



Texas English Language Proficiency Assessment System

# **Eligible English Language Proficiency Standards for 2026–2027 and 2027–2028**

For the 2026–2027 and 2027–2028 school years, all the 2024 English Language Proficiency Standards (ELPS) must be implemented in instruction. Emergent Bilingual (EB) students with the most significant cognitive disabilities in grades 2–12 who meet participation requirements are assessed through the TELPAS Alternate Assessment Holistic Inventory. This inventory includes observable behaviors aligned to the 2007 ELPS.

This document includes the 2024 ELPS and their alignment to the observable behaviors. The 2024 ELPS that are listed will be assessed through the TELPAS Alternate Observable Behaviors Inventory in the 2026–2027 and 2027–2028 school years.

# TELPAS Alternate Grades 2–12 Assessments

## Listening

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                                  |
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| <p>The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. <del>The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening.</del></p> <p>The student is expected to:</p> |

| 2024 Student Expectation                                                                                                                                                                                                                               | Observable Behavior                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <p><b>(K–3) 1.A</b> distinguish sounds and intonation patterns by responding orally, in writing, or with gestures</p> <p><b>(4–12) 1.A</b> distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing</p> | <p><b>L1</b> Distinguishing Sounds</p> |

| Observable Behavior L1. Distinguishing Sounds                       |                                                                            |                                                                                     |                                                                                                  |                                                                                                        |
|---------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| The student:                                                        |                                                                            |                                                                                     |                                                                                                  |                                                                                                        |
| may or may not attend to a spoken letter sound with picture support | matches a spoken letter sound with picture support to an identical picture | classifies two words as the same or different based on initial or final word sounds | identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally | identifies words that are the same or different after hearing two spoken words in the same word family |
| <b>A</b>                                                            | <b>B</b>                                                                   | <b>C</b>                                                                            | <b>D</b>                                                                                         | <b>E</b>                                                                                               |

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Observable Behavior        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p><b>(K–3) 1.B</b> demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing</p> <p><b>(4–12) 1.B</b> use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing</p> | <b>L3</b> Using Vocabulary |

### Observable Behavior L3. Using Vocabulary

#### The student:

|                                                                                       |                                                                                              |                                                                                              |                                                                                                                              |                                                                                       |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| may or may not attend to a single spoken social or academic word with picture support | matches a single spoken social or academic word with picture support to an identical picture | selects a picture corresponding to a spoken social or academic word from a group of pictures | selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations | participates in a short discussion that includes recently learned academic vocabulary |
| <b>A</b>                                                                              | <b>B</b>                                                                                     | <b>C</b>                                                                                     | <b>D</b>                                                                                                                     | <b>E</b>                                                                              |

| 2024 Student Expectation                                                                                                                                   | Observable Behavior            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <p><b>(K–3) 1.C</b> follow oral directions with accuracy</p> <p><b>(4–12) 1.C</b> respond with accuracy to oral directions, instructions, and requests</p> | <b>L8</b> Following Directions |

### Observable Behavior L8. Following Directions

#### The student:

|                                                                   |                                                  |                             |                                                    |                               |
|-------------------------------------------------------------------|--------------------------------------------------|-----------------------------|----------------------------------------------------|-------------------------------|
| may or may not attend to one-word directions with picture support | follows one-word directions with picture support | follows one-word directions | follows familiar multi-word single-step directions | follows multi-step directions |
| <b>A</b>                                                          | <b>B</b>                                         | <b>C</b>                    | <b>D</b>                                           | <b>E</b>                      |

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Observable Behavior                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(K–3) 1.E</b> demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details</p> <p><b>(4–12) 1.E</b> demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details</p> | <p><b>L2</b> Understanding Conjunctions</p> <p><b>L5</b> Understanding the General Meaning</p> <p><b>L6</b> Understanding the Main Points</p> <p><b>L7</b> Identifying Important Details</p> <p><b>L9</b> Retelling</p> <p><b>L10</b> Responding to Questions</p> |

### Observable Behavior L2. Understanding Conjunctions

#### The student:

|                                                                                                       |                                                                                                           |                                                                                      |                                                                                  |                                                                                                                         |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| may or may not attend to two orally presented single-word options with picture support joined by “or” | makes a selection when given two orally presented single-word options with picture support joined by “or” | makes a selection when given two orally presented single-word options joined by “or” | makes a selection between a few orally presented options joined by “or” or “and” | responds appropriately to detailed requests or questions that contain different conjunctions (e.g., “and,” “but,” “or”) |
| <b>A</b>                                                                                              | <b>B</b>                                                                                                  | <b>C</b>                                                                             | <b>D</b>                                                                         | <b>E</b>                                                                                                                |

### Observable Behavior L5. Understanding the General Meaning

#### The student:

|                                                                           |                                                                                         |                                                                                          |                                                                                                                       |                                                                                                                            |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| may or may not attend to spoken English when paired with concrete symbols | matches a single spoken content-based word with picture support to an identical picture | selects a picture that corresponds to the general meaning of a spoken content-based word | selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic | selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic |
| <b>A</b>                                                                  | <b>B</b>                                                                                | <b>C</b>                                                                                 | <b>D</b>                                                                                                              | <b>E</b>                                                                                                                   |

**Observable Behavior L6. Understanding the Main Points****The student:**

|                                                                                                   |                                                                                                  |                                                                                           |                                                                             |                                                                               |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| may or may not attend to a repeated word in an orally presented simple story with picture support | matches a picture of a repeated word in an orally presented simple story to an identical picture | selects a picture that corresponds to a repeated word in an orally presented simple story | answers questions about the main points of an orally presented simple story | answers questions about the main points of an orally presented detailed story |
| <b>A</b>                                                                                          | <b>B</b>                                                                                         | <b>C</b>                                                                                  | <b>D</b>                                                                    | <b>E</b>                                                                      |

**Observable Behavior L7. Identifying Important Details****The student:**

|                                                                                                                 |                                                                                              |                                                              |                                                                             |                                                                              |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|
| may or may not attend to information about a character in an orally presented simple story with picture support | matches a picture of a character in an orally presented simple story to an identical picture | identifies a character from an orally presented simple story | identifies a detail about a character from an orally presented simple story | identifies details about a character from an orally presented detailed story |
| <b>A</b>                                                                                                        | <b>B</b>                                                                                     | <b>C</b>                                                     | <b>D</b>                                                                    | <b>E</b>                                                                     |

**Observable Behavior L9. Retelling****The student:**

|                                                                        |                                                                                 |                                                                  |                                                          |                                                                        |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------|
| may or may not attend to a “first/then” statement with picture support | chooses the correct picture when orally presented with a “first/then” statement | sequences pictures of events of an orally presented simple story | sequences the events of an orally presented simple story | identifies the main points found in an orally presented detailed story |
| <b>A</b>                                                               | <b>B</b>                                                                        | <b>C</b>                                                         | <b>D</b>                                                 | <b>E</b>                                                               |

**Observable Behavior L10. Responding to Questions****The student:**

|                                                                                                  |                                                                                                |                                                                                                                                           |                                                                                                                  |                                                                                                                               |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| may or may not attend to an orally presented simple question that is paired with picture support | attempts to respond to an orally presented simple question that is paired with picture support | responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support | responds to an orally presented question that includes only high-frequency vocabulary and is on a familiar topic | responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic |
| <b>A</b>                                                                                         | <b>B</b>                                                                                       | <b>C</b>                                                                                                                                  | <b>D</b>                                                                                                         | <b>E</b>                                                                                                                      |

| 2024 Student Expectation                                                                                                               | Observable Behavior                     |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| (K–3 & 4–12) 1.F derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition | L4 Understanding Media (audio or video) |

**Observable Behavior L4. Understanding Media (audio or video)**

**The student:**

|                                               |                                                                                                      |                                                                                                      |                                                                                                    |                                                                                                               |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| may or may not attend to a media presentation | selects a picture/symbol that represents the gist of a media presentation shared frequently in class | selects a picture/symbol that represents the gist of a media presentation on a familiar social topic | sequences a few pictures to retell the events of a media presentation on a familiar academic topic | sequences multiple pictures to retell the events of a media presentation on a recently learned academic topic |
| <b>A</b>                                      | <b>B</b>                                                                                             | <b>C</b>                                                                                             | <b>D</b>                                                                                           | <b>E</b>                                                                                                      |

# Speaking

## 2024 Student Expectation

The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. ~~The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking.~~

The student is expected to:

| 2024 Student Expectation                                                                                                                                                           | Observable Behavior                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>(K–3 &amp; 4–12) 2.B</b> speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words | <b>S5</b> Giving Information<br><b>S7</b> Expressing Feelings |

### Observable Behavior S5. Giving Information

The student:

|                                                                       |                                                             |                                                                                    |                                                                    |                                      |
|-----------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------|
| may or may not attend to a teacher model sharing personal experiences | imitates sharing personal experiences after a teacher model | shares personal experiences using a few high-frequency, high-need vocabulary words | shares personal experiences using a small number of combined words | shares detailed personal experiences |
| <b>A</b>                                                              | <b>B</b>                                                    | <b>C</b>                                                                           | <b>D</b>                                                           | <b>E</b>                             |

### Observable Behavior S7. Expressing Feelings

The student:

|                                                              |                                                                |                                                                    |                                                                                    |                                                     |
|--------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------|
| may or may not attend to a teacher model expressing feelings | imitates expressing single-word feelings after a teacher model | expresses feelings using high-frequency words (e.g., “sad,” “mad”) | expresses feelings using a small number of combined words (e.g., “feel happy now”) | expresses feelings in detailed phrases or sentences |
| <b>A</b>                                                     | <b>B</b>                                                       | <b>C</b>                                                           | <b>D</b>                                                                           | <b>E</b>                                            |

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                                   | Observable Behavior                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(K–3) 2.E</b> narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions</p> <p><b>(4–12) 2.E</b> narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse</p> | <p><b>S1</b> Retelling Stories</p> <p><b>S2</b> Classroom Communication</p> <p><b>S3</b> Discussing with a Group</p> <p><b>S6</b> Expressing Opinions</p> <p><b>S8</b> Describing Objects</p> <p><b>S9</b> Explaining Tasks</p> |

### Observable Behavior S1. Retelling Stories

#### The student:

|                                                                           |                                                                                                    |                                                                                 |                                                                                                   |                                                                                                         |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| may or may not attend to a teacher model retelling simple picture stories | imitates the retelling of simple picture stories by repeating words spoken by the teacher or group | retells simple stories with pictures using a few concrete, high-frequency words | provides a basic retelling of simple stories with pictures using a small number of combined words | provides details (e.g., people, places, actions) when retelling simple stories with or without pictures |
| <b>A</b>                                                                  | <b>B</b>                                                                                           | <b>C</b>                                                                        | <b>D</b>                                                                                          | <b>E</b>                                                                                                |

### Observable Behavior S2. Classroom Communication

#### The student:

|                                                                  |                                        |                                                  |                                                                |                                                   |
|------------------------------------------------------------------|----------------------------------------|--------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|
| may or may not attend to a teacher naming common classroom items | imitates naming common classroom items | uses single words to name common classroom items | combines a small number of words to talk about classroom items | uses details to talk about items in the classroom |
| <b>A</b>                                                         | <b>B</b>                               | <b>C</b>                                         | <b>D</b>                                                       | <b>E</b>                                          |

### Observable Behavior S3. Discussing with a Group

#### The student:

|                                            |                                                                  |                                                                                                |                                                                             |                                               |
|--------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------|
| may or may not attend to group discussions | imitates or attempts to imitate words heard in group discussions | shares information in group discussions using a few high-frequency, high-need vocabulary words | shares information in group settings using a small number of combined words | shares detailed information in group settings |
| <b>A</b>                                   | <b>B</b>                                                         | <b>C</b>                                                                                       | <b>D</b>                                                                    | <b>E</b>                                      |



**Observable Behavior S6. Expressing Opinions****The student:**

|                                                                                                             |                                                                             |                                                                              |                                                                                |                                                            |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------|
| may or may not attend to a teacher model expressing a single-word opinion (e.g., "good," "fun")<br><b>A</b> | imitates expressing a single-word opinion after a teacher model<br><b>B</b> | indicates an opinion between two given options using a few words<br><b>C</b> | conveys an original opinion using a small number of combined words<br><b>D</b> | provides a detailed social or academic opinion<br><b>E</b> |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------|

**Observable Behavior S8. Describing Objects****The student:**

|                                                                            |                                                                          |                                                                          |                                                                           |                                                                 |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------|
| may or may not attend to a teacher describing familiar objects<br><b>A</b> | imitates using single words when describing familiar objects<br><b>B</b> | uses a few high-frequency words to describe familiar objects<br><b>C</b> | combines a small number of words to describe familiar objects<br><b>D</b> | produces a detailed description of familiar objects<br><b>E</b> |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------|

**Observable Behavior S9. Explaining Tasks****The student:**

|                                                                               |                                                                     |                                                               |                                                                                           |                                                          |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------|
| may or may not attend to a teacher model explaining routine tasks<br><b>A</b> | imitates explaining routine tasks after a teacher model<br><b>B</b> | explains routine tasks using high-frequency words<br><b>C</b> | explains routine tasks using a small number of newly learned vocabulary words<br><b>D</b> | gives detailed explanations of routine tasks<br><b>E</b> |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------|

| 2024 Student Expectation                                                                                                              | Observable Behavior                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>(K–3 &amp; 4–12) 2.F</b> restate, ask questions about, or respond to information during formal and informal classroom interactions | <b>S4</b> Asking Questions<br><b>S10</b> Reacting to Media (print, electronic, audio, visual) |

#### Observable Behavior S4. Asking Questions

##### The student:

|                                                                                                         |                                                                         |                                                                           |                                                                                                |                                                                                       |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?)<br><b>A</b> | imitates asking single-word questions after a teacher model<br><b>B</b> | asks simple social questions using a few high-frequency words<br><b>C</b> | asks original social and academic questions using a small number of combined words<br><b>D</b> | asks original, detailed academic questions using content-based vocabulary<br><b>E</b> |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

#### Observable Behavior S10. Reacting to Media (print, electronic, audio, visual)

##### The student:

|                                                          |                                                                |                                                                              |                                                                        |                                                                 |
|----------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------|
| may or may not attend to media presentations<br><b>A</b> | imitates single words heard in media presentations<br><b>B</b> | responds to media presentations using a few high-frequency words<br><b>C</b> | provides a simple original response to media presentations<br><b>D</b> | provides a detailed response to media presentations<br><b>E</b> |
|----------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------|

# Reading

## 2024 Student Expectation

The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. ~~The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading.~~

The student is expected to:

| 2024 Student Expectation                                                                                                                                                                                                                             | Observable Behavior                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p><b>(K–3) 3.B</b> decode words using relationships between sounds and letters</p> <p><b>(4–12) 3.B</b> decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words</p> | <p><b>R1</b> Understanding Letter-Sound Relationships</p> <p><b>R2</b> Decoding</p> |

### Observable Behavior R1. Understanding Letter-Sound Relationships

The student:

|                                                                                                                      |                                                                                  |                                                                                            |                                                                                                                                  |                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| may or may not attend to a teacher modeling matching letter/sound combinations to the same letter/sound combinations | matches familiar letter/sound combinations to the same letter/sound combinations | pairs the initial sound of words with pictures of objects that have the same initial sound | pairs the sound made by consonant blends (e.g., <i>bl</i> , <i>br</i> , <i>sm</i> ) with pictures of words containing that blend | pairs the sound made by digraphs (e.g., <i>wh</i> , <i>sh</i> , <i>ch</i> ) with pictures of words containing that digraph |
| <b>A</b>                                                                                                             | <b>B</b>                                                                         | <b>C</b>                                                                                   | <b>D</b>                                                                                                                         | <b>E</b>                                                                                                                   |

### Observable Behavior R2. Decoding

The student:

|                                                             |                                                                                   |                                                              |                                                                          |                                                                |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------|
| may or may not attend to familiar word/picture combinations | matches familiar word/picture combinations to identical word/picture combinations | selects requested high-frequency words from a group of words | decodes words or phrases consisting of a few simple high-frequency words | decodes longer phrases or sentences with some unfamiliar words |
| <b>A</b>                                                    | <b>B</b>                                                                          | <b>C</b>                                                     | <b>D</b>                                                                 | <b>E</b>                                                       |

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                    | Observable Behavior                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <p><b>(K–3) 3.C</b> use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials</p> <p><b>(4–12) 3.C</b> use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text</p> | <p><b>R3</b> Developing Sight Vocabulary</p> <p><b>R4</b> Understanding Environmental Print</p> |

### Observable Behavior R3. Developing Sight Vocabulary

#### The student:

|                                                          |                                                                                        |                                           |                                                          |                                                                                       |
|----------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------|
| may or may not attend to sight word/picture combinations | matches sight word/picture combinations with identical sight word/picture combinations | selects sight words from a group of words | reads short phrases that include simple sight vocabulary | reads longer phrases or sentences that include more content-specific sight vocabulary |
| <b>A</b>                                                 | <b>B</b>                                                                               | <b>C</b>                                  | <b>D</b>                                                 | <b>E</b>                                                                              |

### Observable Behavior R4. Understanding Environmental Print

#### The student:

|                                                                                                |                                                                                                                      |                                                                                             |                                                           |                                                                        |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------|
| may or may not attend to printed word/picture combinations frequently found in the environment | matches printed word/picture combinations frequently found in the environment to identical word/picture combinations | selects requested printed words that pair with pictures frequently found in the environment | reads a word or words frequently found in the environment | reads academic words frequently found in the instructional environment |
| <b>A</b>                                                                                       | <b>B</b>                                                                                                             | <b>C</b>                                                                                    | <b>D</b>                                                  | <b>E</b>                                                               |

| 2024 Student Expectation                                                                                                                              | Observable Behavior                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(K–3 &amp; 4–12) 3.F</b> derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports | <b>R5</b> Using Visual and Textual Supports<br><b>R6</b> Participating in Shared Reading<br><b>R7</b> Understanding Ideas/Details in Graphic Sources |

#### Observable Behavior R5. Using Visual and Textual Supports

##### The student:

|                                                                                               |                                                                                                                               |                                                                                                                              |                                                                                                    |                                                                                |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| may or may not attend to word/picture combinations of content-based vocabulary words in texts | matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud | selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled) | identifies missing words from groups of content-based vocabulary words to complete cloze sentences | completes cloze sentences with recently learned content-based vocabulary words |
| <b>A</b>                                                                                      | <b>B</b>                                                                                                                      | <b>C</b>                                                                                                                     | <b>D</b>                                                                                           | <b>E</b>                                                                       |

#### Observable Behavior R6. Participating in Shared Reading

##### The student:

|                                                              |                                                         |                                                    |                                               |                                     |
|--------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------|-----------------------------------------------|-------------------------------------|
| may or may not attend to a teacher reading predictable texts | participates with the teacher reading predictable texts | supplies missing single words in predictable texts | supplies missing phrases in predictable texts | reads predictable texts with a peer |
| <b>A</b>                                                     | <b>B</b>                                                | <b>C</b>                                           | <b>D</b>                                      | <b>E</b>                            |

#### Observable Behavior R7. Understanding Ideas/Details in Graphic Sources

##### The student:

|                                                                                   |                                                        |                                                                                                    |                                                                             |                                                                                                                      |
|-----------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| may or may not attend to graphic sources (pictures, maps, charts, diagrams, etc.) | matches graphic sources with identical graphic sources | selects high-frequency printed words that provide ideas or details from graphic sources when asked | identifies short phrases that provide ideas or details from graphic sources | identifies a few sentences that describe ideas or details from graphic sources used during content-based instruction |
| <b>A</b>                                                                          | <b>B</b>                                               | <b>C</b>                                                                                           | <b>D</b>                                                                    | <b>E</b>                                                                                                             |

| 2024 Student Expectation                                                                                                                                                                                                                                                                           | Observable Behavior                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(K–3) 3.G</b> demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions</p> <p><b>(4–12) 3.G</b> demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions</p> | <p><b>R8</b> Identifying the Main Idea/Details</p> <p><b>R9</b> Making Predictions</p> <p><b>R10</b> Making Connections Between Ideas</p> |

#### Observable Behavior R8. Identifying the Main Idea/Details

##### The student:

|                                                                                          |                                                                                                                  |                                                                                                    |                                              |                                                                                                         |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------|
| may or may not attend to word/picture combinations that represent the main idea of texts | matches word/picture combinations that represent the main idea of texts with identical word/picture combinations | selects word/picture combinations that represent details (e.g., who, what, when, where) from texts | identifies the details of simple short texts | identifies the main idea of texts that consist of longer and less familiar words, phrases, or sentences |
| <b>A</b>                                                                                 | <b>B</b>                                                                                                         | <b>C</b>                                                                                           | <b>D</b>                                     | <b>E</b>                                                                                                |

#### Observable Behavior R9. Making Predictions

##### The student:

|                                                                                                        |                                                                                                                               |                                                                          |                                                                                                   |                                                                            |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| may or may not attend to word/picture combinations that predict the next event in a series of pictures | matches word/picture combinations to identical word/picture combinations that represent predictions in short texts read aloud | selects single words to predict the next event in short texts read aloud | identifies simple phrases that predict the next event in a series of pictures with short captions | identifies sentences that predict the next event in short texts read aloud |
| <b>A</b>                                                                                               | <b>B</b>                                                                                                                      | <b>C</b>                                                                 | <b>D</b>                                                                                          | <b>E</b>                                                                   |

#### Observable Behavior R10. Making Connections Between Ideas

##### The student:

|                                                                                              |                                                                                      |                                                                             |                                                              |                                                               |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|
| may or may not attend to a teacher sharing personal connections to word/picture combinations | matches pictures to similar pictures representing ideas shared from texts read aloud | indicates which pictures identify shared ideas between two texts read aloud | identifies shared ideas after reading two simple short texts | identifies shared ideas after reading two more detailed texts |
| <b>A</b>                                                                                     | <b>B</b>                                                                             | <b>C</b>                                                                    | <b>D</b>                                                     | <b>E</b>                                                      |

# Writing

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. <del>The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing.</del></p> <p>The student is expected to:</p> |

| 2024 Student Expectation                                                                                                                   | Observable Behavior                               |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p><b>(K–3 &amp; 4–12) 4.A</b> apply relationships between sounds and letters of the English language to represent sounds when writing</p> | <p><b>W1</b> Representing Sounds with Letters</p> |

| Observable Behavior W1. Representing Sounds with Letters                                    |                                                         |                                                                              |                                                                                                                   |                                                                          |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| The student:                                                                                |                                                         |                                                                              |                                                                                                                   |                                                                          |
| may or may not attend to routine writing activities that involve letter/sound relationships | attempts to write the initial letter sound for pictures | writes initial and final letters for one-syllable words with picture prompts | writes a few familiar, one-syllable words with correct letter/sound correspondence (i.e., initial, medial, final) | writes simple, familiar phrases with correct letter/sound correspondence |
| A                                                                                           | B                                                       | C                                                                            | D                                                                                                                 | E                                                                        |

| 2024 Student Expectation                                                 | Observable Behavior                           |
|--------------------------------------------------------------------------|-----------------------------------------------|
| (K–3) 4.B spell words following conventional spelling patterns and rules | W3 Spelling<br>W4 Spelling Patterns and Rules |
| (4–12) 4.B write text following conventional spelling patterns and rules |                                               |

### Observable Behavior W3. Spelling

#### The student:

|                                                                                         |                                                                  |                                                       |                                                            |                                                                                 |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------|
| may or may not attend to writing activities that involve the spelling of familiar words | attempts to copy familiar English words using symbols or letters | attempts to independently spell highly familiar words | spells a small number of familiar words with some accuracy | spells a large number of familiar and unfamiliar words with consistent accuracy |
| <b>A</b>                                                                                | <b>B</b>                                                         | <b>C</b>                                              | <b>D</b>                                                   | <b>E</b>                                                                        |

### Observable Behavior W4. Spelling Patterns and Rules

#### The student:

|                                                                     |                                                                                                                       |                                       |                                                                                                                             |                                                                                                                                 |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| may or may not attend to word/picture combinations in word families | matches word/picture combinations from word families with other word/picture combinations from the same word families | sorts words into common word families | generates the onset (initial sound) when given the rime (word chunk) of words that belong in a word family (e.g., _at, _an) | consistently applies the spelling rule for a word family (e.g., replaces <i>ch</i> with <i>tr</i> to change “chain” to “train”) |
| <b>A</b>                                                            | <b>B</b>                                                                                                              | <b>C</b>                              | <b>D</b>                                                                                                                    | <b>E</b>                                                                                                                        |



| 2024 Student Expectation                                                                                                                                                                    | Observable Behavior            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <p><b>(K–3) 4.C</b> write using high-frequency words and content-area vocabulary</p> <p><b>(4–12) 4.C</b> write using a combination of high-frequency words and content-area vocabulary</p> | <b>W2</b> Using New Vocabulary |

#### Observable Behavior W2. Using New Vocabulary

##### The student:

|                                                                                                    |                                                                                                     |                                                                                                          |                                                                                                                  |                                                                                                     |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| may or may not attend to writing activities that use new vocabulary from content-based instruction | attempts to write letters that represent recently learned vocabulary from content-based instruction | writes letters or single words that represent recently learned vocabulary from content-based instruction | writes original messages that incorporate a few recently learned vocabulary words from content-based instruction | writes original detailed sentences using recently learned vocabulary from content-based instruction |
| <b>A</b>                                                                                           | <b>B</b>                                                                                            | <b>C</b>                                                                                                 | <b>D</b>                                                                                                         | <b>E</b>                                                                                            |

| 2024 Student Expectation                                                                                                                                                                                                                | Observable Behavior        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p><b>(K–3) 4.D</b> write using a variety of grade-appropriate sentence lengths and types and connecting words</p> <p><b>(4–12) 4.D</b> write content-area texts using a variety of sentence lengths and types and transition words</p> | <b>W8</b> Connecting Words |

#### Observable Behavior W8. Connecting Words

##### The student:

|                                                                            |                                                                                                                                 |                                                   |                                                     |                                                                      |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------|
| may or may not attend to a teacher connecting two ideas with a conjunction | matches pictures of two ideas that are combined with a conjunction with identical pictures that are combined with a conjunction | uses conjunctions in writing to combine two words | uses conjunctions in writing to combine two phrases | uses conjunctions in writing to combine two ideas from two sentences |
| <b>A</b>                                                                   | <b>B</b>                                                                                                                        | <b>C</b>                                          | <b>D</b>                                            | <b>E</b>                                                             |

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                                                                                                            | Observable Behavior                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p><b>(K–3) 4.E</b> write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense</p> <p><b>(4–12) 4.E</b> write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions</p> | <p><b>W5</b> Writing with Subject-Verb Agreement</p> <p><b>W6</b> Verb Tenses</p> <p><b>W7</b> Using Negatives</p> |

#### Observable Behavior W5. Writing with Subject-Verb Agreement

##### The student:

|                                                                                 |                                                                                           |                                                                                         |                                                                                                     |                                                         |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| may or may not attend to writing activities that include subject-verb agreement | matches simple sentences to the same simple sentences with correct subject-verb agreement | completes simple sentences with verbs so that the sentences have subject-verb agreement | identifies subject-verb agreement errors in his or her own writing, but is unable to edit correctly | edits his or her own writing for subject-verb agreement |
| <b>A</b>                                                                        | <b>B</b>                                                                                  | <b>C</b>                                                                                | <b>D</b>                                                                                            | <b>E</b>                                                |

#### Observable Behavior W6. Verb Tenses

##### The student:

|                                                                          |                                                                      |                                                                                |                                                                                                             |                                                                                   |
|--------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| may or may not attend to a teacher using past tense to talk about events | matches simple past-tense verbs to identical simple past-tense verbs | attempts to write a few simple, regular past-tense verbs after a teacher model | identifies some simple, regular past-tense verbs combined with a few other words to communicate past events | writes simple past-tense verbs in phrases or sentences to communicate past events |
| <b>A</b>                                                                 | <b>B</b>                                                             | <b>C</b>                                                                       | <b>D</b>                                                                                                    | <b>E</b>                                                                          |

#### Observable Behavior W7. Using Negatives

##### The student:

|                                                                                     |                                                                      |                                                                                     |                                         |                                                            |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------|
| may or may not attend to writing activities that include a sentence with a negative | sorts sentences with and without negatives that have picture support | completes a familiar sentence stem that includes a negative (e.g., "I do not like") | writes simple messages using a negative | writes original detailed sentences that involve a negative |
| <b>A</b>                                                                            | <b>B</b>                                                             | <b>C</b>                                                                            | <b>D</b>                                | <b>E</b>                                                   |

| 2024 Student Expectation                                                                                                                                                                                                                                                                                                                | Observable Behavior                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <p><b>(K–3) 4.F</b> write to narrate, describe, explain, respond, or persuade with detail in the content areas</p> <p><b>(4–12) 4.F</b> write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience</p> | <p><b>W9</b> Narrating</p> <p><b>W10</b> Descriptive Language</p> |

### Observable Behavior W9. Narrating

#### The student:

|                                                                 |                                                                        |                                                                                                 |                                                                                              |                                                                                   |
|-----------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| may or may not attend to writing activities that narrate events | attempts to label a series of pictures that depict the order of events | labels a series of pictures that depict the order of events using a few letters or single words | writes simple original narratives on self-chosen topics consisting of a few words or phrases | writes original narratives on self-chosen topics with increased length and detail |
| <b>A</b>                                                        | <b>B</b>                                                               | <b>C</b>                                                                                        | <b>D</b>                                                                                     | <b>E</b>                                                                          |

### Observable Behavior W10. Descriptive Language

#### The student:

|                                                                           |                                                                          |                                                                                |                                                                                  |                                                                         |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| may or may not attend to writing activities that use descriptive language | attempts to write symbols or letters that represent descriptive language | writes single descriptive words or letters that represent descriptive language | writes original messages incorporating a few simple descriptive vocabulary words | writes original detailed sentences incorporating descriptive vocabulary |
| <b>A</b>                                                                  | <b>B</b>                                                                 | <b>C</b>                                                                       | <b>D</b>                                                                         | <b>E</b>                                                                |