

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading, English for Speakers of Other Languages I-II

Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

These draft proposed revisions reflect the changes to the Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **English for Speakers of Other Languages I-II**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

- CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)
- ER**—information added, changed, or deleted based on expert reviewer feedback
- MV**—multiple viewpoints from within the committee
- VA**—information added, changed, or deleted to increase vertical alignment

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Final Strands and Knowledge and Skills Statements for English and Spanish Language Arts and Reading TEKS

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing.** Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. [In accordance to the student's language proficiency level](#), the student is expected to:
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts.** Students use metacognitive skills to comprehend increasingly complex texts. [In accordance to the student's language proficiency level](#), the student is expected to:
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts.** Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. [In accordance to the student's language proficiency level](#), the student is expected to:
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts.** Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. [In accordance to the student's language proficiency level](#), the student is expected to:
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts.** Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. [In accordance to the student's language proficiency level](#), the student is expected to:
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts.** Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. [In accordance to the student's language proficiency level](#), the student is expected to:
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts.** Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. [In accordance to the student's language proficiency level](#), the student is expected to:
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts.** Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. [In accordance to the student's language proficiency level](#), the student is expected to:

§128.31. English I for Speakers of Other Languages (One Credit), Beginning with School Year 2009-2010.

TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The essential knowledge and skills as well as the student expectations for English I for Speakers of Other Languages (ESOL I) are described in §74.4 of this title <u>as related to the English Language Proficiency Standards (ELPS)</u> (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) <u>as related to the Texas Essential Knowledge and Skills for English Language Arts and Reading</u> with additional expectations for English language learners (ELLs).	
(2)	ESOL I may be substituted for English I as provided by Chapter 74, Subchapter B, of this title <u>as related to Graduation Requirements.</u> (relating to Graduation Requirements) . All expectations apply to ESOL I students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.	
(3)	ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. In addition, ELLs are acquiring English at the same time they are learning content in English. ELLs' abilities to meet these standards will be influenced by their proficiency in English. While ELLs can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. For this reason, comprehension of text requires additional scaffolds such as that include adapted text, (e.g., appropriate for student proficiency level; translations), <u>translations, native language support, cognates, summaries,</u> pictures, realia, glossaries, bilingual dictionaries, thesaurus-thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use their knowledge of their first language (e.g., cognates) to enhance their vocabulary development, and <u>vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</u>	
(4)	The essential knowledge and skills as well as the student expectations for English I for Speakers of Other Languages (ESOL I) are described in §74.4 of this title <u>as related to the English Language Proficiency Standards (ELPS)</u> (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) <u>as related to the Texas Essential Knowledge and Skills for English Language Arts and Reading</u> with additional expectations for English language learners (ELLs).	
(5)	For newcomers in secondary schooling, the challenge then is not only learning English, but learning <u>content through</u> in English. ELLs are challenged in working with linguistic, cognitive, and academic development in all of their coursework and in a new language. Some newcomers <u>Newcomers may</u> exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. <u>For students at beginning levels of English proficiency, their ability to use their first language is imperative to academic and linguistic development. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic</u>	

	development in English, especially for students who are newcomers and at beginning levels of English language proficiency. Their academic success depends on their ability to use academic language.	
(6)	Second language acquisition is a complex process that even under optimal conditions can take 5 to 7 years (Collier, 1997). It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.	
(7)	In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the <u>English language</u> needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings. <u>including basic language structures, expressions, and vocabulary used in greetings, questions, directions, and the school environment.</u>	
(8)	Academic language is a major factor in academic success. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex material, and interact and communicate in academic settings. Grounded in Krashen's Hypotheses of Language Acquisition, ELLs require focused, targeted, and systematic instruction second language acquisition to provide them with the foundation of English language vocabulary, grammar, syntax, and mechanics. necessary to support content-based instruction and accelerated learning of English. Academic language and grammatical structures are used across all subject areas. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills. and is are specific to the content areas, such as language arts, mathematics, science, and social studies. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. This Instruction must also be provided in a manner that is linguistically accommodated, (contextualized, communicated, sequenced, and scaffolded) in accordance with the ELPS commensurate with the and the student's levels of English language proficiency levels to ensure that the mastery of student learns the knowledge and skills in the required curriculum. is accessible.	
(9)	ELLs require focused, targeted, and systematic second language acquisition to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher order thinking skills.	
(10)	ELL students are at different stages of language acquisition. <u>The ELL student may exhibit different proficiency levels within the four language components domains: listening, speaking, reading, and writing. For example, a student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level</u> Proficiency levels are not grade specific. Beginning,	

	<p>Intermediate, Advanced, and Advanced High. For example, a student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Understanding the level of English language proficiency of the student is critical in order for the student to have access to the curriculum. The ELL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. For example, a student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Understanding the level of English language proficiency of the student is critical in order for the student to have access to the curriculum. The proficiency level of the student determines the accommodations in language that must be made (e.g., adapted text appropriate for student proficiency level; translations) as well as, determines additional scaffolds (e.g., pictures, realia, glossaries, bilingual dictionaries, thesaurus) in order to learn the academic content. Any combination of the language components is possible and is affected by opportunities for interaction in and outside of school. For further guidance in second language acquisition, refer to the English Language Proficiency Standards (ELPS) described in §74.4 of this title and the proficiency level descriptors (PLD).</p>	
(A)	<p>Beginning: Students associate utterances with meaning as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.</p>	Removed in order to streamline. PLDs are included in the ELPS. ELPS offer detailed descriptions. ELPS may change and this will allow this document to adapt for future changes in the ELPS.
(B)	<p>Intermediate: Students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.</p>	
(C)	<p>Advanced: Students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.</p>	
(D)	<p>Advanced High: Students' reading, speaking, and writing abilities are comparable to those of their native English speaking peers. They understand grade appropriate English as it is used in academic and social settings. These students use language skills on their grade level in the academic subject areas with minimal interruptions and they use abstract and content based vocabulary effectively. Advanced High students continually use the English language to build additional foundational reading skills such as fluency and prosody as well as higher order comprehension skills. These students have a strong command of English language structures necessary to address writing at appropriate grade levels.</p>	

(11)	Students enrolled in ESOL I continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and, with increasing accuracy, produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.	
(12)	The knowledge and skills and/or student expectations that are applicable specifically to ELLs are indicated in §74.4 of this title as well as in subsection (b) of this section.	
(13)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English I as described in subsection (b) of this section.	
(14)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	
(b)	Knowledge and skills.	
	Insert English I TEKS here.	
(27)	Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	use prior knowledge and experiences to understand meanings in English;	Covered in the ELPS
(B)	monitor oral and written language production and employ self-corrective techniques or other resources;	Covered in the ELPS
(C)	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;	Covered in the ELPS
(D)	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);	Covered in the ELPS

(E)	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;	Covered in the ELPS
(F)	use accessible language and learn new and essential language in the process;	Covered in the ELPS
(G)	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;	Covered in the ELPS
(H)	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations; and	Covered in the ELPS
(I)	make connections across content areas and use and reuse language and concepts in different ways.	Covered in the Strand 2
(28)	Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	distinguish sounds and intonation patterns of English with increasing ease;	Covered in the ELPS
(B)	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;	Covered in the ELPS
(C)	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	Covered in the ELPS
(D)	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	Covered in the ELPS
(E)	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	Covered in the ELPS
(F)	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment;	Covered in the ELPS
(G)	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	Covered in the ELPS
(H)	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations;	Covered in the ELPS
(I)	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs;	Covered in the ELPS

(J)	understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions;	Moved to introduction
(K)	analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers; and	Covered in Response
(L)	infer meaning by making associations of utterances with actions, visuals, and the context of the situation.	Covered in Response
(29)	Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;	Covered in the ELPS
(B)	expand and internalize initial English vocabulary by learning and using high frequency English words necessary for identifying and describing people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;	Covered in the ELPS
(C)	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	Covered in the ELPS
(D)	speak using grade level content area vocabulary in context to internalize new English words and build academic language proficiency;	Covered in the ELPS
(E)	share information in cooperative learning interactions;	Covered in the ELPS
(F)	ask and give information ranging from using a very limited bank of high frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts such as directions and address as well as name, age, and nationality, to using abstract and content based vocabulary during extended speaking assignments;	Covered in the ELPS
(G)	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics;	Covered in the ELPS
(H)	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	Covered in the ELPS
(I)	adapt spoken language appropriately for formal and informal purposes;	Covered in the ELPS
(J)	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment;	Covered in the ELPS

(K)	share prior knowledge with peers and others to facilitate communication and to foster respect for others; and	Covered in Collaboration and Response
(L)	describe the immediate surroundings such as classroom, school, and home.	Covered in the ELPS and Introduction
(30)	Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;	Covered in the ELPS
(B)	recognize directionality of English reading such as left to right and top to bottom;	Covered in the ELPS
(C)	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	Covered in the ELPS
(D)	use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	Covered in the ELPS
(E)	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;	Covered in the ELPS
(F)	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;	Covered in the ELPS
(G)	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade-level needs;	Covered in the ELPS
(H)	read silently with increasing ease for longer periods;	Covered in the ELPS and Foundation
(I)	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;	Covered in the ELPS and Reading Comprehension
(J)	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs;	Covered in the ELPS and Reading Comprehension
(K)	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs;	Covered in the ELPS and Reading Comprehension

(L)	read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly challenging language;	Covered in the ELPS Teacher strategy
(M)	use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience; and	Covered in the ELPS Teacher strategy
(N)	retell, role play, and/or visually illustrate the order of events.	Covered in Reading Comprehension
(31)	Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	Covered in the ELPS
(B)	write using newly acquired basic vocabulary and content based grade level vocabulary;	Covered in the ELPS
(C)	spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	Covered in the ELPS
(D)	edit writing for standard grammar and usage, including subject verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade level expectations as more English is acquired;	Covered in the ELPS
(E)	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as:	Covered in the ELPS
(i)	using correct verbs, tenses, auxiliaries, and pronouns/antecedents;	Covered in the ELPS
(ii)	using nominative, objective, and possessive case (apostrophe s) correctly;	Covered in the ELPS
(iii)	demonstrating knowledge of parts of speech; and	Move to Writing
(iv)	using negatives and contractions correctly;	Covered in the ELPS
(F)	write using a variety of grade appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired;	Covered in the ELPS
(G)	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired;	Covered in the ELPS
(H)	use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points;	Covered in Writing
(I)	use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write;	Covered in Foundation Teacher Strategy

(J)	<u>write with more proficient use of orthographic patterns such as digraphs and consonant blends with the initial s- and rules such as "qu" together, consonant doubling, dropping final "e," and changing "y" to "i"; and</u>	
(J)	write with more proficient <u>use of orthographic patterns such as digraphs and consonant blends with the initial s- and rules such as "qu" together, consonant doubling, dropping final "e," and changing "y" to "i"; and</u>	Move to Foundation
(K)	develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text.	Covered in Writing

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§128.32. English II for Speakers of Other Languages (One Credit), Beginning with School Year 2009-2010.

TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The essential knowledge and skills as well as the student expectations for English II for Speakers of Other Languages (ESOL II) are described in §74.4 of this title <u>as related to the English Language Proficiency Standards (ELPS)</u> (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) <u>as related to the Texas Essential Knowledge and Skills for English Language Arts and Reading</u> with additional expectations for English language learners (ELLs).	
(2)	ESOL II may be substituted for English II as provided by Chapter 74, Subchapter B, of this title <u>as related to Graduation Requirements.</u> (relating to Graduation Requirements) . All expectations apply to ESOL II students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.	
(3)	ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. In addition, ELLs are acquiring English at the same time they are learning content in English. ELLs' abilities to meet these standards will be influenced by their proficiency in English. While ELLs can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. For this reason, comprehension of text requires additional scaffolds such as that include adapted text, (e.g., appropriate for student proficiency level; translations), <u>translations, native language support, cognates, summaries,</u> pictures, realia, glossaries, bilingual dictionaries, thesaurus-thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use their knowledge of their first language (e.g., cognates) to enhance their vocabulary development, and <u>vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</u>	
(4)	Research consistently shows that a strong foundation in the native language of an ELL facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students can be expected to transfer those skills to <u>accelerate English and progress rapidly in</u> learning in English.	
(5)	For newcomers in secondary schooling, the challenge then is not only learning English, but learning <u>content through</u> in English. ELLs are challenged in working with linguistic, cognitive, and academic development in all of their coursework and in a new language. Some newcomers- <u>Newcomers may</u> exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. <u>For students at beginning levels of English proficiency, their ability to use their first language is imperative to academic and linguistic development. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English, especially for students who are newcomers and at beginning levels of English language proficiency. Their academic success depends on their ability to use academic language.</u>	
(6)	Second language acquisition is a complex process that even under optimal conditions can take 5 to 7 years (Collier, 1997). It is important to understand that limited knowledge of English structure and vocabulary is	

	<p>neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand.</p> <p>Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.</p>	
(7)	<p>In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the <u>English language</u> needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings. <u>including basic language structures, expressions, and vocabulary used in greetings, questions, directions, and the school environment.</u></p>	
(8)	<p>Academic language is a major factor in academic success. <u>Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex material, and interact and communicate in academic settings.</u> <u>Grounded in Krashen's Hypotheses of Language Acquisition, ELLs require focused, targeted, and systematic instruction second language acquisition to provide them with the foundation of English language vocabulary, grammar, syntax, and mechanics.</u> necessary to support content-based instruction and accelerated learning of English. Academic language and grammatical structures are used across all subject areas. <u>Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.</u> and is are specific to the content areas, such as language arts, mathematics, science, and social studies. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. This Instruction must also be provided in a manner that is linguistically accommodated, (contextualized, communicated, sequenced, and scaffolded) in accordance with the ELPS commensurate with the and the student's levels of English language proficiency levels to ensure that the mastery of student learns the knowledge and skills in the required curriculum. is accessible.</p>	
(9)	<p>ELLs require focused, targeted, and systematic second language acquisition to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English. <u>Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher order thinking skills.</u></p>	
(10)	<p>ELL students are at different stages of language acquisition. <u>The ELL student may exhibit different proficiency levels within the four language components domains: listening, speaking, reading, and writing</u> Proficiency levels are not grade specific: Beginning, Intermediate, Advanced, and Advanced High. <u>For example, a student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level</u> <u>Understanding the level of English language proficiency of the student is critical in order for the student to have access to the curriculum.</u> The ELL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. <u>For example, a student may exhibit oral skills at the advanced level, reading skills at the</u></p>	

	<p>intermediate level, and writing skills at the beginning level. Understanding the level of English language proficiency of the student is critical in order for the student to have access to the curriculum. The proficiency level of the student determines the accommodations in language that must be made (e.g., adapted text appropriate for student proficiency level; translations) as well as, determines additional scaffolds (e.g., pictures, realia, glossaries, bilingual dictionaries, thesaurus) in order to learn the academic content. Any combination of the language components is possible and is affected by opportunities for interaction in and outside of school. For further guidance in second language acquisition, refer to the English Language Proficiency Standards (ELPS) described in §74.4 of this title and the proficiency level descriptors (PLD).</p>	
(A)	<p>Beginning: Students associate utterances with meaning as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.</p>	<p>Removed in order to streamline. PLDs are included in the ELPS. ELPS offer detailed descriptions. ELPS may change and this will allow this document to adapt for</p>
(B)	<p>Intermediate: Students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.</p>	
(C)	<p>Advanced: Students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.</p>	
(D)	<p>Advanced High: Students' reading, speaking, and writing abilities are comparable to those of their native English speaking peers. They understand grade appropriate English as it is used in academic and social settings. These students use language skills on their grade level in the academic subject areas with minimal interruptions and they use abstract and content based vocabulary effectively. Advanced High students continually use the English language to build additional foundational reading skills such as fluency and prosody as well as higher order comprehension skills. These students have a strong command of English language structures necessary to address writing at appropriate grade levels.</p>	
(11)	<p>Students enrolled in ESOL II continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and, with increasing accuracy, produce final, error free drafts. In English I, students</p>	

	practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.	
(12)	The knowledge and skills and/or student expectations that are applicable specifically to ELLs are indicated in §74.4 of this title as well as in subsection (b) of this section.	
(13)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English I as described in subsection (b) of this section.	
(14)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	
(b)	Knowledge and skills.	
	Insert English I TEKS here.	
(27)	Second language acquisition/learning strategies. The ESOL II student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	use prior knowledge and experiences to understand meanings in English;	Covered in the ELPS
(B)	monitor oral and written language production and employ self-corrective techniques or other resources;	Covered in the ELPS
(C)	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;	Covered in the ELPS
(D)	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);	Covered in the ELPS
(E)	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;	Covered in the ELPS
(F)	use accessible language and learn new and essential language in the process;	Covered in the ELPS

(G)	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;	Covered in the ELPS
(H)	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations; and	Covered in the ELPS
(I)	make connections across content areas and use and reuse language and concepts in different ways.	Covered in the Strand 2
(28)	Second language acquisition/listening. The ESOL II student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	distinguish sounds and intonation patterns of English with increasing ease;	Covered in the ELPS
(B)	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;	Covered in the ELPS
(C)	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	Covered in the ELPS
(D)	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	Covered in the ELPS
(E)	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	Covered in the ELPS
(F)	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment;	Covered in the ELPS
(G)	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	Covered in the ELPS
(H)	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations;	Covered in the ELPS
(I)	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs;	Covered in the ELPS
(J)	understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions;	Moved to introduction
(K)	analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers; and	Covered in Response

(L)	infer meaning by making associations of utterances with actions, visuals, and the context of the situation.	Covered in Response
(29)	Second language acquisition/speaking. The ESOL II student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;	Covered in the ELPS
(B)	expand and internalize initial English vocabulary by learning and using high frequency English words necessary for identifying and describing people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;	Covered in the ELPS
(C)	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	Covered in the ELPS
(D)	speak using grade level content area vocabulary in context to internalize new English words and build academic language proficiency;	Covered in the ELPS
(E)	share information in cooperative learning interactions;	Covered in the ELPS
(F)	ask and give information ranging from using a very limited bank of high frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts such as directions and address as well as name, age, and nationality, to using abstract and content based vocabulary during extended speaking assignments;	Covered in the ELPS
(G)	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics;	Covered in the ELPS
(H)	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	Covered in the ELPS
(I)	adapt spoken language appropriately for formal and informal purposes;	Covered in the ELPS
(J)	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment;	Covered in the ELPS
(K)	share prior knowledge with peers and others to facilitate communication and to foster respect for others; and	Covered in Collaboration and Response
(L)	describe the immediate surroundings such as classroom, school, and home.	Covered in the ELPS and Introduction
(30)	Second language acquisition/reading. The ESOL II student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The	Covered in the ELPS

	following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	
(A)	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;	Covered in the ELPS
(B)	recognize directionality of English reading such as left to right and top to bottom;	Covered in the ELPS
(C)	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	Covered in the ELPS
(D)	use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	Covered in the ELPS
(E)	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;	Covered in the ELPS
(F)	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;	Covered in the ELPS
(G)	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade-level needs;	Covered in the ELPS
(H)	read silently with increasing ease for longer periods;	Covered in the ELPS and Foundation
(I)	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;	Covered in the ELPS and Reading Comprehension
(J)	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs;	Covered in the ELPS and Reading Comprehension
(K)	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs;	Covered in the ELPS and Reading Comprehension
(L)	read authentic literature and use kinesthetic-visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly challenging language;	Covered in the ELPS Teacher strategy
(M)	use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience; and	Covered in the ELPS Teacher strategy
(N)	retell, role-play, and/or visually illustrate the order of events.	Covered in Reading Comprehension

(31)	Second language acquisition/writing. The ESOL II student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:	Covered in the ELPS
(A)	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	Covered in the ELPS
(B)	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	Covered in the ELPS
(C)	spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	Covered in the ELPS
(D)	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;	Covered in the ELPS
(E)	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as:	Covered in the ELPS
(i)	using correct verbs, tenses, auxiliaries, and pronouns/antecedents;	Covered in the ELPS
(ii)	using nominative, objective, and possessive case (apostrophe s) correctly;	Covered in the ELPS
(iii)	demonstrating knowledge of parts of speech; and	Move to Writing
(iv)	using negatives and contractions correctly;	Covered in the ELPS
(F)	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired;	Covered in the ELPS
(G)	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired;	Covered in the ELPS
(H)	use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points;	Covered in Writing
(I)	use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write;	Covered in Foundation Teacher Strategy
(J)	write with more proficient use of orthographic patterns such as digraphs and consonant blends with the initial s- and rules such as "qu" together, consonant doubling, dropping final "e," and changing "y" to "i"; and	
(J)	write with more proficient use of orthographic patterns such as digraphs and consonant blends with the initial s- and rules such as "qu" together, consonant doubling, dropping final "e," and changing "y" to "i"; and	Move to Foundation
(K)	develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text.	Covered in Writing