ESL Methods & Materials

College of Education
ECED 3173 Section x170
Fall 2025

Contact Information

Instructor: Dr. Suhua Huang
Office: BH214
Office hours: Mondays (11:00am-1:00pm), Wednesdays (11:00am-1:00pm),
　　　　　　Thursdays 10:00am-11:00am)
　　　　　　　Or By appointment
Office phone: (940)397-4763
E-mail: suhua.huang@msutexas.edu

Textbook & Instructional Materials

Peregoy, S., Boyle, O. F.& Amendum, S. (2013). Reading, Writing, and Learning in ESL: A resource book for teaching k-12 English Learners (8th ed). Boston: Pearson (ISBN: 978-013-753547-7).

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

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.

Course Objectives

All course objectives are aligned to TEA Standards for Pedagogy and Professional Responsibilities (PPR), English Language Proficiency Standards, TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10) and Science of Teaching Reading (STR) Standards and Examination Framework:

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, pedagogical reasons and instructional practices).
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.
3. Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices.
4. Understand and implement methods of English language development to use with all levels of English language learners (beginning, intermediate, advance, and advance high).
5. Develop instructional strategies that integrate language (e.g., listening, speaking, reading, and writing, etc.) and curricular content learning (e.g., ELAR, Science, Math, Social Studies, and STEM, etc.)
6. Understand how to use formative and summative assessments with ELs and LEP students.

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. EC-6 Core Subject ELAR Standards and EC-6 ELAR Examination Framework, Technology Application for All Teachers Standards, and Technology Applications for All Teachers Standards.

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 (ELPS)

Standard 1: **Cross-curricular second language acquisition/learning strategies** (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.

Standard 2: **Cross-curricular second language acquisition/listening** (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 need

Standard 3: **Cross-curricular second language acquisition/speaking** (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.

Standard 4: **Cross-curricular second language acquisition/reading** (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

Standard 5: **Cross-curricular second language acquisition/writing** (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.

Pedagogy and Professional Responsibilities Standards, Early Childhood-Grade 6 §235.21

(a) Early Childhood-Grade 6 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Early Childhood-Grade 6. The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).

(b) Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must: (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes; (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement; (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities; (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn; (5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students; (6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;(7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;(8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts; (9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction; (10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals; (11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems; (12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;(13) monitor and assess students' progress to ensure that their lessons meet students' needs; (14) provide immediate feedback to students in order to

reinforce their learning and ensure that they understand key concepts; and (15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(c) Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets; (2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts; (3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources; (4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; (5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and (6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(d) Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must: (1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas; (2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas; (3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline; (4) organize curriculum to facilitate student understanding of the subject matter; (5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; (7) teach both the key content knowledge and the key skills of the discipline; and (8) make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.

(e) Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by

efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must: (1) embrace students' backgrounds and experiences as an asset in their learning;(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences; (4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students; (5) implement behavior management systems to maintain an environment where all students can learn effectively;(6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning; (7) maximize instructional time, including managing transitions;(8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and (9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must: (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning; (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Science of Teaching Reading (STR) Standards
Standard 19 §TAC 235.101 (a) Early Childhood: PreK-Grade 5 standards: The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgments, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students.
Standard 19 §TAC 235.101 (b)Reading Development: Demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based

assessment and instructional practices to promote students' development of grade level skills within the following components of reading (1) oral language development;(2) print awareness; (3) phonological and phonemic awareness;(4) phonics; (5) fluency; (6) vocabulary development;(7) syllabication and morphemic analysis; (8) comprehension of literary text; (9) comprehension of informational text; and (10) beginning strategies and reading comprehension skills.

Standard 19 §TAC 235.101 (c) Reading Pedagogy: Demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (2) implementing both formal and informal methods of measuring student progress in early reading development; (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Technology Applications for All Teachers Standards
Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas and create products:
1.1k how to use innovative technology and electronic communication to create new knowledge.
Standard III. All teachers acquire, analyze, and manage content from digital resources:
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats.

Science of Teaching Reading (STR) Examination Framework TEST 293
Domain I: Reading Pedagogy
Competency 001: Foundations of the Science of Teaching Reading
A. Demonstrate knowledge of scientifically based reading research.
B. Demonstrate knowledge of the Texas Prekindergarten guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR), (Kindergarten through Grade 5.)
C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
D. Demonstrate knowledge of the characteristics of students at various stages of reading development from learning to read, including emergent, beginning, and transitional and advanced in order to help inform instructional planning and management of reading instruction.
E. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling

development (e.g., pre-communicative or pre-phonetic, semi-phonetic, phonetic, transitional, conventional).

F. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting young children's development of both foundational reading skills and various dimensions of reading comprehension at all stages of reading development.

H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.

I. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students to inform instructional planning and engage all students in learning.

J. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.

P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support every student's development in reading, and ways to empower families to engage in at home with their child, and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills, and oral reading fluency

R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.

S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Competency 002: Competency 002 -- Foundations of Reading Assessment

A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the Texas Prekindergarten Guidelines or TEKS for ELAR, and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.

B. Demonstrate knowledge of key assessment concepts and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties

C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing decoding skills (e.g., using word lists to assess recognition of high-frequency sight words; using word pattern surveys, etc.) and various dimension of reading comprehension (e.g., using oral retelling, using oral language and writing samples to analyze academic language and vocabulary development, etc.)

D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.

E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses and limitation of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading inventories, phonics inventories, spelling inventories, retelling, running records, oral reading fluency measures, and use of rubrics of portfolio assessment of authentic reading tasks.

G. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, and assessment of authentic reading tasks).

H. Demonstrate knowledge of strategies for using the results of assessment to guide students' independent reading, including conferencing with individual students about their interest, text selections, and response to specific texts.

I. Demonstrate knowledge of strategies for using the results of assessment (e.g., informal reading inventories, interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.

J. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support the assessment of reading development.

K. Demonstrate knowledge of strategies for differentiating reading assessments to ensure that they accurately assess all students' reading needs.

Domain 2: Reading Development: Foundational Skills
Competency 003 (Oral Language Foundations of Reading Development)
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity)

B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity,

and to use the results to inform instructional planning and delivery, including differentiation strategies and intervention.

Competency 004(Phonological and Phonemic Awareness) planning and delivery including differentiation strategies and interventions.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 005 (Print Concept and Alphabet Knowledge)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 006 (Phonics and Other Word Identification Skills)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills including related spelling skills, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 007 (Syllabication and Morphemic Analysis Skills)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills including related spelling skills, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 008 (Reading Fluency)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading fluency.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Domain 3: Reading Development: Comprehension
Competency 009 (Vocabulary Development)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 010 (Comprehension Development)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading comprehension (e.g., inferring), including their development of reading comprehension strategies (e.g., self-monitoring).

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehensions strategies and trends in students' work that provide insights into possible misconceptions and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 011 (Comprehension of Literary Texts)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of literary texts.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of literary texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 012 (Comprehension of Informational Texts)

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of informational texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Domain IV-Analysis and Response

Competency 13 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, development written response based on the data and information presented.

A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.

B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency (e.g., accuracy, rate, and prosody) and to support the analysis with specific, appropriate examples from the student's reading performance.

C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.

D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.

E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluate comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the students' reading performance.

F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

Assignments: Constructed response questions; case study analysis;

TExES EC-6 Core Subjects ELAR Standards [TAC§228.30]
Standard 1: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

1.1k: Basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;

1.2k: How to build on students' cultural, linguistic, and home backgrounds to enhance their oral language development;

1.3k: The relationship between the development of oral language and the development of reading;

1.4k: Skills for speaking to different audiences for various purposes;

1.5k: Active, purposeful listening in a variety of contexts;

1.6k: The use of critical listening to analyze and evaluate a speaker's

1.7k: Listening skills for enjoying and appreciating spoken language;

1.9k: How to use effective informal and formal assessments to evaluate students' oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;

1.10k: Similarities and differences between oral and written language conventions and how to promote young students' awareness of these similarities and differences; and

1.11k: How to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and

1.1s: Acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations,

dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;

1.3s Provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities

1.4s: Select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;

1.5s: Help students learn how to adapt students' spoken   language to various audiences, purposes, and occasions;

1.6s: Help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

1.7s: Plan, implement, and monitor instruction that is focused on individual students' needs, strengths, and interests and is based on informal and formal assessment of students' progress in oral language development;

1.9s: Provide opportunities for students to engage in active purposeful listening

1.11s: Support students' development of communication skills through the use of technology.

Standard II: Phonological and Phonemic Awareness: Teachers of young

Standard 3: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

3.1k: The importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;

3.2k: Expected patterns of students' alphabetic skills development and knowledge that individual variations may occur;

3.3k That not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and

Standard 5: Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

5.4k: Important phonetic elements and conventions of the English language;

Standard 8: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

8.1k: Predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;

8.2k: Writing processes, including the use of self-assessment in writing;

8.3k: Writing for a variety of audiences, purposes, and settings;

8.4k: The differences between first draft writing and writing for publication;

8.5k: Appropriate instructional strategies and sequences for developing students' writing skills;

8.6k: The development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;

8.8k: The benefits of technology for teaching writing and writing for publication; and

8.2s: Teach purposeful, meaningful writing in connection with listening, speaking, and reading;

8.5s: Provide instruction in the use of available technology that facilitates written communication;

8.6s: Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

Standard 9: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

9.1k: That young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;

9.2k: The relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;

9.3k: The stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next;

9.4k: The similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

9.6k: The importance of spelling and graphophonemic knowledge for success in reading and writing; and

9.2s: Provide hands-on activities to help young students develop the fine motor skills necessary for writing;

9.4s: Provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);

9.6s: Work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;

10.1k: Appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion- referenced state tests) and informal assessments (e.g., curriculum- based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.2k: Formative and summative uses of assessment;

10.3k: How to use multiple assessments and the results of these assessments to inform reading and writing instruction;

10.4k: How to use assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.5k: How students' use of self-evaluation and self-monitoring procedures can enhance literacy development;

10.6k: The reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

10.7k: The importance of providing many opportunities for students to experience extended reading of narrative and expository texts; and

10.1s: Use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s: Analyze students' errors in reading and writing and use them as a basis for future instruction;

10.3s: Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.5s: Communicate instructional decisions based on research, assessments, and knowledge of students;

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

12.1k: Characteristics and functions of different types of media (e.g., film, and print);

12.2k: How different types of media influence and inform;

12.3k: Procedures and criteria for analyzing and evaluating visual images, messages, and meanings;

12.4k: Procedures for producing visual images, messages, and meanings to communicate with others;

12.5k: Instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;

12.6k: Grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;

12.7k: How to distinguish between denotative and connotative meanings; and

12.8k: Word origins and the understanding of historical influences on English wording meanings.

12.1s: Use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;

12.2s: Compare and contrast print, visual, and electronic media (e.g., films and written stories);

12.3s: Evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;

12.4s: Teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;

12.5s: Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;

12.6s: Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;

12.7s: Teach students how to select, organize, and produce visuals to complement and extend meanings;

12.8s: Provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;

TExES EC-6 Core Subjects ELAR Competency (Test 391)

Competency 001-Oral Language: The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002- Word Analysis and Identification Skills: The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

Competency 003—Reading Fluency: The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 004—Reading Comprehension and Applications: The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 005—Vocabulary Development: The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking, and writing.

Competency 006—Reading, Inquiry, and Research: The teacher understands the importance of inquiry and research skills to students' academic success and provides instruction that promotes students' acquisition and effective use of these skills in the content areas.

Competency 007—Writing Conventions: The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 008—Written Communication: The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 010—Assessment of Developing Literacy: The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Texas Teacher Standard (TAC Chapter 149)

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

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.

Moffett Library
Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

Obligation to Report Sex Discrimination under State and Federal Law
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex

discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

AI /Chat GPI Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is (1) the use of any unauthorized assistance, (2) dependence upon the aid of sources
  beyond those authorized by the instructor, or (3) acquisition without permission, of tests of other academic materials.
- Plagiarism is the use of another person's published or unpublished work without full and clear acknowledgement.
- Collusion is collaboration with another person is preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

 AI/Chat GPT are relevant to the academic domain. All writing assignments should be well-prepared and created by the students for this course. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Resource from Texas Tech University).

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

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 D2L. **Also see the handout page numbers: 1-2**

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 example and rubric are listed on D2L. **Also see the handout page number:3**

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 on D2L and the template and the rubric are listed on D2L. **Also see the handout page numbers: 4-11**

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 Policy
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 D2L.
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 and rubric are listed on D2L (**ELL Key Assessment Module Module**). **Also see the handout page numbers: 12-24**

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 example of power point presentation, the checklist and the rubric are listed on D2L. **Also see the handout page numbers: 25-27**

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
Participation	100
Weekly Reading Journal	250
ESL Teaching Resources Folder	100
Evaluate and Modified Lesson Plan Template	100
ELL Portfolio	200
ESL Strategy Presentation	100
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.25	1.Course Overview Key terms in ESL education Bilingual Ed vs. ESL Multilingual Learners	NA
Week 2 Sept. 1	2. **Labor Day**	**No Class**
Week 3 Sept.8	3. Chapter 1 What is culture? ESL English Learner Program Models	Speaking in Tongues (DVD)-four children speak different languages in different ESL programs
Week 4 Sept.15	4.Chapter 2 Factors affecting Second Language Acquisition (SLA) SLA Theories Intro. Linguistics, Academic vs Social language, and Cummins' Quadrants	Practice 1-5 Strategy (Herrell & Jordan Text)
Week 5 Sept.22	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 (In Class)**
Week 6 Sept.29	6.Chapter 4 New literacies Technology to differentiate instruction for ELs	Practice 11-15 Strategy (Herrell & Jordan Text)
Week 7 Oct.6	7.Chapter 5 Oral language development and error correction Oral language teaching strategies & assessment (IPI, SOLOM, TELPAS) Reading fluency (DVD training)	Practice 16-20 Strategy (Herrell & Jordan Text) **** Bring your first draft Sheltered lesson plan to the class**
Week 8 Oct. 13	8.Chapter 6 First step to literacy: English Learners beginning to write and read	Practice 21-25 Strategy (Herrell & Jordan Text)
Week 9 Oct.20	9.Chapter 7 Vocabulary development and strategies Vocabulary Development (DVD training)	Practice 26-30 Strategy (Herrell & Jordan Text) **** Weekly Reading Response Journal #1 due on Oct.26 by 11:59pm**

Week	Activities	Due Date
Week 10 Oct.27	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 Nov.2nd by11:59pm**
Week 11 Nov.3	11.Chapter 9 L2 reading development Reading comprehension (DVD training)	Practice 36-40 Strategy (Herrell & Jordan Text)
Week 12 Nov.10	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.16th by 11:59pm**
Week 13 Nov.17	13.Chapter 11 Differentiating Assessment for language proficiency After reading strategy	Practice 46-50 Strategy (Herrell & Jordan Text)
Week 14 Nov.24	14. **Work on ESL Strategy Presentation, Weekly Reading Response Journal (Chapters 6-11), and ELL Portfolio.**	**No Class** ****Weekly Reading Response Journal (Chapters 6-11) due on Nov. 30th by 11:59pm**
Week 15 Dec.1	15.ESL Strategy Presentation- In Class	**** ESL Strategy Presentation Power point slides and handouts due on Dec.7th by 11:59pm.**
Week 16 Dec. 8	16.Final Exam (5:45pm-7:45pm)	**** ESL Practical Exam (Online)** **** Submit ELL Portfolio to TK-20 before Dec.11th**

Appendix A: Standards/Competencies

Required alignment to all applicable state/national standards (including IN-TASC/TExES test framework competencies for certification courses-grad and un-dergrad.

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
Develop an understanding of the need for training to work with ELs and LEP students(i.e. the demographic, sociocultural, legal, pedagogical reasons, and instructional practices)	ESL 001-006, 008-010 BIL 001-004 ELPS: Standard 1: Cross-curricular second language acquisition/learning strategies (A) (B) (C) (D) (E) (F) (G) PPR (c) Knowledge of Student and Student Learning: (1) (2) (3) (4) (5) (6) Learner Development (InTASC): 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 (InTASC): understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards TAC Chapter 149 Standard 2 (A) (i)(ii) (ii)	Weekly Reading Response Journal Course Reading Materials ELL Portfolio (Part 1: English Language Proficiency Standards (ELPS) and Texas Policy) ESL Supplemental Practical Exams (Domain I- Language concepts and language acquisition Domain II- ESL instruction and assessment Domain III- Foundations of ESL education, cultural awareness, and family and community involvement)
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	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	Weekly Reading Response Journal Course Reading Materials ESL Teaching Resource Folder

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
adjustment of ELs and LEP students	PPR (c) Knowledge of Student and Student Learning (1) (4) (6) (e) Learning Environment (1) (2) (3) (5)(6) (7) Learning Environment (InTASC): 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. TAC Chapter 149 Standard 2 (A) (i)(ii) (ii)	ESL Supplemental Practical Exams (Domain III- Foundations of ESL education, cultural awareness, and family and community involvement)
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 Standard 2: Cross-curricular second language acquisition/listening ((A) (B) (C) (D) (E) (F) (G) (H);Standard 3: Cross-curricular second language acquisition/speaking (A) (B) (C) (D) (G); Standard 4: Cross-curricular second language acquisition/reading (A) (B) (C) (D)(E) (F) (G) (H);Standard 5: Cross-curricular second language acquisition/writing(A) (B) (C) (D) PPR (b) Instructional Planning and Delivery (1-15) Technology Standards: 1.1K and 3.1k STR Standards (b) Reading development 1) oral language development;(2) print awareness; (3) phonological and phonemic awareness;(4) phonics; (5) fluency; (6) vocabulary development;(7) syllabication and morphemic analysis; (8) comprehension of literary text; (9) comprehension of informational text; and (10) beginning strategies and reading comprehension skills.	Course Reading Materials Weekly Reading Response Journal Modified Lesson Plan

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
	(c) Reading Pedagogy: Demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (2) implementing both formal and informal methods of measuring student progress in early reading development; (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners. STR TEST 293: Competency 001, 003-012 EC-6 Core Subjects ELAR Standards [TAC§228.30]: Standard 1: 1.1k-1.11k, 1.1s, 1.3s-1.7s, 1.9s; Standard 3: 3.1k-3.3k, Standard 5: 5.4k; Standard 8: 8.1K-8.6k, 8.8k, 8.2s-8.5s, 8.6s; Standard 9: 9.1k-9,4k, 9.6k, 9.2s-9.4s, 9.6s; Standard 10: 10.1k-10.7k, 10.1s-10.3s, 10.5s; Standard 12: 12.1k-12.8k, 12.1s-1.8s	ELL Portfolio (Part 2: Strategies used) (Part 3: SIOP lesson plan) (Part 4: Instructional Strategy Modeling Video and Reflection) ESL Book Project Presentation

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
	EC-6 Core Subjects ELAR Competency (Test 391): Competency 001-008 Planning for Instruction (InTASC)- 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 (In TASC): 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. TAC Chapter 149 Standard 1 (A) (i)(ii) (ii) (B) (i) (ii) (iii) (D) (i) (ii) (iii) (D)(i) (ii) (iii) (E) (i) (ii) (iii) Standard 2 (C) (i) (ii) (iii)	ESL Supplemental Practical Exams (Domain I- Language concepts and language acquisition Domain II- ESL instruction and assessment Domain III- Foundations of ESL education, cultural awareness, and family and community involvement)
Understand and implement methods of English language development to use with all levels of English language learners (beginning, intermediate, advance, and advance high)	ESL 001-010 BIL 001-004 ELPS: Standard 1: Cross-curricular second language acquisition/learning strategies (A) (B) (C) (D) (E) (F) (G); Standard 2: Cross-curricular second language acquisition/listening ((A) (B) (C) (D) (E) (F) (G) (H); Standard 3: Cross-curricular second language acquisition/speaking (A) (B) (C) (D) (E) (G): Standard 4: Cross-curricular second language acquisition/reading (A) (B) (C) (D)(E) (F) (G) (H); Standard 5: Cross-curricular second language acquisition/writing(A) (B) (C) (D) PPR(b)Instructional Planning and Delivery (1-15)	Course Reading Materials ESL Supplemental Practical Exams (Domain I- Language concepts and language acquisition Domain II- ESL instruction and assessment Domain III- Foundations of ESL education, cultural awareness, and family and community involvement)

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
	(d) Content Knowledge and Expertise (1-8) Technology Standards: 1.1K and 3.1k STR Standards (b) Reading development 1) oral language development;(2) print awareness; (3) phonological and phonemic awareness;(4) phonics; (5) fluency; (6) vocabulary development;(7) syllabication and morphemic analysis; (8) comprehension of literary text; (9) comprehension of informational text; and (10) beginning strategies and reading comprehension skills. (c) Reading Pedagogy: Demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (2) implementing both formal and informal methods of measuring student progress in early reading development; (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students	ESL Book Project Presentation Weekly Reading Response Journal

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
	with exceptional needs and English learners. STR TEST 293: Competency 001, 003-012 EC-6 Core Subjects ELAR Standards [TAC§228.30]: Standard 1: 1.1k-1.11k, 1.1s, 1.3s-1.7s, 1.9s; Standard 3: 3.1k-3.3k, Standard 5: 5.4k; Standard 8: 8.1K-8.6k, 8.8k, 8.2s-8.5s, 8.6s; Standard 9: 9.1k-9,4k, 9.6k, 9.2s-9.4s, 9.6s; Standard 10: 10.1k-10.7k, 10.1s-10.3s, 10.5s; Standard 12: 12.1k-12.8k, 12.1s-1.8s EC-6 Core Subjects ELAR Competency (Test 391): Competency 001-008 Planning for Instruction (InTASC)- 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 (In TASC): 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. TAC Chapter 149 Standard 1 (A) (i)(ii) (ii) (B) (i) (ii) (iii) (D) (i) (ii) (iii) (D)(i) (ii) (iii) (E) (i) (ii) (iii) Standard 2 (C) (i) (ii) (iii)	ELL Portfolio Part 1: English Language Proficiency Standards (ELPS) and Texas Policy) (Part 2: Strategies used) (Part 3: SIOP lesson plan) (Part 4: Instructional Strategy Modeling Video and Reflection Modified Lesson Plan
Develop instructional strategies that integrate language (e.g., listening, speaking, reading,	ESL 001-010 BIL 001-004 ELPS: Standard 1: Cross-curricular second language acquisition/learning strategies (A) (B)	Weekly Reading Response Journal

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
and writing, etc.) and curricular content Learning (e.g., ELAR, Science, Math, Social Studies, and STEM, etc.)	(C) (D) (E) (F) (G); Standard 2: Cross-curricular second language acquisition/listening ((A) (B) (C) (D) (E) (F) (G) (H); Standard 3: Cross-curricular second language acquisition/speaking (A) (B) (C) (D) (E) (G): Standard 4: Cross-curricular second language acquisition/reading (A) (B) (C) (D)(E) (F) (G) (H); Standard 5: Cross-curricular second language acquisition/writing(A) (B) (C) (D) PPR(b)Instructional Planning and Delivery (1-15) (c) Knowledge of Student and Student Learning (1-6) (d) Content Knowledge and Expertise (1-8) Technology Standards: 1.1K and 3.1k STR Standards (b) Reading development 1) oral language development;(2) print awareness; (3) phono-logical and phonemic aware-ness;(4) phonics; (5) fluency; (6) vocabulary development;(7) syllabication and morphemic analysis; (8) comprehension of literary text; (9) comprehension of informational text; and (10) beginning strategies and reading comprehension skills. (c) Reading Pedagogy: Demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to pro-mote students' development of foundational reading skills, including:(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model,	Course Reading Materials ESL Book Project Presentation ELL Portfolio (Part 1: English Language Proficiency Standards (ELPS) and Texas Policy) (Part 2: Strategies used) (Part 3: SIOP lesson plan) (Part 4: Instructional Strategy Modeling Video and Reflection

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
	structured literacy); (2) implementing both for-mal and informal methods of measuring student progress in early reading development; (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect Evidence-based best practices; and (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners. STR TEST 293: Competency 001, 003-012 EC-6 Core Subjects ELAR Standards [TAC§228.30]: Standard 1: 1.1k-1.11k, 1.1s, 1.3s-1.7s, 1.9s; Standard 3: 3.1k-3.3k, Standard 5: 5.4k; Standard 8: 8.1K-8.6k, 8.8k, 8.2s-8.5s, 8.6s; Standard 9: 9.1k-9,4k, 9.6k, 9.2s-9.4s, 9.6s; Standard 10: 10.1k-10.7k, 10.1s-10.3s, 10.5s; Standard 12: 12.1k-12.8k, 12.1s-1.8s EC-6 Core Subjects ELAR Competency (Test 391): Competency 001-008 Content Knowledge (InTASC) - 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.	ESL Supplemental Practical Exams (Domain I- Language concepts and language acquisition Domain II- ESL instruction and assessment Domain III- Foundations of ESL education, cultural awareness, and family and community involvement)

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
	Application of Content (InTASC) - 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. TAC Chapter 149 Standard 1 (A) (i)(ii) (ii) (B) (i) (ii) (iii) (C) (i) (ii) (iii) (D)(i) (ii) (iii) (E) (i) (ii) (iii) Standard 2(A) (i)(ii) (ii) (B) (i) (ii) (iii) (C) (i)(ii) (ii) Standard 3 (A) (i) (ii) (iii) (B) (i) (ii) (iii)	Modified Lesson Plan
Understand how to use formative and summative assessments with ELs and LEP students.	ESL 001-010 BIL 001-004 ELPS: Standard 1: Cross-curricular second language acquisition/learning strategies (A) (B) (C) (D) (E) (F) (G); Standard 2: Cross-curricular second language acquisition/listening ((A) (B) (C) (D) (E) (F) (G) (H); Standard 3: Cross-curricular second language acquisition/speaking (A) (B) (C) (D) (E) (G): Standard 4: Cross-curricular second language acquisition/reading (A) (B) (C) (D)(E) (F) (G) (H); Standard 5: Cross-curricular second language acquisition/writing(A) (B) (C) (D) PPR(f) Data-Driven Practices (1) (2) (3) STR Standard (c) Reading Pedagogy (2) implementing both formal and informal methods of measuring student progress in early reading development STR TEST 293: Competency 002, 013 EC-6 Core Subjects ELAR Competency (Test 391)-010 Assessment (InTASC) - understand and use multiple methods	ELL Portfolio (Part4) (Part 4: Instructional Strategy Modeling Video and Reflection ESL Supplemental Practical Exams (Domain II- ESL instruction and assessment) ESL Book Project Presentation

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignments/ Module/ Course Activities
	of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. TAC Chapter 149 Standard 5 (A) (i) (ii)	Modified Lesson Plan

Appendix B: 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 C: §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 consider 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.

References

Texas Education Agency. (2019). English as a Second Language (ESL) Competency. Retrieved from August 20, 2021, from https:// tea.texas.gov

Standards EC-6. Retrieved August 19, 2021, from PPR EC-6

Texas Education Agency. (2020). Science of Teaching Reading Exam. Retrieved August 19, 2021, from TEA STR Exam

Texas Education Agency. (2020). Science of Teaching Reading Standards. Retrieved August 19, 2021, from TEA STR Standards

Texas Education Agency. (2021).EC-6 Core Subjects Test Framework. Retrieved January 1, 2021, from EC-6 Core Subjects 391

Texas Education Agency. (2021).EC-6 Core Subjects Standards. Retrieved, August 19, 2021 from EC-6 Core Subjects