems involving addition and subtraction within 1,000 presented in text independently with few mistakes. Responds to questions and discusses addition and subtraction in increasingly complex sentences.	Calculates and explains the problem-solving process of single- and multi-step word problems involving addition and subtraction within 1,000 presented in text comparable to native English speakers of the same grade level. Utilizes text features (i.e. graphs, charts, examples, bold/italicized print) to justify answers comparable to native English speakers of the same grade level. . Responds to questions and discusses addition and subtraction with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(3)(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10	1(3)(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	2(4)(C) solve one-step and multistep word problems involving addition and subtraction within 1,000	3(4)(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction
READING ELPS 9 Employ inferential skills in reading such as predicting, identifying text features, making connections between ideas, drawing conclusions from text and graphic sources, and finding supporting text evidence. (formerly C4J)	(c)(4)(J) Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.	Few reading skills in English are observed. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Explains problem-solving strategies for word problems involving addition and subtraction up to 20 presented in text with manipulatives, models, and number sentences with significant linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in short phrases and/or simple sentences when	Explains problem-solving strategies for word problems involving addition and subtraction up to 20 presented in text with manipulatives, models, and number sentences with limited linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in simple sentences.	Generates and solves word problems involving addition and subtraction of whole numbers within 1,000 presented in text with limited linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in increasingly complex sentences. Identifies text evidence and graphic	Rounds numbers presented in text to the nearest 10 or 100 independently comparable to native English speakers of the same grade level. . Estimating to word problems involving addition and subtraction by utilizing compatible numbers independently comparable to native English speakers of the same grade level.	K(3)(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences comparable to native English speakers of the same grade level. K(6)(C) Use text evidence to support an appropriate response.	1(3)(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences	2(4)(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.	3(4)(B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
			provided sentence stems/frames. Identifies text evidence and graphic sources to justify answers with significant teacher and peer assistance.	Identifies text evidence and graphic sources to justify answers with limited teacher and peer assistance.	sources to justify answers independently.	Responds to questions and participates in discussions involving addition and subtraction with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
		Few reading skills in English are observed. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Explains problem-solving steps for word problems involving addition and subtraction of whole numbers presented in text with manipulatives, models, and number sentences with significant linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in short phrases and/or simple sentences when provided sentence stems/frames. Identifies text evidence and graphic sources to justify answers with significant teacher and peer assistance. Identifies text evidence and graphic sources to justify answers with extensive teacher and peer assistance.	Explains problem-solving steps for word problems involving addition and subtraction of whole numbers presented in text with manipulatives, models, and number sentences with limited linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in simple sentences. Identifies text evidence and graphic sources to justify answers with limited teacher and peer assistance. Explains problem-solving steps for word problems involving addition and subtraction of whole numbers presented in text with manipulatives, models, and number sentences with extensive linguistic and visual support.	Identifies and solves word problems involving addition and subtraction of whole numbers presented in text with limited linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in increasingly complex sentences. Identifies text evidence and graphic sources to justify answers independently.	Explains problem-solving steps for word problems involving addition and subtraction of whole numbers presented in text independently Identifies text evidence and graphic sources to justify answers comparable to native English speakers of the same grade level. Responds to questions and participates in discussions involving addition and subtraction with vocabulary and sentence structures comparable to native English speakers of the same grade level. Identifies text evidence and graphic sources to justify answers independently. Identifies text evidence and graphic sources to justify answers comparable to native English speakers of the same grade level.	K(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	1(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution"	2(3)(A) identify and explain a problem and propose a task and solution for the problem;	3(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
		Few reading skills in English are observed. Identifies patterns in groups of objects	Identifies patterns in groups of objects presented in text with significant teacher and peer assistance.	Identifies patterns in groups of objects presented in text with significant teacher and peer assistance.	Identifies patterns in groups of objects illustrated or described in text independently.	Identifies patterns in groups of objects illustrated or described in text independently	K(2)(D) recognize instantly the quantity of a small group of objects in organized	1(2)(A) recognize instantly the quantity of structured arrangements.	No standard present in the vertical progression	No standard present in the vertical progression

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
		illustrated or described in text with extensive teacher and peer assistance. Counts groups of objects illustrated or described in text with extensive linguistic and visual support. Identifies text evidence and graphic sources to justify answers with extensive teacher and peer assistance. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Counts groups of objects illustrated or described in text with significant linguistic and visual support. Identifies text evidence and graphic sources to justify answers with significant teacher and peer assistance. Responds to questions with simple sentences when provided sentence stems/frames.	Counts groups of objects illustrated or described in text with significant linguistic and visual support. Identifies text evidence and graphic sources to justify answers with significant teacher and peer assistance. Responds to questions with simple sentences when provided sen	Counts groups of objects illustrated or described in text through mental grouping strategies independently. Identifies text evidence and graphic sources to justify answers independently. Responds to questions about quantity in increasingly complex sentences.	Identifies text evidence and graphic sources to justify answers with extensive teacher and peer assistance. Counts groups of objects illustrated or described in text through mental grouping strategies independently Identifies text evidence and graphic sources to justify answers Identifies text evidence and graphic sources to justify answers with extensive teacher and peer assistance. Identifies text evidence and graphic sources to justify answers independently Identifies text evidence and graphic sources to justify answers with extensive teacher and peer assistance. Identifies text evidence and graphic sources to justify answers with extensive teacher and peer assistance. Responds to questions about quantity with vocabulary and sentence structures comparable to native English speakers of the same grade level.	and random arrangements.			
		Few reading skills in English are observed. Identifies the fraction or parts of a whole presented in text with manipulatives and extensive teacher and peer support.	Identifies the fractions or parts of a whole presented in text with manipulatives and significant teacher and peer support. Distinguishes between fractions or parts of a	Identifies the fractions or parts of a whole presented in text with manipulatives and limited teacher and peer support. Names the fractions or parts of the whole	Describes the process of dividing objects into fractions or parts of the whole (i.e. halves, fourths, and eights) presented in text with peers.	Explains the numerator of a fraction presented in text as the number of parts of a whole as indicated by the denominator Identifies text evidence and graphic sources to	No standard present in the vertical progression	1b.6.H. identify examples and nonexamples of halves, fourths, and eighths.	2(3)(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.	3b.3.C. explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
		Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	whole (i.e. halves, fourths, and eighths) with significant linguistic and visual support. Responds to questions with simple sentences when provided sentence stems/frames.	with limited linguistic and visual support. Responds to questions with simple sentences independently.	Names the fractions or parts of the whole independently. Responds to questions with increasingly complex sentences.	justify answers comparable to native English speakers of the same grade level. Responds to questions about fractions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
		Few reading skills in English are observed. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Calculates simple word problems involving addition of a multiple of 10 and a one-digit number in problems up to 99 presented in text with manipulatives and significant visual and linguistic support. Responds to questions and discusses addition strategies in short phrases and some simple sentences when provided sentence stems/frames. Calculates simple word problems involving addition and subtraction up to 20 presented in text with extensive visual and linguistic support. Composes and decomposes numbers up to 10 presented in text with manipulatives and extensive linguistic and visual support.	Calculates simple word problems involving addition of a multiple of 10 and a one-digit number in problems up to 99 presented in text with manipulatives and limited visual and linguistic support. Responds to questions and discusses addition strategies in short phrases and some simple sentences when provided sentence stems/frames.	Calculates increasingly complex word problems involving addition and subtraction of multiple two-digit numbers presented in text with limited visual and linguistic support. Explains problem-solving steps for word problems involving addition and subtraction of multiple two-digit numbers presented in text with manipulatives, models, and/or number sentences with limited linguistic and visual support. Responds to questions and discusses addition and subtraction in simple sentences.	Calculates simple word problems involving multiplication of a two-digit number by a one-digit number with limited linguistic and visual support comparable to native English speakers of the same grade level. Explains problem-solving steps for word problems involving addition and subtraction of multiple two-digit numbers presented in text with manipulatives, models, and/or number sentences independently Identifies text evidence and graphic sources to justify answers comparable to native English speakers of the same grade level. Responds to questions and discusses multiplication with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(3)(A) model the action of joining to represent addition and the action of separating to represent subtraction	1(3)(A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99	2(4)(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	3(4)(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties
		Few reading skills in English are observed.	Identifies two-dimensional shapes, including circles,	Identifies two-dimensional shapes, including circles,	Identifies including cones, cylinders, spheres, triangular and	Identifies two- and three-dimensional shapes, including	K(6)(A) identify two dimensional shapes, including circles,	1(6)(C) create two dimensional figures, including circles,	2(8)(A) create two dimensional shapes based on given	3(6)(A) classify and sort two- and three-dimensional figures,

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		Sorts two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles, by attributes (i.e. number of sides) with extensive teacher and peer support. Responds to questions about two-dimensional figures with gestures, drawings, yes/no, and/or one-word answers.	triangles, rectangles, and squares as special rectangles, presented in text with significant linguistic and visual support. Sorts two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, by attributes (i.e. size, number of sides, etc.) with significant teacher and peer support. Creates some two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons with significant teacher and peer support. Responds to questions about two-dimensional figures with simple sentences when provided sentence stems/frames.	triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, presented in text with limited linguistic and visual support. Sorts two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons by attributes (i.e. number of sides) with limited teacher and peer support. Creates two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, with limited teacher and peer support. Responds to questions about two-dimensional figures with simple sentences.	rectangular prisms, and cubes, based on attributes presented in text independently Sorts two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons by attributes (i.e. number of sides, number of angles, etc.) independently Creates two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, with limited teacher and peer support. Responds to questions about two-dimensional figures with increasingly complex sentences.	cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes (i.e. number of sides, number of angles, etc.) presented in text independently comparable to native English speakers of the same grade level. Sorts two- and three-dimensional shapes, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes (i.e. number of sides, number of angles, etc.) independently Identifies text evidence and graphic sources to justify answers Identifies text evidence and graphic sources to justify answers comparable to native English speakers of the same grade level. Creates two- and three-dimensional shapes, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes (i.e. number of sides, number of angles, etc.) presented in text independently Identifies text evidence and graphic sources to justify answers comparable to native English speakers of the same grade level. Responds to questions about two- and three-	triangles, rectangles, and squares as special rectangles.	triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.	attributes, including number of sides and vertices.	including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language

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						dimensional shapes with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
	READING ELPS 10 (c)(4)(K) Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	Few reading skills in English are observed. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Explains problem-solving steps for word problems involving addition and subtraction of whole numbers presented in text with manipulatives, models, and number sentences with significant linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in short phrases and/or simple sentences when provided sentence stems/frames. Names two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles, presented in text with extensive linguistic and visual support. Identifies text evidence and graphic sources to justify answers with significant teacher and peer assistance.	Explains problem-solving steps for word problems involving addition and subtraction of whole numbers presented in text with manipulatives, models, and number sentences with limited linguistic and visual support. Responds to questions and participates in discussions involving addition and subtraction in simple sentences. Identifies text evidence and graphic sources to justify answers with limited teacher and peer assistance.	Identifies and solves word problems involving addition and subtraction of whole numbers presented in text with limited linguistic and visual support. Responds to questions and participates in discussions involving addition, subtraction, and multiplication in increasingly complex sentences. Identifies text evidence and graphic sources to justify answers independently.	Explains problem-solving steps for word problems involving addition and subtraction of whole numbers presented in text independently comparable to native English speakers of the same grade level. Responds to questions and participates in discussions involving addition, subtraction, multiplication, and division with vocabulary and sentence structures comparable to native English speakers of the same grade level. Identifies text evidence and graphic sources to justify answers independently comparable to native English speakers of the same grade level.	K(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	1(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	2(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	3(1)(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
READING ELPS 11 Develop language comprehension by engaging in a variety of narrative and expository literature.		**N/A**								
READING ELPS 12 Uses visual, contextual, and linguistic support		Few reading skills in English are observed.	Creates models that represent a number that is more than, less	Creates models that represent a number of up to 100 presented in	Calculates one- and two- step word problems involving	Utilizes models, such as graphs, number lines, and equations to	K(2)(E) generate a set using concrete and pictorial models	No standard present in the vertical progression	No standard present in the vertical progression	3(5)(A) represent one- and two-step problems

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
to enhance and confirm understanding of increasingly complex and elaborated written language.		Responds to questions with gestures, drawings, yes/no, and/or one-word answers. Identifies text evidence and graphic sources to justify answers with extensive teacher and peer assistance.	than, and equal to a given number up to 20 presented in text with significant teacher and peer assistance. Calculates one-step word problems involving addition and subtraction up to 20 presented in text with manipulatives, graphs, and number lines with significant visual and linguistic support. Responds to questions and participates in discussions involving addition and subtraction in short phrases and/or simple sentences when provided sentence stems/frames. Identifies text evidence and graphic sources to justify answers with significant teacher and peer assistance.	text with limited teacher and peer assistance. Calculates one-step word problems involving addition and subtraction up to 100 presented in text with manipulatives, graphs, and number lines with limited visual and linguistic support. Responds to questions and participates in discussions involving addition and subtraction in simple sentences. Identifies text evidence and graphic sources to justify answers with limited teacher and peer assistance.	addition and subtraction of whole numbers up to 100 independently. Responds to questions and participates in discussions involving addition and subtraction with increasingly complex sentences. Identifies text evidence and graphic sources to justify answers independently.	represent addition and subtraction of whole numbers up to 1,000 comparable to native English speakers of the same grade level. Explains problem-solving strategies for solving one- and two-step word problems involving addition and subtraction of whole numbers up to 1,000 comparable to native English speakers of the same grade level. Responds to questions and participates in discussions involving addition, subtraction, multiplication, and division with vocabulary and sentence structures comparable to native English speakers of the same grade level. Identifies text evidence and graphic sources to justify answers independently comparable to native English speakers of the same grade level..	that represents a number that is more than, less than, and equal to a given number up to 20			involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations
		Few reading skills in English are observed. Represents numbers up to 20 presented in text with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Represents numbers up to 120 with pictures, graphs, number lines, and expanded and standard forms presented in text with significant linguistic and visual support. Responds to questions with short phrases and/or simple sentences when provided sentence stems/frames.	Represents numbers up to 1,200 with pictures, graphs, number lines, and expanded and standard forms presented in text with limited linguistic and visual support. Responds to questions with simple sentences.	Represents numbers up to 10,000 with pictures, graphs, number lines, and expanded and standard forms presented in text with limited teacher and peer support. Responds to questions and participates in discussions with increasingly complex sentences.	Represents numbers up to 100,000 with pictures, graphs, number lines, and expanded and standard forms presented in text independently comparable to naive English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures	No standard present in the vertical progression	1(2)(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120.	2(2)(B) use standard, word, and expanded forms to represent numbers up to 1,200.	3(2)(A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
						comparable to native English speakers of the same grade level.				
		Few reading skills in English are observed.

Responds to questions with gestures, drawings, yes/no, and/or one-word answers. | Compares sets of objects of up to 20 in each set by attributes (i.e. shape, size, color, etc.) presented in text with extensive visual and linguistic support.

Compares two written numerals up to 20 presented in text with greater than, less than, and equal to statements with extensive visual and linguistic support.

Compares the place values of two numbers up to 120 presented in text with greater than, less than, and equal to statements with significant visual and linguistic support.

Responds to questions with short phrases and/or simple sentences when provided sentence stems/frames. | Compares the place values of two numbers up to 1,200 presented in text with greater than, less than, and equal to statements with limited visual and linguistic support.

Orders numbers up to 1,200 from greatest to least or least to greatest with limited teacher and peer support.

Responds to questions with simple sentences. | Compares the place values of two numbers up to 10,000 presented in text with greater than, less than, and equal to statements independently.

Orders numbers up to 10,000 from greatest to least or least to greatest independently.

Responds to questions with increasingly complex sentences. | Compares two written numerals up to 20 presented in text with greater than, less than, a to 100,000 presented in text with greater than, less than, and equal to statements independently comparable to naive English speakers of the same grade level.

Compares sets of objects of up to 20 in each set by attributes (i.e. shape, size, color, etc.) presented in text comparable to native English speakers of the same grade level.

Compares sets of objects up to 20 in each set by attributes (i.e. shape, size, color, etc.) presented in text comparable to native English speakers of the same grade level. .

Compares two written numerals up to 20 presented in text with greater than, less than, and equal to statements comparable to native English speakers of the same grade level.

Orders numbers up to 100,000 from greatest to least or least to greatest independently comparable to native English speakers of the same grade level. .
Responds to questions and participates in | K(2)(G) compare sets of objects up to at least 20 in each set using comparative language.

K(2)(H) use comparative language to describe two numbers up to 20 presented as written numerals. | 1(2)(E) use place value to compare whole numbers up to 120 using comparative language. | 2(2)(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =). | 3(2)(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =. |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
						discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
		Few reading skills in English are observed.\n\nIdentifies the fraction or parts of a whole presented in text with manipulatives and extensive teacher and peer support.\n\nResponds to questions with gestures, drawings, yes/no, and/or one-word answers.	Identifies the fractions or parts of a whole presented in text with manipulatives and significant teacher and peer support.\n\nDistinguishes between fractions or parts of a whole (i.e. halves, fourths, and eighths) with significant linguistic and visual support.\n\nResponds to questions with simple sentences when provided sentence stems/frames.	Identifies the fractions or parts of a whole presented in text with manipulatives and limited teacher and peer support.\n\nNames the fractions or parts of the whole with limited linguistic and visual support.\n\nResponds to questions with simple sentences independently.	Describes the process of dividing objects into fractions or parts of the whole (i.e. halves, fourths, and eights) presented in text with peers.\n\nNames the fractions or parts of the whole independently.\n\nResponds to questions with increasingly complex sentences.	Explains the numerator of a fraction presented in text as the number of parts of a whole as indicated by the denominator comparable to native English speakers of the same grade level..\n\nUtilizes manipulatives and models (i.e. strip diagrams, number lines, etc.) to represent fractions greater than zero and less than or equal to one with denominators of 2,3, 4, 6, and 8 comparable to native English speakers of the same grade level..\n\nResponds to questions about fractions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	No standard present in the vertical progression	No standard present in the vertical progression	2(3)(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.	3(3)(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines
		Few reading skills in English are observed.\n\nIdentifies numbers up to 10 presented in text with manipulatives and extensive linguistic and visual support.\n\nResponds to questions with gestures, drawings, yes/no, and/or one-word answers.	Composes and decomposes numbers up to 100 presented in text with manipulatives and significant linguistic and visual support.\n\nResponds to questions with simple sentences when provided sentence stems/frames.	Composes and decomposes numbers up to 1,000 presented in text with limited linguistic and visual support.\n\nCreates, models, and describes one-step addition and subtraction word problems with limited teacher and peer support.\n\nResponds to questions and participates in	Composes and decomposes numbers up to 10,000 presented in text independently.\n\nCreates, models, and describes one- and two-step multiplication word problems with limited teacher and peer support.\n\nResponds to questions and participates in discussions with	Composes and decomposes numbers up to 100,000 presented in text independently comparable to native English speakers of the same grade level..\n\nSolves one- and two-step multiplication and division word problems within 100 presented in text with models independently comparable to native	No standard present in the vertical progression	No standard present in the vertical progression	2(6)(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.	3(4)(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
				discussions with simple sentences.	increasingly complex sentences.	English speakers of the same grade level.. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
		Few reading skills in English are observed. Identifies numbers up to 10 presented in text with manipulatives and extensive linguistic and visual support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Composes and decomposes numbers up to 100 presented in text with manipulatives and significant linguistic and visual support. Responds to questions with simple sentences when provided sentence stems/frames.	Composes and decomposes numbers up to 1,000 presented in text with limited linguistic and visual support. Creates, models, and describes one-step addition and subtraction word problems with limited teacher and peer support. Responds to questions and participates in discussions with simple sentences.	Creates, models, and describes one-step division word problems partitioning concrete objects into equal parts presented in text with limited visual and linguistic support. Responds to questions and participates in discussions with increasingly complex sentences.	Represents and solves one- and two-step multiplication and division word problems within 100 presented in text with models independently comparable to native English speakers of the same grade level.. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	No standard present in the vertical progression	No standard present in the vertical progression	2(6)(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	3(5)(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations
		Few reading skills in English are observed. Sorts and groups objects up to 10 presented in text with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Sorts and groups objects up to 20 presented in text with significant visual and linguistic support. Counts objects by groups (i.e. two, fours, fives, tens, etc.) with significant teacher and peer support. Responds to questions with simple sentences when provided sentence stems/frames.	Differentiates between odd and even numbers up to 40 with manipulatives and limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences.	Differentiates between odd and even numbers up to 40 with/without manipulatives independently. Responds to questions and participates in discussions with increasingly complex sentences.	Differentiates between odd and even numbers through division independently comparable to native English speakers of the same grade level. Responds to questions and participates in discussions about odd and even numbers with vocabulary and sentence structures comparable to native English speakers of the same grade level.	No standard present in the vertical progression	No standard present in the vertical progression	2(7)(A) determine whether a number up to 40 is even or odd using pairings of objects to represent the number	3(4)(I) determine if a number is even or odd using divisibility rules

*Students advancing through these stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Reading /Science Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in reading. The following examples of proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Science.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
	READING ELPS 1 (c)(4)(A) Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.	Few reading skills in English are observed. Identifies the sounds and names a few letters in English when presented in science text with extensive visual and linguistic support. Listens to cognate pair read aloud and identifies shared meaning with extensive visual and linguistic support (e.g., teacher says orbit/orbital and student points to image of an orbit, indicate orbit with a gesture)	Decodes simple science text with significant teacher and peer support. Blends spoken phonemes to form one-syllable words and segments spoken one syllable words into individual phonemes when science text is read aloud with significant teacher and peer support. Engages in segmentation of sentences presented in science text with significant teacher and peer support (e.g., We/use/our/five/senses/to/learn/about/the/world/around/us.) Engages in syllabication of multisyllabic words presented in science text with significant teacher and peer support (e.g., cli-mate; proper-ties) Reads a bank of science-related affixes (e.g., prefixes such as bi-, di-, re-; suffixes such as -ology, -osis) Identifies science-related cognates (e.g., aire/air; datos/data).	Segments multisyllabic words found in science text into syllables. (e.g., breaks word into syllables re-cy-cling) Blends syllables to form multisyllabic words in science text (e.g., blends re-cy-cling to say the word fast, recycling) Identifies common affixes used in science academic vocabulary with the support of visuals/anchor charts. Reads science-related cognates and expresses their meanings with limited visual and linguistic support.	Decodes simple sentences in science text. Identifies affixes within science text and applies meaning with the support of visuals, charts, peers, and teacher (e.g., bi- means 'life', -ology means 'the study of'; biology means the study of life) Identifies science-related cognates within science text and applies meaning with the support of visuals, charts, peers, and teacher.	Decodes science text comparable to native English speakers of the same level. Applies meanings of prefixes and suffixes to determine meaning of science academic vocabulary comparable to native English speakers of the same grade level. Differentiates science-related cognate and non-cognate words comparable to native English speakers of the same grade level.	K(5)(A) identify and use patterns to describe phenomena or design solutions K(5)(B) investigate and predict cause-and-effect relationships in science K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity K(5)(D) examine the parts of a whole to define or model a system K(5)(E) identify forms of energy and properties of matter K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	1(5)(A) identify and use patterns to describe phenomena or design solutions 1(5)(B) investigate and predict cause-and-effect relationships in science 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity 1(5)(D) examine the parts of a whole to define or model a system 1(5)(E) identify forms of energy and properties of matter 1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	2(5)(A) identify and use patterns to describe phenomena or design solutions 2(5)(B) investigate and predict cause-and-effect relationships in science 2(5)(C) measure and describe the properties of objects in terms of size and quantity 2(5)(D) examine the parts of a whole to define or model a system 2(5)(E) identify forms of energy and properties of matter 2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.	3(5)(A) identify and use patterns to describe phenomena or design solutions 3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific phenomena or analyze problems 3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems 3(5)(D) examine and model the parts and their interdependence in the function of the system 3(5)(E) investigate the flow of energy and cycling of matter through systems 3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems 3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
READING ELPS 2 Demonstrate print awareness and directionality of reading as left to right and top to bottom (formerly c4b)	(c)(4)(B) Recognize directionality of English reading such as left to right and top to bottom.	N/A								
	READING ELPS 3 (c)(4)(C) Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	Few reading skills in English are observed. Recognizes some science-related environmental print (i.e., books, science tools, science manipulatives, signs, posters, word wall) with extensive teacher and peer support. Points to a picture or illustration depicting a science word or concept. Responds to science-related questions with gestures, drawings, yes/no, and/or one-word answers.	Identifies and reads some high frequency science-related words and environmental print when they are asked to do it. Responds to science-related questions with short answers and/or simple sentences when provided sentence stems/frames.	Recognizes environmental print (i.e. books, science tools, science manipulatives, signs, posters, word wall) with limited teacher and peer support. Responds to questions and participates in discussions with simple sentences and newly-acquired science vocabulary.	Recognizes environmental print (i.e. books, science tools, science manipulatives, signs, posters, word wall) independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired science vocabulary.	Recognizes environmental print (i.e. books, science tools, science manipulatives, signs, posters, word wall) comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(5)(A) identify and use patterns to describe phenomena or design solutions K(5)(B) investigate and predict cause-and-effect relationships in science K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity K(5)(D) examine the parts of a whole to define or model a system K(5)(E) identify forms of energy and properties of matter K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	1(5)(A) identify and use patterns to describe phenomena or design solutions 1(5)(B) investigate and predict cause-and-effect relationships in science 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity 1(5)(D) examine the parts of a whole to define or model a system 1(5)(E) identify forms of energy and properties of matter 1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	2(5)(A) identify and use patterns to describe phenomena or design solutions 2(5)(B) investigate and predict cause-and-effect relationships in science 2(5)(C) measure and describe the properties of objects in terms of size and quantity 2(5)(D) examine the parts of a whole to define or model a system 2(5)(E) identify forms of energy and properties of matter 2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.	3(5)(A) identify and use patterns to describe phenomena or design solutions 3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific phenomena or analyze problems 3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems 3(5)(D) examine and model the parts and their interdependence in the function of the system 3(5)(E) investigate the flow of energy and cycling of matter through systems 3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems 3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems
READING ELPS 4 Preview text, connect to prior knowledge, make predictions/inferences,	(c)(4)(D) Use pre reading supports such as graphic organizers, illustrations, and pre taught topic related vocabulary and	Few reading skills in English are observed. Points to text features such as illustrations	Utilizes text features such as illustrations, simple graphics, words, and numbers to preview science text	Utilizes text features such as illustrations, graphics, words, numbers, and symbols to preview science	Utilizes text features such as illustrations, graphics, words, numbers, and symbols to preview science	Utilizes text features such as illustrations, graphics, words, numbers, and symbols as evidence to make	K(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs	1(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs	2(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs	3(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
and organize ideas when presented in text with advance organizers. (formerly ELPS C4d)	other pre reading activities to enhance comprehension of written text.	and simple graphics to preview science text with extensive visual and linguistic support. Connects ideas of science text read aloud to prior knowledge and experiences using graphic organizers, such as KWL charts, with extensive teacher, peer, and L1 support. Draws pictures to demonstrate prior knowledge of a science concept. Utilizes highly-scaffolded advance organizers to organize ideas from science text read aloud science ideas with extensive teacher and peer support.	and make predictions with significant visual and linguistic support. Draws and labels pictures to demonstrate prior knowledge of a science concept. Utilizes highly-scaffolded advance organizers to connect to prior knowledge and organize ideas from science text (e.g., fill in missing word or topic) with significant teacher and peer support.	text, and make predictions with limited visual and linguistic support. Utilizes moderately-scaffolded advance organizers to connect to prior knowledge and organize ideas from science text (e.g., fill in missing section) with limited teacher and peer support. Draws and discusses picture to demonstrate prior knowledge of a science concept. Establishes purpose for reading science text with limited teacher and peer support.	text, and make predictions independently. Utilizes advance organizers to connect to prior knowledge and organize ideas from science text independently. Establishes purpose for reading science text independently.	inferences and draw conclusions about science text comparable to native English speakers of the same grade level. Utilizes graphic organizers to reflect on science learning and connects to prior knowledge when reading comparable to native English speakers of the same grade level.				
READING ELPS 5 Read grade appropriate content-area text, enhance and confirm understanding, develop vocabulary, grasp language structures, and develop background knowledge needed to comprehend increasingly challenging language. *Formerly C.4.E.and C.4.F. combined rewritten)	(c)(4)(E) Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned (c)(4)(F) Use visual and contextual support and support from peers and teachers to read grade appropriate content area text, enhance and confirm understanding, develop vocabulary, grasp of language structures, and develop background knowledge needed to comprehend increasingly challenging language.	Few reading skills in English are observed. Listens to grade-appropriate science text read aloud (by teachers, computer programs, peers). Utilizes gestures (e.g. thumb up, thumb sideways) to confirm understanding (e.g., thumb up) or signal misunderstanding (e.g., thumb sideways) of science text or read aloud enhance and confirm understanding. Responds to questions about text read aloud with gestures, drawings, yes/no, and/or one-word answers.	Responds to questions with short answers and/or simple sentences when provided sentence stems/frames and significant linguistic support, such as teacher modeling (e.g., Is a cat living or nonliving? The cat is ___.) Asks simple questions about science text read aloud (before, during, after) to confirm understanding, with extensive visual and linguistic support. Utilizes visuals to develop science vocabulary (e.g., realia, draws picture to represent vocabulary or concept, matches	Participates in reading science text with peers, in small groups, and independently with visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary with limited visual and linguistic support (e.g, sentence frame). Utilizes anchor chart to ask prompted questions before, during, and after reading to enhance and confirm understanding. Utilizes visuals to develop science	Participates in reading science text with peers, in small groups, and independently - with increasing amounts of science text. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. Asks questions about text read aloud or independently before, during, and after reading to deepen understanding and gain information independently. Utilizes visuals to develop science vocabulary (e.g.,	Participates in reading activities comparable to native English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level. Generates questions about text before, during, and after reading to deepen understanding and gain information comparable to native English speakers of the same grade level. Utilizes visuals to develop science	K(5)(A) identify and use patterns to describe phenomena or design solutions K(5)(B) investigate and predict cause-and-effect relationships in science K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity K(5)(D) examine the parts of a whole to define or model a system K(5)(E) identify forms of energy and properties of matter K(5)(F) describe the relationship between	1(5)(A) identify and use patterns to describe phenomena or design solutions 1(5)(B) investigate and predict cause-and-effect relationships in science 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity 1(5)(D) examine the parts of a whole to define or model a system 1(5)(E) identify forms of energy and properties of matter 1(5)(F) describe the relationship between	2(5)(A) identify and use patterns to describe phenomena or design solutions 2(5)(B) investigate and predict cause-and-effect relationships in science 2(5)(C) measure and describe the properties of objects in terms of size and quantity 2(5)(D) examine the parts of a whole to define or model a system 2(5)(E) identify forms of energy and properties of matter 2(5)(F) describe the relationship between the structure and	3(5)(A) identify and use patterns to describe phenomena or design solutions 3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific phenomena or analyze problems 3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems 3(5)(D) examine and model the parts and their interdependence in the function of the system 3(5)(E) investigate the flow of energy and

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
		Utilizes visuals to develop science vocabulary (e.g., realia, draws picture to represent vocabulary or concept, matches image to vocabulary word, sorts images by science concept), with extensive visual and linguistic support.

Listens as teacher emphasizes expository text structures (cause and effect, compare and contrast, description, problem and solution, sequence) while reading science text aloud (e.g., The oil spilled in the water. The fish died. The oil spill caused the fish to die.)

Explores science manipulatives, participates in science investigations, observes science demonstrations, watches video clips, and interacts with realia, to build science background knowledge. | image to vocabulary word, sorts images by science concept), with significant visual and linguistic support.

Utilizes resources, such as picture dictionaries or digital sources, to find words or word meanings presented in text with significant teacher and peer support.

Identifies one type of expository text structure when reading or listening to science text being read aloud, with significant visual and linguistic support (e.g., references simple anchor chart to identify cause and effect, compare and contrast, description, problem and solution, or sequence)

Builds science background knowledge through exploring science manipulatives, conducting science investigations, observing science demonstrations, watching video clips, interacting with realia, with significant visual and linguistic support. | vocabulary (e.g., realia, draws picture to represent vocabulary or concept, matches image to vocabulary word, sorts images by science concept), with limited visual and linguistic support.

Utilizes digital or print resources to determine meaning and pronunciation of unfamiliar words presented in text with limited teacher and peer support.

Identifies expository text structures with limited visual and linguistic support.

Builds science background knowledge through exploring science manipulatives, conducting science investigations, observing science demonstrations, watching video clips, interacting with realia, with significant visual and linguistic support. | realia, draws picture to represent vocabulary or concept, matches image to vocabulary word, sorts images by science concept), with significant visual and linguistic support.

Utilizes digital or print resources to determine meaning and pronunciation of unfamiliar words presented in text independently. | vocabulary (e.g., realia, draws picture to represent vocabulary or concept, matches image to vocabulary word, sorts images by science concept) independently comparable to naive English speakers of the same grade level.

Makes connections to personal experiences, ideas in other texts, and society comparable to native English speakers of the same grade level.

Evaluates details read to determine key ideas comparable to native English speakers of the same grade level.

Synthesizes information to create new understanding comparable to native English speakers of the same grade level.

Monitors comprehension and makes adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | the structure and function of objects, organisms, and systems

K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same | the structure and function of objects, organisms, and systems

1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same | function of objects, organisms, and systems

2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same. | cycling of matter through systems

3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems

3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems |
| | READING ELPS 6 (c)(4)(G) Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with | Listens to read aloud during shared reading (e.g., teacher modeling reading fluency using one text that all students can see such as a big book or text projected on smart board) of science text as teacher introduces | Follows along visually, reads known words, or repeats words during shared reading of science text, with visual and linguistic support.

Participates in teacher think alouds by responding to | Follows along visually, participates in choral reading, and reads known phrases during shared reading of science text.

Participates in teacher think alouds by asking and answering simple questions. | Follows along visually, participates in choral reading, and reads known sentences during shared reading of science text.

Participates in teacher think alouds by asking and answering | Independently re-reads science text initially presented through shared reading, at a level comparable to native English speakers of the same grade level.

Participates in teacher think alouds | K(5)(A) identify and use patterns to describe phenomena or design solutions

K(5)(B) investigate and predict cause-and-effect relationships in science | 1(5)(A) identify and use patterns to describe phenomena or design solutions

1(5)(B) investigate and predict cause-and-effect relationships in science | 2(5)(A) identify and use patterns to describe phenomena or design solutions

2(5)(B) investigate and predict cause-and-effect relationships in science | 3(5)(A) identify and use patterns to describe phenomena or design solutions

3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
	content area and grade level needs.	text, discusses text features, and reads and rereads science text. Interacts with the science text by tracking words (pointing) with significant visual and linguistic support. Listens as teacher models thought processes via think alouds [e.g., calls attention to picture of melting ice and says, "I wondered what caused the ice to melt? I am going to read the text. The heat from the sun caused the ice to melt." (cause/effect)]. Responds to questions, retells, or summarizes science text with gestures, drawings, yes/no, and/or one-word answers, or acting out.	questions with short answers or simple sentences (e.g., teacher calls attention to picture of melting ice and says, "I wondered what caused the ice to melt? Where can I find that information?") Responds to questions, retells, or summarizes science text with short answers and/or simple sentences when provided a sentence stem.	Responds to questions, retells, or summarizes science text with simple sentences using high-frequency science vocabulary.	increasingly complex questions. Responds to questions, retells, or summarizes science text with increasingly complex sentences using science academic vocabulary and science cognitive verbs.	comparable to native English speakers of the same grade level. Responds to questions, retells, or summarizes science text comparable to native English speakers of the same grade level.	K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity K(5)(D) examine the parts of a whole to define or model a system K(5)(E) identify forms of energy and properties of matter K(5)(F) describe the relationship between function of objects, organisms, and systems K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity 1(5)(D) examine the parts of a whole to define or model a system 1(5)(E) identify forms of energy and properties of matter 1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	2(5)(C) measure and describe the properties of objects in terms of size and quantity 2(5)(D) examine the parts of a whole to define or model a system 2(5)(E) identify forms of energy and properties of matter 2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.	phenomena or analyze problems 3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems 3(5)(D) examine and model the parts and their interdependence in the function of the system 3(5)(E) investigate the flow of energy and cycling of matter through systems 3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems 3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems
READING ELPS 7 Demonstrate comprehension of text read silently for increasing periods of time (formerly C4H)	(c)(4)(H) Read silently with increasing ease and comprehension for longer periods.	**N/A**								
READING ELPS 8 Engage in 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), summarize text, form	(c)(4)(I) Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.	Few reading skills in English are observed. Interacts with science text read aloud as teacher models the use of illustrations to build meaning of science vocabulary and concepts. Utilizes illustrations to help build understanding of word meanings, extensive	Interacts with science text as teacher models use of text features (e.g., graphs, charts, bold words) to build meaning of science vocabulary and concepts. Identifies key information of science text read aloud or independently by pointing to illustrations, diagrams, graphs and charts.	Utilizes illustrations and text evidence to identify the key science concept and supporting details, with limited visual and linguistic support. Utilizes illustrations and context clues to clarify unfamiliar word meanings of science text read aloud or independently with limited teacher and peer support.	Utilizes illustrations and text evidence to make inferences and predictions and gains understanding about science read independently. Utilizes illustrations and context clues independently to clarify unfamiliar word meanings. Responds to questions and participates in	Concludes the meaning of the science text after reading it and using inferences and supporting ideas comparable to native English speakers of the same grade level. Utilizes text features and text evidence to make inferences and predictions and gains understanding of science texts read	K(5)(A) identify and use patterns to describe phenomena or design solutions K(5)(B) investigate and predict cause-and-effect relationships in science K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity	1(5)(A) identify and use patterns to describe phenomena or design solutions 1(5)(B) investigate and predict cause-and-effect relationships in science 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity	2(5)(A) identify and use patterns to describe phenomena or design solutions 2(5)(B) investigate and predict cause-and-effect relationships in science 2(5)(C) measure and describe the properties of objects in terms of size and quantity	3(5)(A) identify and use patterns to describe phenomena or design solutions 3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific phenomena or analyze problems 3(5)(C) use scale, proportion, and quantity to describe,

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
an overview of content, and locate information. (formerly ELPS c4i)		teacher and peer support. Identifies key information of science text being read aloud by pointing to illustrations, diagrams, graphs and charts. Responds to questions and summarizes text with gestures, drawings, yes/no, and/or one-word answers.	Recalls important information, responds to questions, and summarizes text with short answers or simple sentences.	Recognizes characteristics of expository text read aloud or independently, with limited teacher and peer support. Recalls important information, responds to questions, and summarizes science text with complete sentences and newly-acquired science vocabulary.	discussions with increasingly complex sentences and newly-acquired science vocabulary.	comparable to native English speakers of the same grade level. Utilizes text features and text evidence to identify patterns and describe relationships within science concepts comparable to naïve English speakers of the same grade level. . Responds to questions and summarizes science text using vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(5)(D) examine the parts of a whole to define or model a system K(5)(E) identify forms of energy and properties of matter K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	1(5)(D) examine the parts of a whole to define or model a system 1(5)(E) identify forms of energy and properties of matter 1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	2(5)(D) examine the parts of a whole to define or model a system 2(5)(E) identify forms of energy and properties of matter 2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same	compare, or model different systems 3(5)(D) examine and model the parts and their interdependence in the function of the system 3(5)(E) investigate the flow of energy and cycling of matter through systems 3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems 3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems
READING ELPS 9 Employ inferential skills in reading such as predicting, identifying text features, making connections between ideas, drawing conclusions from text and graphic sources, and finding supporting text evidence. (formerly C4J)	(c)(4)(J) Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.	Few reading skills in English are observed. Interacts with scientific data by listening as teacher models identifying key information presented in a variety of formats (graphs, charts, diagrams, lab notes). Identifies a variety of formats in which scientific data can be presented by locating graphs, charts, and diagrams within expository and narrative text. Identifies parts of graphs, charts, and diagrams (e.g., title, labels, categories, scale) by pointing.	Identifies key information presented in a variety of formats (graphs, charts, diagrams, lab notes) with significant visual and linguistic support. Identifies parts of graphs, charts, and diagrams (e.g., title, labels, categories, scale) by naming the parts. Interprets an individual scientific data point with short phrases or simple sentences. Proposes solutions supported by data using short phrases or simple sentences, with significant visual and linguistic support (e.g., sentence frame)	Identifies key information presented in a variety of formats (graphs, charts, diagrams, lab notes) with limited visual and linguistic support. Interprets scientific data by making connections between data points with a series of simple sentences, or a complex sentence. Proposes solutions supported by data using a series of simple sentences or a complex sentence with limited visual and linguistic support (e.g., sentence stem)	Identifies key information presented in a variety of formats (graphs, charts, diagrams, lab notes) independently. Interprets scientific data by drawing conclusions based on multiple data points with complete sentences. Proposes solutions supported by data with increasingly complex sentences.	Identifies key information presented in a variety of formats (graphs, charts, diagrams, lab notes) independently comparable to naïve English speakers of the same grade level. Interprets and analyzes scientific data comparable to native English speakers of the same grade level. Proposes solutions supported by data comparable to native English speakers of the same grade level.	K(2)(B) analyze data by identifying significant features and patterns K(3)(A) develop explanations and propose solutions supported by data and models	1(2)(B) analyze data by identifying significant features and patterns 1(3)(A) develop explanations and propose solutions supported by data and models	2(2)(B) analyze data by identifying significant features and patterns 2(3)(A) develop explanations and propose solutions supported by data and models	3(2)(B) analyze data by identifying any significant features, patterns, or sources of error 3(3)(A) develop explanations and propose solutions supported by data and models

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
		Responds to questions about scientific data with gestures, drawings, yes/no, and/or one-word answers. Listens as teacher proposes solutions supported by scientific data.								
	READING ELPS 10 (c)(4)(K) Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	Few reading skills in English are observed. Listens to science text read aloud as teacher introduces text structures (patterns of how expository text is organized, e.g., Listen as I read this science passage. Listen how the words describe the object.), to analyze author's purpose. Listens to science text read aloud as teacher emphasizes words that signal expository text structure (e.g., signal words such as - looks like (description); first, next (sequence); different, same as (compare and contrast); because, when...then (cause and effect); problem is...as a result (problem and solution).	Reads words that signal expository text structure (e.g., signal words such as - looks like (description); first, next (sequence); different, same as (compare and contrast); because, when...then (cause and effect); problem is...as a result (problem and solution), with teacher and peer support.	Reads phrases that include expository text structure signal words (e.g., looks like (description); first, next (sequence); different, same as (compare and contrast); because, when...then (cause and effect); problem is...as a result (problem and solution), with teacher and peer support. Underlines or highlights words that signal expository text structure (e.g., First the seed sprouts. Then roots and a stem develop), with visual and linguistic support.	Reads simple sentences that include expository text structure signal words (e.g., looks like (description); first, next (sequence); different, same as (compare and contrast); because, when...then (cause and effect); problem is...as a result (problem and solution), with teacher and peer support. Reads simple sentences and identifies the corresponding text structure (e.g., First the seed sprouts. Then roots and a stem develop. = description), with visual and linguistic support such as anchor charts.	Reads complex sentences that include expository text structure signal words (e.g., signal words such as - looks like (description); first, next (sequence); different, same as (compare and contrast); because, when...then (cause and effect); problem is as a result (problem and solution) comparable to naive English speakers of the same grade level. Reads complex sentences and identifies the corresponding text structure comparable to naive English speakers of the same grade level. (e.g., Soil is made of tiny particles from the remains of dead plants and animals. Soil is also made up of air, water, and pieces of rock = description) .	K(5)(A) identify and use patterns to describe phenomena or design solutions K(5)(B) investigate and predict cause-and-effect relationships in science K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity K(5)(D) examine the parts of a whole to define or model a system K(5)(E) identify forms of energy and properties of matter K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	1(5)(A) identify and use patterns to describe phenomena or design solutions 1(5)(B) investigate and predict cause-and-effect relationships in science 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity 1(5)(D) examine the parts of a whole to define or model a system 1(5)(E) identify forms of energy and properties of matter 1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	2(5)(A) identify and use patterns to describe phenomena or design solutions 2(5)(B) investigate and predict cause-and-effect relationships in science 2(5)(C) measure and describe the properties of objects in terms of size and quantity 2(5)(D) examine the parts of a whole to define or model a system 2(5)(E) identify forms of energy and properties of matter 2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.	3(5)(A) identify and use patterns to describe phenomena or design solutions 3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific phenomena or analyze problems 3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems 3(5)(D) examine and model the parts and their interdependence in the function of the system 3(5)(E) investigate the flow of energy and cycling of matter through systems 3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems 3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
READING ELPS 11 Develop language comprehension by engaging in a variety of narrative and expository literature.		Few reading skills in English are observed.

Listens to narrative literature (e.g., short story), expository literature (e.g., science textbook, essay, newspaper), and biographical non-fiction (e.g. facts are presented with life stories written in a narrative style) read aloud during shared reading to learn about science innovations, scientists, and science careers.

Responds to questions about text read aloud with gestures, drawings, yes/no, answers. | Listens to narrative literature (e.g., short story), expository literature (e.g., science textbook, essay, newspaper), and biographical non-fiction (e.g. facts are presented with life stories written in a narrative style) read aloud during shared reading to learn about science innovations, scientists, and science careers.

Responds to questions with one word answers when provided with visual and linguistic support (e.g., sentence frame, illustrations/images). | Reads known words when listening to narrative literature (e.g., short story), expository literature (e.g., science textbook, essay, newspaper), and biographical non-fiction (e.g. facts are presented with life stories written in a narrative style) read aloud during shared reading to learn about science innovations, scientists, and science careers.

Responds to questions with short answers/phrases when provided with visual and linguistic support (e.g, sentence frame, illustrations/images). | Reads simple sentences found in narrative literature (e.g., short story), expository literature (e.g., science textbook, essay, newspaper), and biographical non-fiction (e.g. facts are presented with life stories written in a narrative style) read aloud during shared reading to learn about science innovations, scientists, and science careers.

Responds to questions with simple sentences when provided with visual and linguistic support (e.g., sentence stem). | Reads complex sentences found in narrative literature (e.g., short story), expository literature (e.g., science textbook, essay, newspaper), and biographical non-fiction (e.g. facts are presented with life stories written in a narrative style) read aloud during shared reading to learn about science innovations, scientists, and science careers comparable to naive English speakers of the same grade level..

Responds to questions and participates in discussions with complex sentence structures comparable to naive English speakers of the same grade level. | K(4)(A) explain how science or an innovation can help others

K(4)(B) identify scientists and engineers such as Isaac Newton, Mae Jemison, and Ynes Mexia and explore what different scientists and engineers do | 1(4)(A) explain how science or an innovation can help others

1(4)(B) identify scientists and engineers such as Katherine Johnson, Sally Ride, and Ernest Just and explore what different scientists and engineers do | 2(4)(A) explain how science or an innovation can help others

2(4)(B) identify scientists and engineers such as Alexander Graham Bell, Marie Daly, Mario Molina, and Jane Goodall and explore what different scientists and engineers do | 3(4)(A) explain how scientific discoveries and innovative solutions to problems impact science and society

3(4)(B) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in science, technology, engineering, and mathematics (STEM) field to investigate STEM careers |
| **READING ELPS 12 Uses visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated written language.** | | Few reading skills in English are observed.

Identifies key information of science text being read aloud by pointing illustrations, diagrams, graphs and charts.

Points to text features such as illustrations and simple graphics that support understanding of science text.

Listens to science text read aloud as teacher emphasizes how context clue signal words (e.g., is, are, but, for example) helps confirm | Utilizes text features such as illustrations, diagrams, graphs, charts, and headings (single words) to enhance and confirm understanding of science text being read aloud.

Reads single words found in science text with visual and linguistic support.

Reads and identifies context clue signal words (e.g., is, are, but, for example) within simple sentences to confirm understanding, with visual and linguistic support. | Reads short phrases found in science text and utilizes text features such as illustrations, diagrams, graphs, charts, and headings (short phrases) to enhance and confirm understanding of science text.

Reads and identifies context clues within short phrases to confirm understanding, with visual and linguistic support. | Reads simple sentences found in science text and utilizes text features such as illustrations, diagrams, graphs, charts, and headings (simple sentences) to enhance and confirm understanding of science text being read aloud.

Reads and identifies context clues within simple sentences to confirm understanding, with visual and linguistic support. | Reads complex sentences and utilizes text features such as illustrations, diagrams, graphs, charts, and headings (complex sentences) to enhance and confirm understanding of science text being read aloud comparable tto naive English speakers of the same grade level.

Independently utilizes context clues comparable to native English speakers of the same grade level. | K(5)(A) identify and use patterns to describe phenomena or design solutions

K(5)(B) investigate and predict cause-and-effect relationships in science

K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity

K(5)(D) examine the parts of a whole to define or model a system

K(5)(E) identify forms of energy and properties of matter | 1(5)(A) identify and use patterns to describe phenomena or design solutions

1(5)(B) investigate and predict cause-and-effect relationships in science

1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity

1(5)(D) examine the parts of a whole to define or model a system

1(5)(E) identify forms of energy and properties of matter | 2(5)(A) identify and use patterns to describe phenomena or design solutions

2(5)(B) investigate and predict cause-and-effect relationships in science

2(5)(C) measure and describe the properties of objects in terms of size and quantity

2(5)(D) examine the parts of a whole to define or model a system

2(5)(E) identify forms of energy and properties of matter | 3(5)(A) identify and use patterns to describe phenomena or design solutions

3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific phenomena or analyze problems

3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems

3(5)(D) examine and model the parts and their interdependence in the function of the system |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
	understanding of science text.						K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.	3(5)(E) investigate the flow of energy and cycling of matter through systems 3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems 3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems

*Students advancing through these stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Reading /Social Studies Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in reading. The following examples of proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Social Studies.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
	READING ELPS 1 (c)(4)(A) Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.	N/A								
READING ELPS 2 Demonstrate print awareness and directionality of reading as left to right and top to bottom (formerly c4b)	(c)(4)(B) Recognize directionality of English reading such as left to right and top to bottom.	N/A								
	READING ELPS 3 (c)(4)(C) Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	Few reading skills in English are observed. Identifies labels and signs in the classroom and around the school.	Reads basic words with pictures on school maps. Identifies and reads environmental print from the community.	Locates places on a map or globe by reading names. Identifies cardinal directions on a map.	Reads directions to find places on a map or globe. Creates simple maps and shares with peers to find places on the map.	Reads maps, including signs, places, routes, and cardinal directions comparable to naive English speakers of the same grade level. Creates new routes following directions in writing comparable to naive English speakers of the same grade level.	K(3)(C) identify and use geographic tools that aid in determining location, including maps and globes.	1(4)(A) create and use simple maps such as maps of the home, classroom, school, and community.	2(3)(B) create maps to show places and routes within the home, school, and community. 2(3)(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.	3(4)(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community
		Identifies classroom rules using visuals. Identifies people representing authority (teacher, principal, police, and other public officials). Pretends reading vocabulary related to the lesson.	Reads classroom rules. Matches pictures and words of people representing authority by reading.	Reads purposes of rules. Reads simple sentences that describe rules, laws, and security. Reads and follows conflict-resolution steps.	Compares new social studies vocabulary learned and shares thoughts with peers comparable to naive English speakers of the same grade level. Reads lessons about laws and religious freedom, and material well-being and is able to discuss the lessons comparable to naive English speakers of the same grade level.	Reads information about following laws and consequences if not followed comparable to native English speakers of the same grade level. . Reads about public figures and roles in the community comparable to native English speakers of the same grade level.	K(7)(B) identify rules that provide order, security, and safety in the home and school.	1(10)(B) identify rules and laws that establish order, provide security, and manage conflict.	2(8)(A) identify functions of governments such as establishing order, providing security, and managing conflict.	3(2)(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
		Participates in the role-play center wearing different customs that represent authority.

Identifies different figures that represent authority in their life: mother, father, teacher, and more, using gestures. | Matches names of figures of authority and the words.

Reads word walls during circle time with support. | Reads names of figures that represent authority and uses them in phrases.

Reads phrases that describe figures that represent authority in peers with some support. | Creates categories of people that represent authority at home, school, and community.

Reads information about public officials and their role and services they provide to the community. | Summarizes information read about public officers and the services that they provide and share it with peers. comparable to native English speakers of the same grade level.

Participates in multiple-choice assessments about public officers independently comparable to native English speakers of the same grade level.

Participates in school officer campaign creating posters based on information read comparable to native English speakers of the same grade level. | K(8)(A) identify authority figures in the home, school, and community. | 1(11)(A) identify the responsibilities of authority figures in the home, school, and community. | 2(9)(B) compare the roles of public officials, including mayor, governor, and president.

2(9)(C) identify ways that public officials are selected, including election and appointment to office.

2(9)(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions. | 3(7)(B) identify local, state, and national government officials and explain how they are chosen; and

3(7)(C) identify services commonly provided by local, state, and national governments |
| | | Identifies classroom rules using visual support.

Watches videos about being a good citizen.

Takes care of self, others, and community. | Reads words related to being a good citizen during circle time.

Retells storybooks about good citizen characteristics.

Role-plays with peers during learning times. | Reads examples of how to be a good citizen integrating new vocabulary.

Provides more examples after reading the good citizen characteristics.

Matches responsibility cards with public officials and their own responsibility as a good citizen. | Takes turns with peers, one reads and one explains about citizenship characteristics.

Takes turns with peers, one reads questions and the one responds according to cards provided with the information. | Writes stories about citizenship and reads them to the class comparable to native English speakers of the same grade level.

Reads independently books about citizenship characteristics comparable to native English speakers of the same grade level.

Creates posters to promote good citizenship and share them with the school community comparable to native English speakers of the same grade level. | No standard present in the vertical progression | 1(12)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting. | 2(10)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting. | 3(9)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting

3(9)(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship |
| **READING ELPS 4 Preview text, connect to prior knowledge, make predictions/inferences,** | (c)(4)(D) Use pre reading supports such as graphic organizers, illustrations, and pre taught topic related vocabulary and | Participates in shared reading activities and creating advance organizers. | Pretends to read newspapers or pictures to know how the physical environment changes. | Posts sentences about causes of physical environment change to allow peers to read them anytime. | Identifies causes of physical environment changes, including humans, after reading | Reads texts of physical environment changes and makes connections with prior knowledge | No standard present in the vertical progression | No standard present in the vertical progression | 2(5)(A) identify ways in which people have modified the physical environment such as clearing land, building | 3(3)(B) identify and compare how people in different communities adapt to or modify the |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
and organize ideas when presented in text with advance organizers. (formerly ELPS C4d)	other pre reading activities to enhance comprehension of written text.	Observes pictures before and after of green areas, roads, and other areas around their community.	Reads some cards that show changes in the physical environment.	Organized in advance organize charts. Reads names and descriptions of the physical environment where people can live.	information related to the topic. Reads information shared between peers and discusses the causes.	comparable to native English speakers of the same grade level. Organizes information collected in charts about the main problems that cause physical environment changes comparable to native English speakers of the same grade level. Makes advance organizers with information about the physical environment changes where people live and how they adapt to them comparable to native English speakers of the same grade level.			roads, using land for agriculture, and drilling for oil. 2(5)(B) identify consequences of human modification of the physical environment.	physical environment in which they live such as deserts, mountains, wetlands, and plains 3(3)(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
READING ELPS 5 Read grade appropriate content-area text, enhance and confirm understanding, develop vocabulary, grasp language structures, and develop background knowledge needed to comprehend increasingly challenging language. *Formerly C.4.E.and C.4.F. combined rewritten)		Colors differents maps. Plays with landforms manipulatives. Participates in calendar activities.	Identifies landforms and water forms by names. Identifies names of some weather icons during circle time.	Identifies major names of water forms and landforms. Reads continents and oceans names on maps.	Reads descriptions of bodies of water and landforms. Reads and places names of continents and oceans on maps.	Finds similarities and differences between different physical environments after reading about their descriptions comparable to native English speakers of the same grade level comparable to native English speakers of the same grade level.	K(4)(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather.	1(5)(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather.	2(4)(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes.	3(3)(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;
		Points to flag when asked by the teacher. Colors Texas and USA maps. Identifies country of origin on a map.	Identifies Texas on the USA map and USA on the globe using gestures. Identifies printed Texas and USA names with support.	Reads names of their country of origin and cardinals. Locates local places and reads the name.	Reads and finds USA and bordering countries on a globe. Matches Texas and USA capitals correctly.	Reads maps and using cardinal directions to locate places, such as Texas and USA maps and globes comparable to native English speakers of the same grade level. Collects data on city, state, and country differences and shares findings with peers comparable to native	No standard present in the vertical progression	1(4)(B) locate and explore the community, Texas, and the United States on maps and globes.	2(4)(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.	3(4)(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
						English speakers of the same grade level.				
		Participates in pretend-play activities. Manipulates play money. Participates in earning points for a job well performed.	Reads jobs that can be performed at home, school, and community to increase vocabulary in English. Matches job tools' names with pictures.	Reads prices of items and matches with play money. Reads the rules to earn points and get some prizes. Reads description of job tools and names them.	Participates in cooperative learning activities taking different roles, like reading questions and rules to comprehend how money buys goods and services.	Reads grade-appropriate information about people's choices about earning and spending money using new vocabulary. Explains information retrieved about jobs, income, goods, and services including challenging language.	K(6)(A) identify jobs in the home, school, and community. K(6)(B) explain why people have jobs	1(9)(A) describe the tools of various jobs and the characteristics of a job well performed. 1(9)(B) describe how various jobs contribute to the production of goods and services.	2(6)(A) explain how work provides income to purchase goods and services. 2(6)(B) explain the choices people can make about earning, spending, and saving money.	No standard present in the vertical progression 3(5)(B) create a simple budget that allocates money for spending and saving
		Colors or creates Texas and USA flags. Draws different patriotic symbols when asked using visual support	Reads state and national patriotic symbols using visual support. Reads the meaning of the state and patriotic symbols modeled by an adult.	Classifies names of symbols in state and national symbols. Read sentences that describe the patriotic symbols that are grade-appropriate.	Reads the story of the main patriotic symbols. Confirms understanding of the patriotic symbols by participating in games and quizzes.	Reads, summarizes and explains the purpose of the Declaration of Independence to develop background knowledge comparable to native English speakers of the same grade level. Selects their favorite story about the patriotic symbols after reading them with peers. Supports selection with details read in the texts comparable to native English speakers of the same grade level.	K(9)(A) identify the United States flag and the Texas state flag.	1(13)(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	2(11)(C) identify symbols such as state and national birds and flowers and Uncle Sam.	3(8)(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
		Participates in storytime related to differences and similarities among humans. Response to literature drawing pictures about the story read before.	Participates in a brainstorming activity to identify family members and create a word wall to read them using visual support. Draws pictures to respond to literature after reading stories related to the topic using prior knowledge and background.	Gathers books to read about law, freedom, and other cultures. Reads new vocabulary related to the topic. Reads sections of the textbook and other classroom materials related to the topic.	Reads a web map with similarities and another one with differences that individuals have, including kinship and religion. Integrates new vocabulary words to use and read them correctly during lesson presentation.	Refers to anchor chart with relevant information about the topic to clarify information comparable to native English speakers of the same grade level. . Delineates the need for laws to live in a community safely and supports it with facts read in different resources to build background and increase vocabulary comparable to native English speakers of the same grade level.	K(10)(A) identify similarities and differences among individuals such as kinship and religion.	No standard present in the vertical progression	No standard present in the vertical progression	3(2)(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being
		Participates in cultural activities. Shares family and cultural traditions using visual contexts.	Reads multicultural books by pictures. Identifies countries by pictures of the celebration. Participates in multicultural activities to understand differences and similarities when reading texts about it.	Completes sentence stems related to tradition and culture. Reads names of people using the correct vocabulary respecting culture and ethnicity.	Reads information about celebrations in different countries about holidays and makes a list. Reads stories to peers about family and culture traditions using visual context and linguistic support.	Reads own creations about family traditions to peers. Makes a Venn diagram to compare family traditions in different cultures.	K(11)(A) describe and explain the importance of family traditions. K(11)(B) compare traditions among families. No standard present in the vertical progression	1(14)(A) describe and explain the importance of beliefs, language, and traditions of families and communities. 1(14)(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.	No standard present in the vertical progression. 2(12)(A) identify the significance of various ethnic and/or cultural celebrations 2(12)(B) compare ethnic and/or cultural celebrations.	3(10)(B) compare ethnic and/or cultural celebrations in the local community with other communities. 3(10)(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
	READING ELPS 6 (c)(4)(G) Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensure with content area and grade level needs.	Few oral (speaking) skills in English are observed. Identifies pictures of wants and needs by imitating models. Participates in shared-reading about needs and wants.	Identifies the basic human needs using visual support. Identifies needs and wants using visual support by reading the pictures during shared-reading.	Identifies unfamiliar words during shared reading and listens to the meaning. Classifies words and pictures of things that you may need and want. Read labels: Needs and Wants. Reads definitions of wants and needs and categorizes pictures by these categories.	Participates in shared reading activities about balancing and spending money stories. Reads ideas about how basic needs can be met, save and donate money.	Reads consequences of overspending on articles (wants) and discusses that with peers comparable to native English speakers of the same grade level. Summarizes information read in how supply and demand may affect the price of products and services comparable to native English speakers of the same grade level.	K(5)(A) identify basic human needs of food, clothing, and shelter. K(5)(B) explain the difference between needs and wants. No standard present in the vertical progression	1(6)(A) describe ways that families meet basic human needs. 1(6)(B) describe similarities and differences in ways families meet basic human needs. 1(8)(A) identify examples of people wanting more than they can have. 1(8)(B) explain why wanting more than they can have requires that people make choices.	No standard present in the vertical progression	3(5)(A) identify ways of earning, spending, saving, and donating money; and revised 3(5)(B) create a simple budget that allocates money for spending and saving

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
READING ELPS 7 Demonstrate comprehension of text read silently for increasing periods of time (formerly C4H)	(c)(4)(H) Read silently with increasing ease and comprehension for longer periods.	Few reading skills in English are observed.

Develops stamina while reading books about important figures in science and history.

Reads independently for 1-3 minutes history books. | Reads names of scientists and historical figures associated with their pictures.

Identifies scientists by their inventions in written sentences using visual cues.

Reads independently for 5 minutes selected books about scientists or historical figures. | Participates in the whole group reading activities about historical figures.

Matches names of historical figures and their accomplishments.

Reads independently for 10 minutes selected books about scientists or historical figures. | Reads stories of scientists and historical figures.

Response to questions about the legacy of scientists on humanity after reading their biography.

Reads independently for 15 minutes selected books about scientists or historical figures and shares findings with peers. | Reports findings about scientists' inventions of stories read during the unity comparable to native English speakers of the same grade level.

Explains in own words the apportion of different historical figures to humanity comparable to native English speakers of the same grade level.

Compares the information read about the different scientists and decides the one with the highest impact on humanity comparable to native English speakers of the same grade level.

Reads independently for more than 20 minutes selected books about scientists or historical figures and discusses stories with peers comparable to native English speakers of the same grade level. | No standard present in the vertical progression | 1(15)(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan. | 2(14)(A) identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver. | 3(11)(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and

3(11)(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes |
| **READING ELPS 8 Engage in 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), summarize text, form an overview of content, and locate information. (formerly ELPS c4i)** | (c)(4)(I) Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. | Few reading skills in English are observed.

Reads pictures of different landscapes and inferences lifestyles. | Reads a list of different clothing according to weather. Highlight unfamiliar words and creates pictures to remember the names.

Identifies houses according to the weather and places to live by reading the names supported by context clues and linguistic support. | Reads about different lifestyles according to where they live. Identifies new vocabulary and adds it to the word walls.

Makes inferences while reading and completing sentence stems related to lifestyle. | Compares how people live in different communities after reading stories about it.

Organizes read information in charts and shares with peers.

Adds unfamiliar words to a personal word bank. May use context clues to understand the meaning of the words. | Takes notes while reading about lifestyles according to the place people live comparable to native English speakers of the same grade level.

Integrates new vocabulary while summarizing stories read and shared with peer comparable to native English speakers of the same grade level. | K(4)(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities. | 1(5)(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities. | No standard present in the vertical progression | 3(3)(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
		Participates in farm-to-market activities. Reads names of goods and services during center time. Participates in campaigns to save the planet.	Differentiates goods and services and categorizes items according to these word definitions. Reads stories about the farm and market and discusses the difference. Reads about recycling and the symbols used for that.	Retells stories about producing and buying goods and services. Integrates new words in the word wall or bank words. Reads about sustainable articles and shares ideas about recycling.	Implements reading strategies to identify new words and their meaning while reading about goods and services. Displays findings on an advanced organizer to compare farm and market, buyers and producers. Displays ideas and how to save the planet, shares with peers, and allows everyone to read them.	Looks for information about the impact of marketing on people while purchasing items comparable to native English speakers of the same grade level. Prepares reading materials to participate in discussions about goods and services comparable to native English speakers of the same grade level. Creates a campaign to save the planet by getting the right information, putting information together, and sharing it with peers comparable to native English speakers of the same grade level.	No standard present in the vertical progression	1(7)(A) identify examples of goods and services in the home, school, and community. 1(7)(B) identify ways people exchange goods and services. 1(8)(C) identify examples of choices families make when buying goods and services. 1(7)(C) identify the role of markets in the exchange of goods and services.	2(7)(A) distinguish between producing and consuming. 2(7)(B) identify ways in which people are both producers and consumers. 2(7)(C) trace the development of a product from a natural resource to a finished product.	3(7)(C) explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved
READING ELPS 9 Employ inferential skills in reading such as predicting, identifying text features, making connections between ideas, drawing conclusions from text and graphic sources, and finding supporting text evidence. (formerly C4J)	(c)(4)(J) Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.	Gets familiar with timeline graphics. Identify a timeline in the classroom. Plays with sequence cards.	Puts some cards in chronological order connecting with prior knowledge (human cycle) Makes predictions while completing a sequence of cards. Identifies some words on sequence cards.	Reads some phrases and puts them in categories. Names categories after putting objects that go together in groups. Creates a birthday timeline by reading the names and placing them in a yearly timeline.	Organizes sentences to make short stories. After reading a set of sentences can infer the main idea. Creates timelines with events read in social studies lessons.	Rearranges paragraphs to make sense. Reads stories to peers and asks for feedback comparable to native English speakers of the same grade level. Makes inferences about story text in social studies comparable to native English speakers of the same grade level. Places important dates and events in a timeline comparable to native English speakers of the same grade level.	K(13)(B) sequence and categorize information. K(14)(A) place events in chronological order.	1(16)(B) sequence and categorize information.	2(15)(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.	No standard present in the vertical progression
	READING ELPS 10 (c)(4)(K) Demonstrate English comprehension and expand reading skills by employing analytical	Listens to community helpers' books read by teachers.	Identifies new vocabulary related to community helpers.	Reads services that community helpers provide.	Explains the value of the community helpers after reading the information collected	Takes a quiz independently about the information or storybook.	No standard present in the vertical progression	No standard present in the vertical progression	2(8)(B) identify governmental services in the community such as police and fire protection, libraries,	3(2)(B) compare ways in which people in the local community and other communities

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
	skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	Identifies pictures of community helpers.	Matches pictures of community helpers and their names by reading them.	Seeks and reads information about community helpers.	about the public officers. Compares the services provided by different community helpers.	Creates a graphic organizer after comparing the impact of the public officer/community helpers meeting people's needs.			schools, and parks and explain their value to the community.	meet their needs for government, education, communication, transportation, and recreation
READING ELPS 11 Develop language comprehension by engaging in a variety of narrative and expository literature.		Few reading skills in English are observed. Engages in narrative and expository reading books. Differentiates between narrative and expository books.	Reads pattern non-fiction books about citizenship characteristics using visual support. Reads simple narrative books about historical figures during guided reading.	Reads narrative literature about some historical figures following guided reading. Retells details of life and contributions of different important figures in the USA after reading expository literature.	Explains the characteristics of good citizenship and the names of some figures that represent them after reading narrative literature. Takes notes while reading narrative literature of historical figures in the USA.	Reads about good citizenship characteristics and is able to identify characteristics of such citizenship and specific historical figures who exemplify good citizenship comparable to native English speakers of the same grade level. Logs names of books using narrative and expository literature comparable to native English speakers of the same grade level.	No standard present in the vertical progression	1(12)(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt. 2(10)(D) identify ways to actively practice good citizenship, including involvement in community service.	2(10)(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth.	3(9)(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship
READING ELPS 12 Uses visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated written language.		Identifies technology as an important tool to retrieve information using visual and linguistic support. Pretends to read on different devices.	Reads stories about the impact of technology using applications on different devices that allow tracking reading word by word. Reads a list of words describing the impact of technology on science, health, and daily activities using visuals.	Reads sentences stems about technology impacting science and health. Recalls information read in texts using visual and linguistic support.	Participates in a small group to read about how technology impacts daily activities while reading on different devices stories about this topic. Reads in pairs about articles related to technology and discuss topic.	Outlines the benefits of technology after reading online about this topic comparable to native English speakers of the same grade level. Writes conclusions about how technology helps humanity in different ways and read them to peers comparable to native English speakers of the same grade level.	K(12)(A) identify examples of technology used in the home and school. K(12)(B) describe how technology helps accomplish specific tasks and meet people's needs. K(12)(C) describe how his or her life might be different without modern technology	No standard present in the vertical progression	No standard present in the vertical progression	3(13)(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities
		Sorts pictures by topic with adult assistance. Reads signs around the classroom and school.	Gathers information using different resources, including reading. Inferences names of pictures, applications, videos, movies, and books by reading the first letters.	Lists resources to gather information by reading their names. Identifies the technology to use according to the information needed with teacher assistance. Reinforces reading skills by listening to	Improves reading skills by using different resources independently. Explains how other oral and visual resources help them to understand reading better.	Concludes how other resources improved their reading skills by participating in brainstorming activities comparable to native English speakers of the same grade level. Shares conclusions to peers about gathering information, historical	K(13)(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.	1(16)(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.	2(15)(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts.	3(14)(A) gather information, including historical and current events and geographic data, about the community using a variety of resources

READING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Reading in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
				information, watching videos, and more with teacher assistance.		and geographic data, using a variety of resources, including reading comparable to native English speakers of the same grade level.				

*Students advancing through these stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	Writing /ELAR Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in writing. The following examples of proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in ELAR.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
	WRITING ELPS 1 (c)(5)(A) Learn relationships between sounds and letters of the English language to represent sounds when writing in English.	Scribbles, draws pictures, and copies some letters. (guided and modeled by teacher) Traces letter-like marks or strokes.	Participates in shared writing activities. Observes when the teacher is sounding out the letters while writing them on the chart. Writes uppercase and lowercase letters when dictating them to them. Takes dictation of high-frequency words.	Creates CVC family words while sounding out the words. Writes pattern phrases and short sentences while sounding out the words (it may be some words written phonologically)	Completes sentence stems by sounding out the words Decodes words while writing simple sentences and sounding out the letters of each word.	Takes dictation of sentences. comparable to naive English speakers of the same grade level. Writes sentences independently, sounding out the letters of the words written comparable to naive English speakers of the same grade level. Very few errors are noticed.	K(2)(B)(i) identifying and matching the common sounds that letters represent. K(2)(D)(v) demonstrate print awareness by: identifying all uppercase and lowercase letters.	1(2)(B)(i) decoding words in isolation and in context by applying common letter sound correspondences.	No standard present in the vertical progression	No standard present in the vertical progression
	WRITING ELPS 2 (c)(5)(B) Write using newly acquired basic vocabulary and content-based grade-level vocabulary.	Scribbles, draws pictures, and copies some letters. (guided and modeled by teacher) Traces letter-like marks or strokes.	Writes first name. Differences between pictures and letters. Differentiates between uppercase and lowercase letters. Participates in morning messages where uppercase and lowercase letters are modeled. Plays word games that connect sounds with syllables and words (for example, if the letters "p-e-n" spell pen, how do you write hen?).	Writes first and last name. Combines sentence cut-outs. Practices reading the sentences using finger to point at each word. Reads written out sentence stem written such as 'I like _____' or 'I went _____'. Then children can write in the remaining part of the sentence.	Plans for constructing own sentences using newly acquired vocabulary. Draws scaffolding lines to write extended sentence. (_____ _____ _____ _____). Writes new sentence. Responds to simple questions by writing new words.	Generates and uses new words independently in writing when responding to questions comparable to naive English speakers of the same grade level. Writes and uses newly acquired content vocabulary in summarizing topic comparable to naive English speakers of the same grade level. Writes complex sentences when we want to provide more information to support point comparable to naive English speakers of the same grade level.	K(2)(D)(v) identifying all uppercase and lowercase letters. K(6)(F) respond using newly acquired vocabulary as appropriate	1(7)(F) respond using newly acquired vocabulary as appropriate	2(7)(F) respond using newly acquired vocabulary as appropriate	3(7)(F) respond using newly acquired vocabulary as appropriate
	WRITING ELPS 3 (c)(5)(C) Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as	Connects oral language to print (e.g., through language experience, sentence stems). May chose to remain silent.	Identifies and writes sight words. Writes CVC words and identifies patterns in writing with adults' assistance.	Identifies and writes family words. Writes sentences following a pattern provided by an adult.	Creates sentences using patterns (uppercase, lowercase, period). Writes words that follow specific rules (double ee, oo, ending	Writes sentences using multisyllabic words, following rules comparable to naive English speakers of the same grade level.	K(10)(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade- appropriate	1(11)(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade appropriate orthographic patterns and rules and high-	2(11)(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade appropriate orthographic patterns	3(2)(B)(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
	more English is acquired.			Takes dictation of familiar words.	in e, compound words, and more). Participates in spelling words with some difficulty.	Edits writing work between peers comparable to naive English speakers of the same grade level. Participates in spelling words of unfamiliar words following the rules learned comparable to naive English speakers of the same grade level.	orthographic patterns and rules and high-frequency words. K(2)(C)(i) spelling words with VC, CVC, and CCVC. No standard present in the vertical progression K(2)(D)(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. K(10)(E) share writing. K(10)(C) revise drafts by adding details in pictures or words.	frequency words with adult assistance. 1(2)(C)(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r controlled syllables. 1(2)(C)(ii) spelling words with initial and final consonant blends, digraphs, and No standard present in the vertical progression 1(11)(E) publish and share writing. 1(11)(C) revise drafts by adding details in pictures or words.	and rules and high-frequency words. 2(2)(C)(i) demonstrate and apply spelling knowledge by: spelling one syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. 2(2)(C)(ii) demonstrate and apply spelling knowledge by: spelling words with silent letters such as knife and gnat. No standard present in the vertical progression 2(11)(E) publish and share writing. 2(11)(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences.	controlled syllables; and final stable syllables; 3(2)(B)(ii) spelling homophones; 3(2)(B)(iii) spelling compound words, contractions, and abbreviations; 3(2)(B)(iv) spelling multisyllabic words with multiple sound-spelling patterns; 3(2)(B)(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; 3(2)(B)(vi) spelling words using knowledge of prefixes; and 3(2)(B)(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants 3(11)(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3(11)(E) publish written work for appropriate audiences
WRITING ELPS 4 Employ increasingly complex grammatical structures in content	**WRITING ELPS 4 (c)(5)(D) Edit writing for standard grammar and usage, including**	Connects oral language to print (e.g., through language	Prints some letters in both upper- and lowercase.	Writes some letters in both upper- and lowercase.	Writes using the majority of grammatical and	Shows that you are familiar with the rules of proper grammar and usage in English	K(10)(D)(i) edit drafts with adult assistance using standard English conventions,	1(11)(D)(i) edit drafts using standard English conventions, including: complete	2(11)(D)(i) edit drafts using standard English conventions, including: complete	3(11)(D) edit drafts using standard English conventions, including:

WRITING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents(ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly, and (iv) using grammatical sentence structures (capitalization, punctuation, correct syntax and semantics usage).	subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.	experience, sentence stems). Identify specific letters in a text. Scribbles, draws pictures, and copying some letters with prompting and support.	Copies high-frequency words. Participates in shared writing activities. They may include high-frequency words (such as I, a, can, the...) within a sentence structure. Identifies pronouns, nouns, verbs, articles, adjectives, and adverbs in the word bank folder for writing using visual support.	Uses visual aids to identify common nouns and verbs in the classroom. Creates question sentences using the words who, what, when, where, why, and how by manipulating word cards. Writes left to right and top to bottom. Generates simple phrases or sentences using visual support and some word banks (e.g., expandable chart where each part of the sentence, nouns, and verbs are represented with a different color). "I am hungry," "The child plays."	usage conventions in English. Writes with common verbs and nouns. Recognizes and employs question words. Uses connecting words. Uses a bank of nouns and verbs to produce complete sentences. Creates some sentences exhibiting second language acquisition errors when writing in English. Generates some pattern sentences following the expandable chart. "I am very hungry" "The child plays on the patio."	comparable to naive English speakers of the same grade level. Writes common nouns and verbs comparable to naive English speakers of the same grade level. Recognizes and employs question words comparable to naive English speakers of the same grade level Uses the prepositions that appear the most frequently comparable to naive English speakers of the same grade level. Creates and enlarges complete sentences during activities involving shared language comparable to naive English speakers of the same grade level. Generates long sentences on an expandable chart, including connecting words and new vocabulary comparable to naive English speakers of the same grade level. "I am very hungry and thirsty." "The oldest child plays on the patio and rests on the chair."	including: complete sentences. K(10)(D)(ii) edit drafts with adult assistance using standard English conventions, including: verbs. K(10)(D)(iii) edit drafts with adult assistance using standard English conventions, including: singular and plural nouns. K(10)(D)(iv) edit drafts with adult assistance using standard English conventions, including: adjectives, including articles. No standard present in the vertical progression K(10)(D)(v) edit drafts with adult assistance using standard English conventions, including: prepositions. K(10)(D)(vi) edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases. No standard present in the vertical progression K(10)(D)(vii) edit drafts with adult assistance using	sentences with subject-verb agreement. 1(11)(D)(ii) edit drafts using standard English conventions, including: past and present verb tense. 1(11)(D)(iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns. 1(11)(D)(iv) edit drafts using standard English conventions, including: adjectives, including articles. 1(11)(D)(v) edit drafts using standard English conventions, including: adverbs that convey time. 1(11)(D)(vi) edit drafts using standard English conventions, including: prepositions. 1(11)(D)(vii) edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases. No standard present in the vertical progression 1(11)(D)(viii) edit drafts using standard English conventions, including: capitalization for the beginning of sentences and the pronoun "I."	sentences with subject-verb agreement. 2(11)(D)(ii) edit drafts using standard English conventions, including: past, present, and future verb tense. 2(11)(D)(iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns. 2(11)(D)(iv) edit drafts using standard English conventions, including: adjectives, including articles. 2(11)(D)(v) edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey place. 2(11)(D)(vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases. 2(11)(D)(vii) edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases. 2(11)(D)(viii) edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects and predicates	3(11)(i) complete simple and compound sentences with subject-verb agreement; 3(11)(ii) past, present, and future verb tense; 3(11)(iii) singular, plural, common, and proper nouns; 3(11)(iv) adjectives, including their comparative and superlative forms; 3(11)(v) adverbs that convey time and adverbs that convey manner; 3(11)(vi) prepositions and prepositional phrases; 3(11)(vii) pronouns, including subjective, objective, and possessive cases; 3(11)(viii) coordinating conjunctions to form compound subjects, predicates, and sentences; 3(11)(ix) capitalization of official titles of people, holidays, and geographical names and places; 3(11)(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
							standard English conventions, including: capitalization of the first letter in a sentence and name. K(10)(D)(viii) edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences.	1(11)(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	2(11)(D)(ix) edit drafts using standard English conventions, including: capitalization of months, days of the week, and the salutation and conclusion of a letter 2(11)(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates.	3(11)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	WRITING ELPS 5. (c)(5)(E) Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents(ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly.	Scribbles, draws pictures, and copies some letters with prompting and support. Draws pictures for telling stories.	Draws a picture representing a story and starts labeling some of the pictures. Makes some letters while writing the story; some letters may represent words. Generates stories by writing some words phonetically.	Chooses a topic to write about using prior knowledge after sharing some ideas. Starts writing a draft of the story selected using some capital letters and correct punctuation. Revises their own work assisted by an adult. assistance. Edits works after recommendations are done by adults.	Brainstorms about the topic to write between peers. Writers a draft of the story selected following some grammatical rules, like noun and verb agreement and verb tense. Revises their work and makes corrections. Edits the story, shares it with peers and publishes it.	Creates authentic written stories and reports using new academic content-based grade-level vocabulary comparable to naive English speakers of the same grade level. Follows a plan to write authentic stories (pre-writing, drafting, revising, editing, publishing) comparable to naive English speakers of the same grade level. Edits the story independently, shares it with peers, and publishes it comparable to naive English speakers of the same grade level.	K(10)(A) plan by generating ideas for writing through class discussions and drawings.	1(11)(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming.	2(11)(A) plan a first draft by generating ideas for writing such as drawing and brainstorming.	3(11)(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
	WRITING ELPS 6 (c)(5)(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate	Scribbles, draws pictures, and copies some letters with prompting and support to respond to topic.	Participates in shared writing activities with support to generate sentences. Identifies spaces between words in a sentence.	Generates simple sentences using visual support and some word banks. Separates words in a sentence using an instrument (e.g. popsicle stick).	Generates some pattern sentences. Creates some sentences exhibiting second language acquisition errors when writing in English.	Generates long sentences by using connecting words and new vocabulary comparable to naive English speakers of the same grade level..(e.g.. Whenever	K(2)(D)(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.	1(11)(E) publish and share writing. 1(11)(C) revise drafts by adding details in pictures or words.	2(11)(E) publish and share writing. 2(11)(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences.	3(11)(E) publish written work for appropriate audiences 3(11)(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining,

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
	ways as more English is acquired			Revises sentences and be sure sentences start with a capital letter and end with a period with adult assistance.	Revises the sentence structure and addresses spelling words are correctness and using the bank of words. (e.g. If you do not come to school regularly, you will not do well in tests.)	it rains, I like to wear my blue coat.) Revises and edits writing. Shares final work with peers comparable to naive English speakers of the same grade level.	K(10)(E) share writing. K(10)(C) revise drafts by adding details in pictures or words. No standard present in the vertical progression	No standard present in the vertical progression		and rearranging ideas for coherence and clarity
WRITING ELPS 7 Describe and explain in writing with increasing specificity and detail in the content areas as more English is acquired. ***Formerly C.5.G.**	(c)(5)(G) Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	Scribbles, draws pictures, and copies some letters with prompting and support. Draws pictures to send messages or thank you notes to someone. Understands author's' purpose by utilizing visuals and words with support from teacher.	Writes words to describe pictures with adult assistance. Participates in shared writing to create thank you notes to understand the purpose of this note.	Writes pattern sentences to describe a picture. Writes a text message with adult assistance and explain the purpose. Listens to story and writes responds using simple sentence to convey emotional meaning of story. Visualizes to understand and respond in writing to author's purpose.	Composes written response to informational text. Develops a coherent draft with sentences and ideas connected together and uses transitional key words to express ideas. (e.g. also, besides, as well as)	Describes pictures, buildings, and people, including details in writing comparable to naive English speakers of the same grade level. Illustrates a story after writing it independently comparable to naive English speakers of the same grade level. Integrates descriptive, literal, or figurative language in writing draft comparable to naive English speakers of the same grade level. Utilizes the 5 senses strategies to enable the reader to envision the words and better understand the writing comparable to naive English speakers of the same grade level.	K(6)(E) interact with sources in meaningful ways such as illustrating or writing. K(10)(B) develop drafts in oral, pictorial, or written form by: organizing ideas. K(9)(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes. K(9)(D) discuss with adult assistance how the author uses words that help the reader visualize.	1(7)(E) interact with sources in meaningful ways such as illustrating or writing. 1(11)(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure. 1(11)(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details. 1(12)(A) dictate or compose literary texts, including personal narratives and poetry. 1(12)(B) dictate or compose informational texts, including procedural texts. 1(12)(C) dictate or compose correspondence such as thank you notes or letters. 1(10)(A) discuss the author's purpose for writing text. 1(10)(D) discuss how the author uses words that help the reader visualize.	2(7)(E) interact with sources in meaningful ways such as illustrating or writing. 2(11)(B)(i) develop drafts into a focused piece of writing by: organizing with structure. 2(11)(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details. 2(12)(A) compose literary texts, including personal narratives and poetry. 2(12)(B) compose informational texts, including procedural texts and reports. 2(12)(C) compose correspondence such as thank you notes or letters. 2(10)(A) discuss the author's purpose for writing text. 2(10)(B) discuss how the use of text structure contributes to the author's purpose. 2(10)(C) discuss the author's use of print	3(7)(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating 3(10)(A) explain the author's purpose and message within a text; 3(10)(B) explain how the use of text structure contributes to the author's purpose 3(10)(C) explain the author's use of print and graphic features to achieve specific purposes 3(10)(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes 3(11)(B)(i) organizing with purposeful structure, including an introduction and a conclusion; and 3(11)(B)(ii) developing an engaging idea with relevant details 3(12)(A) compose literary texts,

WRITING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
								1(10)(B) discuss how the use of text structure contributes to the author's purpose. 1(10)(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	and graphic features to achieve specific purposes. 2(10)(D) discuss the use of descriptive, literal, and figurative language.	including personal narratives and poetry, using genre characteristics and craft
WRITING ELPS 8 Writes for persuasion so as to influence or change another's thoughts or actions (NEW)		Scribbles, draws pictures, and copies some letters with prompting and support. (e.g. Hamsters are the best type of pet. Kids need free time to relax and play)	Writes words that express emotions with adult assistance. Participates in persuasive text shared writing activities. (e.g. I deserve to be paid for my chores.) We should not have a school dress code.	Describes the meaning of a persuasive text using sentence stems. Reads and describes the characteristics of persuasive texts (repeated words, emotional language, strong argument, colorful fonts, humor.) Writes a letter using sentences to persuade another person about a specific topic with adult support.	Writes a persuasive letter (a good example is "A Letter to Santa." Generates persuasive texts using only facts and in a calm mode. Blends facts and emotion in attempt to convince the reader that the writer "right"	Selects a topic to write about it. Generates persuasive text after gathering and using facts about the topic selected. Publishes final persuasive texts after revising and editing the text. Sentences and paragraphs are kept relatively short and to the point.	K(8)(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do. No standard present in the vertical progression.	1(9)(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do. No standard present in the vertical progression.	2(9)(E)(i) recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do. 2(9)(E)(ii) recognize characteristics of persuasive text, including: distinguishing facts from opinion.	3(9)(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) distinguishing facts from opinion; and (iii) identifying the intended audience or reader 3(12)(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft 3(12)(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft 3(12)(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
WRITING ELPS 9 Summarizes and uses evidence from multimodal texts (readings, videos, discussions) to write		Scribbles, draws pictures, and copies some letters with prompting and support. (e.g. selects favorite pet)	Writes words related to a research plan. Copies the steps to follow while writing a	Chooses the topic to develop a research plan with adult assistance (e.g. topics such as apples, weather, bears.).	Writes a research plan with a peer following the research steps (use turn and talk strategies to access information.)	Generates a list of resources/links to gather data for research plan with minimum assistance comparable to naïve	K(12)(B) develop and follow a research plan with adult assistance. K(12)(D) demonstrate understanding of	1(13)(B) develop and follow a research plan with adult assistance. 1(13)(D) demonstrate understanding of	2(13)(B) develop and follow a research plan with adult assistance.	3(13)(B) develop and follow a research plan with adult assistance; 3(13)(C) identify and gather relevant

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN ELAR TEKS	1ST GRADE ELAR TEKS	2ND GRADE ELAR TEKS	3RD GRADE ELAR TEKS
results to explain how and why things work			research plan with adult assistance. Participates in a recording schema on post it notes with support.	Gathers information from multimodal texts. Develops a research plan using data gathered with adult supervision and support.	Shares research plan with peers and accepts feedback to make changes.	English speakers of the same grade level. Follows a checklist to be sure all the requirements were taken in consideration comparable to naive English speakers of the same grade level. Revises and edits their drafts and write their final draft of their research paper comparable to naive English speakers of the same grade level. Creates a visual aid PowerPoint that helps the class understand more about their topic comparable to naive English speakers of the same grade level.	information gathered with adult assistance. K(12)(C) gather information from a variety of sources with adult assistance. K(12)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	information gathered with adult assistance 1(13)(C) identify and gather relevant sources and information to answer the questions with adult assistance. 1(13)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	2(13)(D) identify primary and secondary sources. 2(13)(C) identify and gather relevant sources and information to answer the questions. 2(13)(E) demonstrate understanding of information gathered. 2(13)(F) cite sources appropriately. 2(13)(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	information from a variety of sources; 3(13)(D) identify primary and secondary sources; 3(13)(E) demonstrate understanding of information gathered; 3(13)(F) recognize the difference between paraphrasing and plagiarism when using source materials; 3(13)(G) create a works cited page; and 3(13)(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Students advancing through these stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

New Revised ELPS	CURRENT ELPS	**Writing /Math** Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in writing. The following examples of proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Math.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
	WRITING ELPS 1 (c)(5)(A). Learn relationships between sounds and letters of the English language to represent sounds when writing in English.	**N/A**								
	WRITING ELPS 2 (c)(5)(B) Write using newly acquired basic vocabulary and content-based grade-level vocabulary.	Few writing skills in English are observed. Calculates written solutions to one-step word problems involving addition with manipulatives and illustrations and extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Calculates written solutions to one-step word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem with manipulatives and illustrations and significant visual and linguistic support. Composes 10 with two or more addends in writing with/without manipulatives with significant teacher and peer support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Calculates written solutions to one- and two-step word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem with/without manipulatives and illustrations and with limited visual and linguistic support. Composes and decomposes numbers up to 1,000 in multiple ways as a sum of so many thousands, hundreds, tens, and ones in writing with limited teacher and peer assistance. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Calculates written solutions to one- and two-step word problems involving addition, subtraction, and multiplication independently. Composes and decomposes numbers up to 1,200 in multiple ways as a sum of so many thousands, hundreds, tens, and ones in writing independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Calculates written solutions to one- and two-step word problems involving addition, subtraction, multiplication, and division independently comparable to naive English speakers of the same grade level. Provides written solutions to problems including partitioning an object or a set of objects among two or more recipients with illustrations of fractions with denominators of 2, 3, 4, 6, and 8 independently comparable to naive English speakers of the same grade level. Responds to questions and participates in discussions involving addition, subtraction, multiplication, division, and fractions with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(3)(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10.	1(3)(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3. 1(3)(C) compose 10 with two or more addends with and without concrete objects	2(2)(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones	3(3)(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8
		Few writing skills in English are observed. Represents whole numbers from 0 to at least 10 in writing	Calculator written solutions to one-step word problems involving joining, separating, and comparing sets within	Calculates written solutions to one- and two-step word problems involving joining, separating, and comparing sets	Calculates written solutions to one- and two-step word problems involving addition, subtraction,	Calculates written solutions to one- and two-step word problems involving addition, subtraction, multiplication, and	K(2)(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
		with/without manipulatives or illustrations with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	20 and unknowns as any one of the terms in the problem with manipulatives and illustrations and significant visual and linguistic support. Composes 10 with two or more addends in writing with/without manipulatives with significant teacher and peer support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	within 20 and unknowns as any one of the terms in the problem with/without manipulatives and illustrations and with limited visual and linguistic support. Composes and decomposes numbers up to 1,000 in multiple ways as a sum of so many thousands, hundreds, tens, and ones in writing with limited teacher and peer assistance. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	and multiplication independently. Composes and decomposes numbers up to 1,200 in multiple ways as a sum of so many thousands, hundreds, tens, and ones in writing independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	division independently comparable to naive English speakers of the same grade level. Provides written solutions to problems including partitioning an object or a set of objects among two or more recipients with illustrations of fractions with denominators of 2, 3, 4, 6, and 8 independently comparable to naive English speakers of the same grade level. Responds to questions and participates in discussions with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
		Few writing skills in English are observed. Calculates written solutions to one-step word problems involving addition with manipulatives and illustrations and extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Calculates written solutions to one-step word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem with manipulatives and illustrations and significant visual and linguistic support. Composes 10 with two or more addends in writing with/without manipulatives with significant teacher and peer support. Responds to questions with short answers and/or simple sentences when	Calculates written solutions to one-step word problems involving addition and subtraction with pictorial or graphic data with limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Creates and calculates written one-step word problems involving addition and subtraction with pictorial or graphic data independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Creates and calculates written one-step word problems involving addition and subtraction with pictorial or graphic data independently. Represents fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 in writing with concrete objects and pictorial models, including strip diagrams and number lines, independently. Responds to questions and participates in discussions involving addition, subtraction, multiplication, division, and fractions with vocabulary and	No standard present in the vertical progression	No standard present in the vertical progression	2(10)(C) write and solve one step word problems involving addition or subtraction within using data represented in pictographs and bar graphs with intervals of one.	3(3)(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
			provided sentence stems/frames.			sentence structures comparable to native English speakers of the same grade level.				
	WRITING ELPS 3 C.5.C. Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired.	Few writing skills in English are observed. Generates in writing a number that is one more than or one less than another number up to at least 20 with extensive teacher and peer support. Explains the process of generating a number in writing that is one more than or one less than another number up to at least 20 with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Generates in writing a number that is greater than or less than a given number up to 120 with significant teacher and peer support. Explains the process of generating a number in writing that is greater than or less than a given number up to 120 with significant visual and linguistic support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Generates in writing a number that is greater than or less than a given number up to 120 with limited teacher and peer support. Explains the process of generating a number in writing that is greater than or less than a given number up to 120 with limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Generates in writing a number that is greater than or less than a given number up to 1,200 independently. Explains the process of generating a number in writing that is greater than or less than a given number up to 1,200 independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Generates in writing a number that is greater than or less than a given number up to 1,200 independently comparable to naive English speakers of the same grade level. Explains the process of generating a number in writing that is greater than or less than a given number up to 1,200 independently comparable to naive English speakers of the same grade level. Responds to questions and participates in discussions involving number comparisons with greater than, less than, and equal to statements with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(2)(F) generate a number that is one more than or one less than another number up to at least 20.	1(2)(D) generate a number that is greater than or less than a given whole number up to 120.	2(2)(C) generate a number that is greater than or less than a given whole number up to 1,200.	3(2) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.
WRITING ELPS 4 Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents(ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly, and iv. using grammatical sentence structures	**WRITING ELPS 4 (c)(5)(D) Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.**	Few writing skills in English are observed. Creates models, such as picture graphs, from data with extensive teacher and peer support. Provides written descriptions of models of data with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no,	Creates models, such as picture and bar graphs, from data with significant teacher and peer support. Provides written descriptions of models of data with significant visual and linguistic support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Creates models, such as picture and bar graphs, from data with limited teacher and peer support. Provides written descriptions of models of data with limited visual and linguistic support. Responds to questions and participates in discussions with simple sentences and newly-acquired vocabulary.	Creates models, such as picture and bar graphs with intervals of one or more, from data with up to four categories with limited teacher and peer support. Provides written descriptions of models of data independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Creates models, such as picture and bar graphs, frequency tables, or dot plots with scaled intervals, from data with multiple categories independently comparable to naive English speakers of the same grade level. Provides written descriptions of models of data independently comparable to naive English speakers of the same grade level.	K(8)(B) use data to create real-object and picture graphs.	1(8)(B) use data to create picture and bar graphs.	2(10)(B) organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.	3(8)(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
(capitalization, punctuation, correct syntax and semantics usage).		and/or one-word answers.				Responds to questions and participates in discussions involving data organization and models with vocabulary and sentence structures comparable to native English speakers of the same grade level.				
	WRITING ELPS 5 (c)(5)(E) Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents(ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly.	Few writing skills in English are observed. Lists in writing simple skills required for jobs with extensive visual and linguistic support. Responds to questions with gestures, drawings, yes/no, and/or one-word answers.	Describes in writing simple skills required for jobs with significant visual and linguistic support. Explains in writing the difference between money earned, spent, and/or saved with significant teacher and peer support. Responds to questions with short answers and/or simple sentences when provided sentence stems/frames.	Describes in writing skills required for jobs with limited visual and linguistic support. Explains in writing the difference between money earned, spent, and/or saved with limited teacher and peer support. Responds to questions with simple sentences and newly-acquired vocabulary.	Describes in writing skills required for different jobs independently. Explains in writing the difference between money earned, spent, and/or saved independently. Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary.	Describes in writing skills required for different jobs independently comparable to naive English speakers of the same grade level. Explains in writing the difference between money earned, spent, and/or saved independently comparable to naive English speakers of the same grade level. Responds to questions and participates in discussions involving personal finance with vocabulary and sentence structures comparable to native English speakers of the same grade level.	K(9)(C) list simple skills required for jobs.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
	WRITING ELPS 6 (c)(5)(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	**N/A**								
WRITING ELPS 7 Describe and explain in writing with increasing specificity and detail in the content areas as more English is acquired.	WRITING ELPS 7 (c)(5)(G) Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	**N/A**								

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Math TEKS	1ST GRADE Math TEKS	2ND GRADE Math TEKS	3RD GRADE Math TEKS
*Formerly C.5.G.										
WRITING ELPS 8 Writes for persuasion so as to influence or change another's thoughts or actions (NEW)		**N/A**								
WRITING ELPS 9 Summarizes and uses evidence from multimodal texts (readings, videos, discussions) to write results to explain how and why things work		Few writing skills in English are observed.

Explains in writing the difference between money received as income and money received as gifts with extensive visual and linguistic support.

Responds to questions with gestures, drawings, yes/no, and/or one-word answers. | Explains in writing the difference between money earned, spent, and/or saved with significant teacher and peer support.

Responds to questions with short answers and/or simple sentences when provided sentence stems/frames. | Explains in writing the difference between money earned, spent, and/or saved with limited teacher and peer support.

Responds to questions with simple sentences and newly-acquired vocabulary. | Calculates in writing the increasing sum of savings over time with limited teacher and peer support.

Explains in writing the increasing sum of savings over time independently.

Responds to questions and participates in discussions with increasingly complex sentences and newly-acquired vocabulary. | Identifies and explains in writing decisions involving income, spending, saving, credit, and charitable giving independently comparable to naive English speakers of the same grade level.

Responds to questions and participates in discussions involving personal finance with vocabulary and sentence structures comparable to native English speakers of the same grade level. | K(9)(B) differentiate between money received as income and money received as gifts | 1(9)(C) distinguish between spending and saving. | 2(11)(A) calculate how money saved can accumulate into a larger amount over time. | 3(9)(F) identify decisions involving income, spending, saving, credit, and charitable giving |

*Students advancing through these stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. Emergent Bilinguals are heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as: ● A school's program type ● Age at which the student entered the program ● Initial proficiency level ● Native language literacy ● Linguistic and cultural background ● Life and educational experiences ● Additional needs (e.g. health, disability)

WRITING
Grades K-3

New Revised ELPS	CURRENT ELPS	Writing /Science Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in writing. The following examples of proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Science.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
	WRITING ELPS 1 (c)(5)(A) Learn relationships between sounds and letters of the English language to represent sounds when writing in English.	Draws pictures, scribbles, and uses numbers to record science data. Utilizes numbers and simple graphs to record and organize data with extensive visual and language support (e.g., follows teacher modeling to add tally marks to a T-chart template).	Draws pictures, uses numbers, and writes single-words to record science data. Utilizes numbers, symbols, and simple graphs to record and organize science data with significant visual and linguistic support (e.g., fills in missing data in a highly-scaffolded simple graph such as recording tally marks in a T-chart or shading in a portion of a graph).	Draws pictures and adds labels, composes phrases to record science data with support of a sentence frame (e.g., I observed __ when __.). Utilizes numbers, symbols, and simple graphs to record and organize data with limited visual and linguistic support (e.g., completing a predetermined blank graphic template).	Composes simple sentences to record science data with visuals and linguistic support (e.g., sentence stem). Utilizes numbers, symbols, and simple graphs to record and organize data (e.g., references anchor chart of graphs to select graph most suited for the data type, draws and fills in the data).	Composes complex sentences to record science data comparable to naive English speakers of the same grade level. Utilizes numbers, symbols, and simple graphs to record and organize data at a level comparable to native English students of the same grade level.	K(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs.	1(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs.	2(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs.	3(1)(F) record and organize data using pictures, numbers, words, symbols, and simple graphs.
	WRITING ELPS 2 (c)(5)(B) Write using newly acquired basic vocabulary and content-based grade-level vocabulary.	Draws pictures, scribbles, and letters to represent basic vocabulary and newly acquired science vocabulary with visual and linguistic support (e.g., teacher modeling) to communicate science explanations and solutions.	Draws pictures and writes single words to represent basic vocabulary and newly acquired science vocabulary with visuals and linguistic support (e.g., picture cards, visuals, word wall) to communicate science explanations and solutions.	Composes phrases that include basic vocabulary and newly acquired science vocabulary with visuals and linguistic support (e.g., filling in sentence frame) to communicate science explanations and solutions.	Composes simple sentences that include basic vocabulary and newly acquired science vocabulary with visuals and linguistic support (e.g., sentence stem) to communicate science explanations and solutions.	Composes complex sentences that include basic vocabulary and newly acquired science vocabulary to communicate science explanations and solutions, at a level comparable to native English students of the same grade level.	K(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats	1(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats	2(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats	3(3)(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats
	WRITING ELPS 3 (c)(5)(C) Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired.	N/A								
WRITING ELPS 4 Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and	(c)(5)(D) Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.	Draws pictures, scribbles, and letters to represent science concepts with visuals and linguistic support (e.g., teacher modeling). Observes explicit use grammar structures as	Composes single words to represent science concepts, with visuals and linguistic support (e.g., picture cards). Observes explicit use grammar structures as	Composes phrases to represent science concepts, with visuals and linguistic support (e.g., filling in sentence frame). Applies grammar structures (e.g., pronouns, articles)	Composes simple sentences to represent science concepts with visuals and linguistic support (e.g., completing a sentence stem). Applies grammatical structures (e.g.,	Composes complex sentences to represent science concepts comparable to naive English speakers of the same grade level. Applies grammatical structures such as verb tense, and subject-	K(5)(A) identify and use patterns to describe phenomena or design solutions K(5)(B) investigate and predict cause-and-effect relationships in science	1(5)(A) identify and use patterns to describe phenomena or design solutions 1(5)(B) investigate and predict cause-and-effect relationships in science	2(5)(A) identify and use patterns to describe phenomena or design solutions 2(5)(B) investigate and predict cause-and-effect relationships in science	3(5)(A) identify and use patterns to describe phenomena or design solutions 3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
pronouns/antecedents(ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly, and iv. using grammatical sentence structures (capitalization, punctuation, correct syntax and semantics usage).		teacher models science writing.	teacher models science writing.	within composed phrases with teacher and peer support.	capitalization, punctuation, pronouns, articles) within simple sentences with teacher and peer support such as mentor text and anchor charts.	verb agreement within complex sentences at a level comparable to native English speakers of the same grade level.	K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity

K(5)(D) examine the parts of a whole to define or model a system

K(5)(E) identify forms of energy and properties of matter

K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems

K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same | 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity

1(5)(D) examine the parts of a whole to define or model a system

1(5)(E) identify forms of energy and properties of matter

1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems

1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same | 2(5)(C) measure and describe the properties of objects in terms of size and quantity

2(5)(D) examine the parts of a whole to define or model a system

2(5)(E) identify forms of energy and properties of matter

2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems

2(5)(G)describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same. | phenomena or analyze problems

3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems

3(5)(D) examine and model the parts and their interdependence in the function of the system

3(5)(E) investigate the flow of energy and cycling of matter through systems

3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems

3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems |
| | **WRITING ELPS 5 (c)(5)(E) Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents(ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly.** | N/A | | | | | | | | |
| | **WRITING ELPS 6 (c)(5)(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate** | N/A | | | | | | | | |

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
	ways as more English is acquired									
WRITING ELPS 7 Describe and explain in writing with increasing specificity and detail in the content areas as more English is acquired. ***Formerly C.5.G**	(c)(5)(G) Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	Draws simple pictures to represent science concepts. Scribbles and writes letters with visual and linguistic support (e.g., modeled writing) to describe science concepts.	Revises simple drawings by adding details (e.g., coloring drawing, adding simple labels) with visual and linguistic support, such as peer feedback or teacher modeling, to describe science concepts. Composes single words with visual and linguistic support (e.g., modeled writing) to describe science concepts.	Edits drawings to add more detail (e.g., adds details to existing parts, draws more parts) with visual and linguistic support, such as peer feedback or teacher modeling, to describe and explain science concepts. Composes phrases with visual and linguistic support (e.g., filling in sentence frame) to describe and explain science concepts.	Edits drawings to add more detail (e.g., adds details to existing parts, draws more parts, adds captions) with limited support, to describe and explain science concepts. Composes and edits simple sentences to add more detail (e.g., adding adjectives providing specific examples) with visual and linguistic support (e.g., peer feedback or teacher modeling), to describe and explain science concepts.	Composes complex drawings that include high level of specificity (e.g., color, labels, detailed parts, multiple parts, captions) to describe and explain science concepts, at a level comparable to native English speakers of the same grade level. Composes complex sentences that include high level of details (e.g., adjectives, providing examples) to describe and explain science concepts, at a level comparable to native English speakers of the same grade level.	K(5)(A) identify and use patterns to describe phenomena or design solutions K(5)(B) investigate and predict cause-and-effect relationships in science K(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity K(5)(D) examine the parts of a whole to define or model a system K(5)(E) identify forms of energy and properties of matter K(5)(F) describe the relationship between the structure and function of objects, organisms, and systems K(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	1(5)(A) identify and use patterns to describe phenomena or design solutions 1(5)(B) investigate and predict cause-and-effect relationships in science 1(5)(C) describe the properties of objects in terms of relative size (scale) and relative quantity 1(5)(D) examine the parts of a whole to define or model a system 1(5)(E) identify forms of energy and properties of matter 1(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 1(5)(G) describe how factors or conditions can cause object, organisms, and systems to either change or stay the same	2(5)(A) identify and use patterns to describe phenomena or design solutions 2(5)(B) investigate and predict cause-and-effect relationships in science 2(5)(C) measure and describe the properties of objects in terms of size and quantity 2(5)(D) examine the parts of a whole to define or model a system 2(5)(E) identify forms of energy and properties of matter 2(5)(F) describe the relationship between the structure and function of objects, organisms, and systems 2(5)(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.	3(5)(A) identify and use patterns to describe phenomena or design solutions 3(5)(B) identify and investigate and predict cause-and-effect relationships to explain scientific phenomena or analyze problems 3(5)(C) use scale, proportion, and quantity to describe, compare, or model different systems 3(5)(D) examine and model the parts and their interdependence in the function of the system 3(5)(E) investigate the flow of energy and cycling of matter through systems 3(5)(F) explain the relationship between the structure and function of objects, organisms, and systems 3(5)(G) explain how factors or conditions impact stability and change in objects, organisms, and systems
WRITING ELPS 8 Writes for persuasion so as to influence or change another's thoughts or actions (NEW)		Selects images that represent how science or an innovation can help others with extensive visual and linguistic support (e.g., image of a cell phone to represent innovation, matched with images of people communicating	Draws pictures that includes one word labels to express how a science discovery or innovation can help others (e.g. draws picture of cell phone and writes the words 'talk' and 'text') with significant visual and linguistic support.	Generates list of short phrase(s) to express how a science discovery or innovation can help others with limited visual and linguistic support. Writes in missing phrases to outline pros	Composes simple sentences to express how a science discovery or innovation can help others with visual and linguistic support (e.g., filling in a sentence stem, such as The telescope is important because	Composes complex sentences to persuade how a science discovery or an innovation impacts society, comparable to native English speakers of the same grade level.	K(4)(A) explain how science or an innovation can help others	1(4)(A) explain how science or an innovation can help others	2(4)(A) explain how science or an innovation can help others	3(4)(A) explain how scientific discoveries and innovative solutions to problems impact science and society

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s))	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Science TEKS	1ST GRADE Science TEKS	2ND GRADE Science TEKS	3RD GRADE Science TEKS
		through phone call, people communication through text, communicating through video conferencing). Draws pictures or scribbles to explain how science or an innovation can help others with extensive visual and linguistic support. Sorts pictures into categories of pros and cons of a science discovery or innovation using a graphic organizer (e.g., T-chart with columns labeled pros and cons) with extensive visual and linguistic support.	Generates list of words to express how a science discovery or innovation can help others with significant visual and linguistic support. Completes a sentence frame with one word to express how a science discovery or innovation can help others, with visual and linguistic support (e.g., The cell phone helps us ___ with our family.) with Writes in missing words to outline pros and cons of a science discovery or innovation (e.g., partially-filled T-chart or Venn diagram) with significant visual and linguistic support.	and cons of science discovery or innovation (e.g., partially-filled T-chart or Venn diagram) with limited visual and linguistic support.	___. Without the telescope, we would not ___). Composes writes simple sentences to persuade how science discoveries and innovations impact society. Completes a graphic organizer to outline pros and cons of a science discovery or innovation (e.g., T-chart or Venn diagram).	Independently selects and utilizes graphic organizers to outline how a science discovery or innovation impacts society, comparable to native English speakers of the same grade level.				
WRITING ELPS 9 Summarizes and uses evidence from multimodal texts (readings, videos, discussions) to write results to explain how and why things work		Draws pictures, scribbles, and letters to represent evidence collected from readings, with visual and linguistic support (e.g., modeled writing) to develop science explanations and solutions.	Composes single words to represent evidence collected from readings, videos, and discussions, with visual and linguistic support (e.g., modeled writing) to develop science explanations and solutions.	Composes phrases to represent evidence collected from readings, videos, and discussions, with visual and linguistic support (e.g., filling in sentence frame) to develop science explanations and solutions.	Composes simple sentences to represent evidence collected from readings, videos, and discussions, with visual and linguistic support (e.g., completing a sentence stem) to develop science explanations and solutions.	Composes complex sentences to represent evidence collected from readings, videos, and discussions to develop science explanations and solutions, at a level comparable to native English speakers of the same grade level.	K(1)(E) collect observations and measurements as evidence K(3)(A) develop explanations and propose solutions supported by data and models	1(1)(E) collect observations and measurements as evidence 1(3)(A) develop explanations and propose solutions supported by data and models	2(1)(E) collect observations and measurements as evidence 2(3)(A) develop explanations and propose solutions supported by data and models	3(1)(E) collect observations and measurements as evidence 3(3)(A) develop explanations and propose solutions supported by data and models
		Draws pictures, scribbles, and letters to represent information collected from readings, with visual and linguistic support (e.g., modeled writing) to identify scientists and science-related careers.	Composes single words to represent information collected from readings, with visual and linguistic support (e.g., modeled writing) to identify scientists and science-related careers.	Composes phrases to represent information collected from readings, with visual and linguistic support (e.g., filling in sentence frame) to identify scientists and science-related careers.	Composes simple sentences to represent information collected from readings, with visual and linguistic support (e.g., completing a sentence stem) to identify scientists and science-related careers.	Composes complex sentences to represent information collected from readings to identify scientists and science-related careers, at a level comparable to native English speakers of the same grade level.	K(4)(B) identify scientists and engineers such as Isaac Newton, Mae Jemison, and Ynes Mexia and explore what different scientists and engineers do	1(4)(B) identify scientists and engineers such as Katherine Johnson, Sally Ride, and Ernest Just and explore what different scientists and engineers do	2(4)(B) identify scientists and engineers such as Alexander Graham Bell, Marie Daly, Mario Molina, and Jane Goodall and explore what different scientists and engineers do	3(4)(B) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in science, technology, engineering, and mathematics (STEM) field to investigate STEM careers

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WRITING
Grades K-3

New Revised ELPS	CURRENT ELPS	Writing /Social Studies Emergent bilingual (EB) students may be at the Pre-Production, Beginning, Low Intermediate, High Intermediate, or Advanced stage of English language development in writing. The following examples of proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels and observable student behaviors of EBs in this language domain in order to linguistically accommodate their instruction and related support in Social Studies.								
Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
WRITING ELPS 1 Learn relationships between sounds and letters of the English language to represent sounds when writing in English.	**(c)(5)(A) Learn relationships between sounds and letters of the English language to represent sounds when writing in English.**	**N/A**								
	WRITING ELPS 2 Write using newly acquired basic vocabulary and content-based grade-level vocabulary.	Draws pictures that show chronological order. (e.g. daily schedule such as breakfast, lunch, recess) Places pictures of different cycles in chronological order Participates in calendar activities.	Depicts a visual timeline to demonstrate chronological order to gain understanding to reach the events and activities they most enjoy. (Technology time, recess, music) Places own personal picture on the school birthday calendar.	Writes days of the week and months of the year on a timeline. Includes chronological words on sentence stems. (Make a Chain-Link Timeline) Selects visual cue cards and role plays present, past, and future.	Explains the terms past, present and future in journal. Writes dates in a journal to keep a record of progress. Draws timelines and writes events in chronological order. Creates sentences in present, past, and future using sentence stems.	Compares different timelines and events after completing them comparable to naive English speakers of the same grade level... Selects a historical period and writes a summary utilizing the terms year, decade and century comparable to naive English speakers of the same grade level. Creates a presentation timeline to present to students using media comparable to naive English speakers of the same grade level.	K(14)(A) place events in chronological order. K(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow.	1(17)(A) use a simple timeline to distinguish among past, present, and future. 1(17)(B) use a calendar to describe and measure time in days, weeks, months, and years.	2(16)(A) describe the order of events by using designations of time periods such as historical and present times. 2(16)(B) apply vocabulary related to chronology, including past, present, and future.	16(A) use social studies terminology correctly. (16(C) apply the terms year, decade, and century to describe historical times
	WRITING ELPS 3 Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired.	**N/A**								
WRITING ELPS 4 Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents(i i) using possessive case	**WRITING ELPS 4 (c)(5)(D) writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.**	Draws pictures to represent solutions to problems with support.	Explains the steps for problem-solving and copies some words that represents process. Participates in the problem-solving process modeled by an adult.	Writes the steps to follow for problem-solving and decision-making processes. Reports the results of simple problems in writing with assistance, showing some grammatical structures accordingly	Identifies the problem and gathers the information needed to solve the problem. Solves the problems with peers and writes the solutions. Shares solutions with peers and evaluates the results following	Writes reports of problem-solving and decision-making processes following the expected grammatical structures, correct spelling, and syntax according to their grade level.	K(15)(A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the	1(18)(A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate	2(17)(A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate	3(16) uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and

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(apostrophe s) correctly (iii) using negatives and contractions correctly, and iv. using grammatical sentence structures (capitalization, punctuation, correct syntax and semantics usage).			Draws or writes some letters to represent the solutions to the problems discussed.	to grade-level expectations.	grammatical structures that are age appropriate.	Evaluates written reports with peers comparable to naive English speakers of the same grade level.	effectiveness of the solution.	the effectiveness of the solution.	the effectiveness of the solution.	consider options, consider advantages and disadvantage
	WRITING ELPS 5 (c)(5)(E) Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents(ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly.	N/A								
	WRITING ELPS 6 (c)(5)(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	N/A								
WRITING ELPS 7 Describe and explain in writing with increasing specificity and detail in the content areas as more English is acquired. *Formerly C.5.G.	(c)(5)(G) Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	Identifies historical figures by using gestures.	Participates in shared writing about historical figures. Responds to stories drawing pictures of important figures in the USA.	Writes names of important figures in the United States in complete sentences. Writes sentences about apportions done by important figures of the USA.	Gathers information on historical figures and takes notes. Describes historical figures, their lives, and contributions with adult assistance.	Generates stories with details of the important figures in the USA comparable to naive English speakers of the same grade level. Explains stories to peers and edits as needed comparable to naive English speakers of the same grade level.	K(2)(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.	1(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state, and nation.	2(2)(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state, and nation.	3(9)(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;
WRITING ELPS 8 Writes for persuasion so as to influence or change another's		Draws pictures or scribble to represent thoughts and ideas.	Lists some problems in social studies to work on with visual support.	Selects a problem to work on and write the solutions in social studies with some	Selects a social studies problem to write about it. Collects facts and information with teacher support.	Collects facts and information to support persuasive writing about the social studies topic selected	K(15)(A) use problem-solving and decision-making processes to identify a problem, gather	1(18)(A) use problem-solving and decision-making processes to identify a problem, gather information,	2(17)(A) use problem-solving and decision-making processes to identify a problem, gather information,	3(16) use problem-solving and decision-making processes to identify a problem, gather information,

WRITING
Grades K-3

Newly written ELPS	EB students can demonstrate comprehension of spoken English in Writing in the following standards (original standards):	Pre-Production (silent period to sound)	Beginning (sound to word)	Low Intermediate (words to phrase(s)	High Intermediate (simple sentences)	Advanced (complex sentence to discourse)	KINDERGARTEN Social Studies TEKS	1ST GRADE Social Studies TEKS	2ND GRADE Social Studies TEKS	3RD GRADE Social Studies TEKS
thoughts or actions (NEW)			Writes the solution to a problem using language support.	teacher support using facts and information. Conferences with the teacher to revise writing and makes corrections as needed,	Writes short persuasive stories following sentence stems.	comparable to naive English speakers of the same grade level. Presents writing to peers to convince them about the solution to the problem or topic selected comparable to naive English speakers of the same grade level.	information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
WRITING ELPS 9 Summarizes and uses evidence from multimodal texts (readings, videos, discussions) to write results to explain how and why things work		Draws pictures to summarize stories, videos, and maps.	Summarizes visuals using some letters, words and with some linguistic support.	Writes sentences related to stories, videos, and maps. Illustrates stories after summarizing it.	Collects information from different sources, organizes it in graphic organizers, and summarizes it to generate a report with an adult assistance. Revises reports and make adjustments as needed.	Collects information from different sources, organizes it in graphic organizers, and summarizes it to generate a report comparable to naive English speakers of the same grade level. Shares information with peers to explain how and why things happen or work comparable to naive English speakers of the same grade level.	K(14)(D) create and interpret visuals, including pictures and maps.	1(17)(D) create and interpret visual and written material.	2(16)(F) create written and visual material such as stories, maps, and graphic organizers to express ideas.	3(15)(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

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