



ESL Methods & Materials

College of Education
ECED 3173 Section x170
Fall 2022

Contact Information

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Course Description

This course is designed to enable students to explore theories, pedagogical, and current methodology in the teaching of listening, speaking, reading, and writing skills for English Learners (ELs) and Limited English Proficient (LEP) students. The course presents five subject areas pertinent to teaching ELs: Cross-cultural communication and understanding, applied linguistic and second language acquisition, methods in teaching English as a second language, curriculum development and adaptation, and language assessment. These five subject areas which are the focus of the course modules, promote the understanding of culturally and linguistically appropriate instructional and assessment skills, and present effective means for modifying curricula. More detailed objectives for each of these subject areas are given below.

Textbook & Instructional Materials

Peregoy, S., & Boyle, O. F. (2017). *Reading, Writing, and Learning in ESL: A resource book for teaching k-12 English Learners* (7th ed). Boston: Pearson (ISBN: 978-013-40154-8).

Herrell, A, L., & Jordan, M. (2020). *50 Strategies for Teaching Language Learners*. Boston, MA: Pearson.

Course Objectives

All course objectives are aligned to TEA Standards for Pedagogy and Professional Responsibilities (PPR), English Language Proficiency Standards, and Science of Teaching Reading (STR) Examination Framework (competency 2).

Upon completion of the course, students should be able to

1. 1 Develop an understanding of the need for training to work with ELs and LEP students, i.e. the demographic, sociocultural, legal and pedagogical reasons (PPR, ESL 001-010).

2. Develop cultural awareness in order to understand better the influences of various aspects of culture on teaching and learning and to understand the influence that home, school, and community relationships have on academic achievement and school adjustment of ELs and LEP students (PPR, ESL 001-010, BIL 001-004, and ELP standards).
3. Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices (ESL 001-010, BIL 001-004, and ELP standards).
4. Understand and implement methods of English language development to use with all levels of English language learners (ESL 001-010, BIL 001-004, and ELP standards).
5. Develop instructional strategies that integrate language and curricular content learning (ELP standards, and ESL 001-010).
6. Understand how to use formative and summative assessments with ELs and LEP students (ESL 003, BIL 003, STR competency 2 and 13).

Course Outline

Provide equal education opportunities for the English Learners (ELs) and Limited English Proficient (LEP) students

- 1.1 Demographic changes into the 21st century and their implications
- 1.2 Rationale for providing service to the ELs and LEP students.
- 1.3 National efforts in providing equal education opportunities for ELs and LEP students.
- 1.4 State (Texas) efforts (Laws, school policies, and resources, etc.) in providing equal education opportunities for ELs and LEP students.
- 1.5 Examples of programs designed to meet the needs of ELs and LEP students (national and state) as they are situated within social and political contexts of language policy.

Developing cultural awareness in order to bridge home/community/school gap

- 2.1 States of cultural adjustment
- 2.2 Stereotypes and other preconceived ideas concerning cultures and cultural characteristics
- 2.3 Factors that influence EL and LEP parent involvement in the school
- 2.4 Strategies and activities that promote parent, school and community relationship in the classroom
- 2.5 Culturally responsive pedagogy

Second language acquisition issues

- 3.1 Approaches to language acquisition
- 3.2 Literacy processing and schema building
- 3.3 Literacy levels and multiple literacies
- 3.5 Communicative Competence & Literacy
- 3.6 BICS & CALP and Cummins' Quadrants
- 3.7 Technology assisted second language acquisition

Methods of English language development

- 4.1 Historical methods of English language development instruction
- 4.2 ESL goals and standards
- 4.3 ESL strategies in content areas
- 4.4 Whole language techniques
- 4.3 Cooperative learning strategies
- 4.5 English language development through technology

Content Area Instruction

- 5.1 Promoting literacy in the classroom
- 5.2 SDAIE Model
- 5.3 Teaching learning strategies
- 5.4 Approaches to teaching multicultural content
- 5.5 Integrating higher order thinking, skills for ELs and LEP students
- 5.6 Content area application
- 5.7 Technology in the classroom

Assessing EL/LEP students and monitoring student progress

- 6.1 Cultural nature of assessment
- 6.2 Types of assessment and assessment characteristics
- 6.3 Alternative approaches to assessment
- 6.4 Monitoring student progress

State Standards

The detailed list for each standard and test framework is listed: the TEA Standards for Pedagogy and Professional Responsibilities (PPR), English Language Proficiency Standards, and Science of Teaching Reading (STR) Examination Framework. WCOE Conceptual Framework and English Language Proficiency Standards are listed in Appendix A and B.

TEXES Competencies

The following TEXES ESL supplemental and Bilingual Supplemental competencies are addressed in full in this course.

- ESL 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- ESL 002: The ESL teacher understands the processes of the first (L1) and second (L2) language acquisition and the interrelatedness of L1 & L2 development.
- ESL 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- ESL 004: The ESL teacher understands how to promote students' communicative language development in English.
- ESL 005: The ESL teacher understands how to promote students' literacy development in English.

- ESL 006: The ESL teacher understands how to promote students' content area learning, academic-language development and academic achievement across the curriculum.
- ESL 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.
- ESL 008: The ESL teacher understands the foundations of ESL education and the types of ESL programs.
- ESL 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.
- ESL 010: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
- BIL 001: The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.
- BIL 002: The beginning bilingual education teacher understands the process of first- and second- language acquisition and development and applies this knowledge to promote students' language proficiency in the first language (L1) and second language (L2).
- BIL 003: The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.
- BIL 004: The beginning bilingual education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

English Language Proficiency Standards

- Cross-curricular second language acquisition/learning strategies
- Cross-curricular second language acquisition/listening
- Cross-curricular second language acquisition/speaking
- Cross-curricular second language acquisition/reading
- Cross-curricular second language acquisition/writing

Science of Teaching Reading (STR) Examination Framework

Competency 002- Foundations of Reading Assessment (K-5): Understand foundational concepts, principles, and best practices related to reading assessment).

Key Assessments

EL Portfolio, ESL Strategy Presentation, and ESL Supplemental Practical Exam

Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve

Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation and you are not allowed to directly quote the textbook or any other books without proper citation. Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and for educational purposes. (Student Handbook)

Disability Access: In accordance with the law, MSU provides academic accommodations for students with documented disabilities. Students with documented disabilities who believe they may need accommodation in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 - 397 - 4140.

Campus Carry Policy

Active Shooter:

Senate The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "Run. Hide. Fight."

Campus Carry:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry Policy](#)

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Attendance Policy

This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

1. If you are absent, your grade will be reduced.

1st Absence – No penalty. (Please use the first absence wisely such as family events, conferences, and social activities, etc).

2nd Absence – 60 points deducted from your final grade average

3rd Absence – 100 points deducted from your final grade average

More than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.

If you have an unexpected medical treatment, you must turn in a doctor's note at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points.

2. Punctuality is also expected for all classes. Arriving 10 minutes late for the class is considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.

3. Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class.

4. Make your cell phone vibrate during class time. Texting is very distracting in the class. Do not do it!!

Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two

days prior to the due date, but only one time per semester. Turn in your assignments with an electronic copy to D2L on the due day which is listed on the course calendar.

Inclement Weather Policy

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

Assignments

Weekly Reading Response Journal

Each week you need to respond to the class reading that links the textbook and lecture notes. Be sure that each response uses the following format.

1. Four key points you learned/found while reading: you will cite at least four specific pieces of research, findings, suggestions from the textbook (Chapter/page/author) and lecture notes. What was learned that was new/interesting? Discuss how these points relate to your current situation (if applicable) and classroom concepts (e.g., teaching/learning experience/teaching ideas).
2. One key point you have a question about/found confusing/disagreed with: you will cite at least 2 specific pieces of information from the textbook, noting the chapter/page/author/ and what remaining questions you have, why you are confused, why you disagree. Discuss how these points relate to your current teaching situation (if applicable) and classroom concepts (teaching/learning experience/teaching ideas).
3. One point you would like more information about: you will cite at least one piece of information from the textbook and/or lecture notes you would like to explore further. Discuss how this issue relates to you with personal teaching and learning experiences/teaching ideas. The example and the rubric are listed on page numbers 15-16.

ESL Teaching Resources Folder

You need to prepare a folder of content-related, comprehensible and culturally sensitive materials appropriate for ELs and LEP students in your future classes. Your folder has three sections including : (1) a minimum of 10 teaching resources (e.g., websites, books, articles, strategies, assessments, etc.). In this section, you need to discuss why you select these resources, and how you will use these resources in your class. (2) Descriptions of five multicultural activities (holiday events, food festival, etc.) for creating an effective multicultural and multiannual learning environment. You need to discuss why you design/select these activities and how you will use these activities in your class. (3) A minimum of three community resources (e.g., Adult learning center in Region 9, organizations, etc.). In this section, you need to discuss how to use these resources to promote community involvement and find these resources and how

you will participate with the ELs and LEP students' community. The rubric is listed on page 17.

Evaluate and Modified Lesson Plan Template

You need to select a content-based lesson on Youtube that is appropriate to your subject of interest and modify it in order to accommodate ELs and LEP students. You will use a rubric to evaluate the lesson you watch. You must choose a content lesson from math, science, social studies, or language arts. Modify the selected lesson for each of the four levels of English proficiency (beginning, intermediate, advanced, and advanced high). Many teaching videos do not provide a written lesson plan. You need to summarize the teaching lesson, including the name of the lesson and links. You need to use a modified lesson plan template to identify modifications you believe the original lesson plan needs to make. You need to turn in an evaluation checklist, an original lesson plan (based on your summary), and the modified lesson plan template. The checklist is found on page numbers 18-21 and the template and the rubric are listed on pages 22-25.

ELL Portfolio

This is the key assessment across different courses. The purpose of this assignment is for you to research, identify, and model instruction strategies that are effective in addressing the needs of ELs and LEP students in a mainstream classroom setting. In this portfolio you will complete the following four parts.

Part 1: English Language Proficiency Standards (ELPS) and Texas Cord

In this part of the portfolio you need to explore the ELPS, Chapter 89 of the Texas Administrative code, and section 29 of the Texas Education code. Once you finish exploring the state laws, you need to respond to several questions and answer each question in complete sentences. For example: when should a student be identified as limited English proficient in the academic school year? What does LPAC stand for? Who serves on the LPAC? What are the duties of the LPAC (More detailed questions will be given in the class.

Part 2. Strategies used

You need to complete the instructional Strategies for ELs and LEP students. The template is listed on page number 26.

Part 3. SIOP lesson plan

You need to prepare 2 sheltered content lesson plans demonstrating your knowledge of ESL methods and your ability to plan appropriate instruction for ELs and LEP students. Lesson plans will be assessed according to a modified Sheltered Instruction Observation Protocol (SIOP). Lesson plan template and an example of the SIOP are listed on page numbers 27-31. The ELL portfolio rubrics are listed on page numbers 32-38.

Part 4: Instructional Strategy Modeling Video and Reflection

In this section, you will model an instructional strategy and complete a 15-20 minute recording. You should use an instructional strategy from the chart completed in Part II with at least 1 child or adolescent.

For the video, you should do the following (a) with parental permission, recruit one or two youth EL students to use during your video (b) Place the video camera so that the camera records your demonstration and does not show the faces of the participants (e.g., the camera and students are both facing you so that students' faces are not visible to the camera). (c) Model the instructional strategy during the mini lesson. Your mini-lesson should be no longer than 20 minutes in length.

After reviewing the recording, reflect on the following items. Your response should be 100 words or more for each of the questions and should reference specific times/examples in the video recording to support your ideas when appropriate. (a) Which instructional strategy did you choose and why do you believe it would be effective in teaching English learners. (b) What challenges and successes did you experience while modeling the strategy during the mini-lesson? (c) How did the students respond to the strategy? What specific student behaviors indicated the strategy was effective, or not effective, with the students? (d) What improvements or changes would you make in the future when using this instructional strategy with English learners?

ESL Strategy Presentation (Pair Work)

You are required to select and read 5 children's books during the semester. You need to use the 5 books to develop a thematic unit to teach ELs and LEP students' reading and writing skills across different content areas. Component Parts of This Thematic Unit:

- a) Theme: Select an appropriate theme reflecting texts you read such as STEM, weather, ocean, family structure, etc. You need to explore 4 aspects of your themes. For example, Weather conditions include hurricane, tornados, blizzards, and droughts.
- b) Grade Level:
- c) Focus: Develop a one-sentence focus statement that summarizes the direction and intent of the unit.
- d) Objectives: Identify three or four specific objectives you wish students to master by the completion of the unit.
- e) Materials and Resources: Determine all the necessary materials and resources after the unit has been written.
- f) Reading and Writing Activities: Develop activities you wish to use throughout the unit, at least 2 strategies for each book.
- g) Discussion Questions: Include a variety of open-ended questions that help students think about the topic in varied and divergent ways.
- h) Evaluation: Develop appropriate assessments to evaluate student progress throughout the unit. Avoid relying on formal pencil and paper test; select criteria to measure growth.
- i) Presentation content: You need to summarize each strategy and discuss how to use each strategy to help the student develop L2 language and literacy, and how it makes content comprehensible. You need to state

standards that align with each strategy. Then you need to select one strategy to demonstrate how to use the strategy with ELs or ELP students in a content classroom. You also need to provide a handout of your selected strategy to your classmates. The handout will include 3-4 links that your classmates can use to learn about the strategy. The checklist and the rubric are listed on page numbers 39-41.

Some example Strategies for Using Writing and Reading

- ✓ K-W-L
- ✓ Skimming and Scanning (Comprehension)
- ✓ List-Group-Label
- ✓ Book pass
- ✓ Text Structures and Supports
- ✓ Developing Questions for reading: concept ladder
- ✓ Book in a day
- ✓ Reciprocal Teaching (comprehension)
- ✓ DR-TA (Directed Reading-Thinking Activity)
- ✓ Learning Logs
- ✓ Compare and Contrast
- ✓ QAR (Question-Answer Relationship)

ESL Supplemental Practical Exam (Short Version) and ESL Supplemental Practical Exam (Long Version)

For the Supplemental Exam, WFISD and other districts in Texas are really looking at having all of their new hires be ESL endorsed; this is different from ESL certified. For ESL endorsement, you only need to take the ESL test and pass it with an 80% or better. Once you pass the test, you pay a fee to have it added to your license, just like you have to do with any other test you take (e.g., PPR, Bilingual Generalist, Special Ed.). Then, your score is good for 5 years, but you still have to take a certain number of professional development hours (depending on your school district) to maintain your endorsement. It really does help you be more marketable.

This practice test will comprehensively address the main themes of this test, such as: Language Concepts and Language Acquisition an ESL Instruction and Assessment, as well as Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement. Review of some practical exam questions for each domain will be provided.

ESL TExES supplemental exams are included:

Domain I- Language concepts and language acquisition (25%)

- Competency 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Competency 002: The ESL teacher understands the processes of the L1 and L2 acquisition and the interrelatedness of L1 and L2 development.

Domain II- ESL instruction and assessment (45%)

- Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- Competency 004: The ESL teacher understands how to promote students' communicative language development in English.
- Competency 005: The ESL teacher understands how to promote students' literacy development in English.
- Competency 006: The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.
- Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

Domain III- Foundations of ESL education, cultural awareness, and family and community involvement (30%)

- Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs.
- Competency 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural learning environment.
- Competency 010: The ESL teacher knows to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Grading

Course Grade - Final grade will be determined by the number of points earned through completion of the following assignments and your attendance. You are required to finish all of the assignments in order to receive a complete final grade. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile, you will lose 10 points on your final grade.

Table 1: Points for each assignment

Assignments	Points
Weekly Reading Journal	300
ESL Teaching Resources Folder	100
Evaluate and Modified Lesson Plan Template	100
ELL Portfolio	200
ESL Strategy Presentation	150

Assignments	Points
ESL Supplemental Practical Exam	150
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Grading Scale:

A= 1000- 900 Work that is outstanding and exemplary

B= 899-800 Work that is above the minimum requirements

C= 799-700 Work that meets expected level of performance for most students

D= 699-600 Work that falls short of minimum criteria

F= 599 below Work that falls well below the expected level of performance for most students

Course Schedule

Week	Activities	Due Date
Week 1 Aug.22	1.Course Overview Key terms in ESL education Bilingual Ed vs. ESL Research: ELs in Texas	NA
Week 2 Aug.29	2.Chapter 1 What is culture? ESL English Learner Program Models	NA Speaking in Tongues (DVD)-four children speak different languages in different ESL programs
Week 3 Sept.5	3.Labor Day	No Class
Week 4 Sept.12	4.Chapter 2 Factors affecting Second Language Acquisition (SLA) SLA Theories Intro. linguistics Academic vs Social language Cummins' Quadrants	Practice 1-5 Strategy (Herrell & Jordan Text)
Week 5 Sept.19	5.Chapter 3 Traditional and current methods of teaching ESL Intro to Sheltered Instruction (SIOP Model) Planning sheltered content lesson Selecting ESL strategies Learning strategies ELPS language objectives	Practice 6-10 Strategy (Herrell & Jordan Text) ESL Supplemental Practical Exam (Short Version) Due
Week 6 Sept.26	6.Chapter 4 New literacies Technology to differentiate instruction for ELs	Practice 11-15 Strategy (Herrell & Jordan Text)
Week 7 Oct.3	7.Chapter 5 Oral language development and error correction Oral language teaching strategies & assessment (IPI, SOLOM, TELPAS) Reading fluency (DVD training)	Practice 20-25 Strategy (Herrell & Jordan Text) ** Bring your first draft Sheltered lesson plan to the class
Week 8 Oct.10	8.Chapter 6 Early literacy development Phonemic awareness and phonics instruction (DVD training)	Practice 21-25 Strategy (Herrell & Jordan Text) **Weekly Reading Response Journal (Chapters 1-5) due on Oct.16 th at 11:59pm

Week	Activities	Due Date
Week 9 Oct.17	9.Chapter 7 Vocabulary development and strategies Vocabulary Development (DVD training)	Practice 26-30 Strategy (Herrell & Jordan Text)
Week 10 Oct.24	10.Chapter 8 L2 writing development and L2 writing instruction Writing sample analysis	Practice 31-35 Strategy (Herrell & Jordan Text) **Evaluate and Modified Lesson Plan due on Oct.30 st at 11:59pm
Week 11 Oct. 31	11.Chapter 9 L2 reading development Reading comprehension (DVD training)	Practice 36-40 Strategy (Herrell & Jordan Text)
Week 12 Nov.7	12.Chapter 10 Content Area Reading (before, during, after reading text analysis)	Practice 41-45 Strategy (Herrell & Jordan Text) **ESL teaching resources folder due on Nov.13 th at 11:59pm
Week 13 Nov.14	13.Chapter 11 Differentiating Assessment for language proficiency After reading strategy	Practice 46-50 Strategy (Herrell & Jordan Text)
Week 14 Nov.21	14.ESL strategy presentation (Group 1)	**Weekly Reading Response Journal (Chapters 6-11) due on Nov.27 th at 11:59pm ** Presentation (Group 1)
Week 15 Nov.28	15.ESL strategy presentation (Group 2)	**Presentation (Group 2)
Week 16 Dec.5	16.Final Exam (5:45pm-7:45pm)	** ESL Practical Exam (Online) ** Submit ELL Portfolio to TK-20 before Dec.8 th

Appendix A:

WCOE Conceptual Framework/ Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix B: §74.4 English Language Proficiency Standards

a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) 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 English 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.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section

in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction 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.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: (A) use prior knowledge and experiences to understand meanings in English; (B) monitor oral and written language production and employ self-corrective techniques or other resources; (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary; (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); (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; (F) use accessible language and learn new and essential language in the process; (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; and (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. (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: (A) distinguish sounds and intonation patterns of English with increasing ease; (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; (C) learn new language structures, expressions,

and basic and academic vocabulary heard during classroom instruction and interactions; (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language; (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; (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; (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and (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.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: (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; (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication; (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; (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency; (E) share information in cooperative learning interactions; (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments; (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; (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired; (I) adapt spoken language appropriately for formal and informal purposes; and (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.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is 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; (B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials; (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text; (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned; (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; (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; (H) read silently with increasing ease and comprehension for longer periods; (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; (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; and (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 need.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and

Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English; (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary; (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired; (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; (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and (iii) using negatives and contractions correctly. (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; and (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

(d) Proficiency level descriptors.

(1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction. (A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students: (i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures; (ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and (iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues. (B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students: (i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary; (ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and (iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech. (C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support,

grade-appropriate spoken English used in academic and social settings. These students: (i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding; (ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and (iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear. (D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students: (i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used; (ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and (iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction. (A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students: (i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate; (ii) speak 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; (iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material; (iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and (v) typically use pronunciation that significantly inhibits communication. (B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students (i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning; (ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail; (iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple

tenses; are most comfortable speaking in present tense; (iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and (v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs. (C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students: (i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning; (ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics; (iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features; (iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and (v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs. (D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students: (i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses; (ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers; (iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers; (iv) make few second language acquisition errors that interfere with overall communication; and (v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers. (A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students: (i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are: (I) read in short "chunks;" (II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and (III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech; (ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and (iii) have

difficulty decoding most grade-appropriate English text because they: (I) understand the meaning of very few words in English; and (II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English. (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students: (i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include: (I) predictable story lines; (II) highly familiar topics; (III) primarily high-frequency, concrete vocabulary; (IV) short, simple sentences; and (V) visual and linguistic supports; (ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and (iii) have difficulty decoding grade-appropriate English text because they: (I) understand the meaning of only those English words they hear frequently; and (II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English. (C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students: (i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning; (ii) recognize some basic English vocabulary and high-frequency words in isolated print; and (iii) with second language acquisition support, are able to decode most grade-appropriate English text because they: (I) understand the meaning of most grade-appropriate English words; and (II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English. (D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students: (i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English; (ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and (iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

(4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction. (A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students: (i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes: (I) environmental print; (II) some very high-frequency words; and (III) concrete words that can be represented by

pictures; (ii) read slowly, word by word; (iii) have a very limited sense of English language structures; (iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text; (v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and (vi) are able to apply reading comprehension skills in English only when reading texts written for this level. (B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students: (i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes: (I) everyday oral language; (II) literal meanings of common words; (III) routine academic language and terms; and (IV) commonly used abstract language such as terms used to describe basic feelings; (ii) often read slowly and in short phrases; may re-read to clarify meaning; (iii) have a growing understanding of basic, routinely used English language structures (iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension; (v) struggle to independently read and understand grade-level texts; and (vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level. (C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students: (i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts: (I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words; (II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and (III) understand multiple meanings of commonly used words; (ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed; (iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and (iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics. (D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students: (i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used; (ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression; (iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and (iv) are able to apply, with minimal second language acquisition support and

at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

(5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers. (A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students: (i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.); (ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language; (iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and (iv) may demonstrate little or no awareness of English print conventions. (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:

(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English; (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English; (iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and (iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating. (C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students: (i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing; (ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language; (iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and (iv) occasionally exhibit second language acquisition errors when writing in English. (D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students: (i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing; (ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and (iii) although minimal

second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.

(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction. (A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students: (i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction; (ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and (iii) exhibit writing features typical at this level, including: (I) ability to label, list, and copy; (II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate; (III) present tense used primarily; and (IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs. (B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students: (i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction; (ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and (iii) exhibit writing features typical at this level, including: (I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English; (II) high-frequency vocabulary; academic writing often has an oral tone; (III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning; (IV) repetition of ideas due to lack of vocabulary and language structures; (V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies; (VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas; (VII) primary language features and errors associated with second language acquisition may be frequent; and (VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing. (C) Advanced. Advanced ELLs have enough English vocabulary and command of English language (i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage

meaningfully in grade-appropriate writing assignments in content area instruction; (ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and (iii) exhibit writing features typical at this level, including: (I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns; (II) emerging grade-appropriate vocabulary; academic writing has a more academic tone; (III) use of a variety of common cohesive devices, although some redundancy may occur; (IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required; (V) occasional second language acquisition errors; and (VI) communications are usually understood by individuals not accustomed to the writing of ELLs. (D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students: (i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction; (ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and (iii) exhibit writing features typical at this level, including: (I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary; (II) occasional difficulty with naturalness of phrasing and expression; and (III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication; (e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Appendix C: Standards/Competencies

Required alignment to all applicable state/national standards (including IN-TASC/TEExES test framework competencies for certification courses-grad and undergrad).

Course Objectives or Student Learning Outcomes	Standard or Competency
Develop an understanding of the need for training to work with ELs and LEP students, i.e. the demographic, sociocultural, legal and pedagogical reasons	PPR, and ESL 001-010.
Develop cultural awareness in order to understand better the influences of various aspects of culture on teaching and learning and to understand the influence that home, school, and community relationships have on academic achievement and school adjustment of ELs and LEP students	PPR, ESL 001-010, BIL 001-004, and ELP standards.
Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices	ESL 001-010, BIL 001-004, and ELP standards.
Understand and implement methods of English language development to use with all levels of English language learners	ESL 001-010, BIL 001-004, and ELP standards.
Develop instructional strategies that integrate language and curricular content learning	ELP standards and ESL 001-010.
6. Understand how to use formative and summative assessments with ELs and LEP students.	ESL 003, BIL 003, and STR competency 2.

Appendix D: Standard alignment matrix

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Weekly Reading Response Journal	Standards: ESL 001-010, BIL 001-004, and PPR Domain I, II, III.
ESL Teaching Resources Folder	TEExES ESL Supplemental and Bilingual Complementary Competencies, ESL 005, 009, 010, and BIL 001
Modified Lesson Plan	TEExES ESL and Bilingual Supplemental Competencies, and PPR Domain I: Competency 002. 004
ELL Portfolio	TEExES ESL Supplemental Competencies ESL 003, 005 ESL 001-007, 009, BIL 001-004, English Language Proficiency Standards (ELPS), and PPR Domain III: Standard I.
ESL Book Project Presentation	Standards TEExES ESL supplemental and Bilingual Complementary Competencies, ESL 001-006, 007, 009, and BIL 003, 004)
Supplemental Practical Exam	TEExES ESL Supplemental Competencies ESL 003, 005 ESL 001-007, 009, BIL 001-004, English Language Proficiency Standards (ELPS), and PPR Domain III: Standard

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